



Cokethorpe

SCHOOL

Support for Learning

- Inclusion
- Learning Differences
- Disabilities
- Reasonable Adjustments
- Accessibility
- English as an Additional Language

September 2023

INCLUSIVE EDUCATION

All children should be equally valued in school. Cokethorpe School will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

This policy is an integral part of the School's curriculum policy and is relevant to all aspects of the School Development Plan. It describes the way we meet the needs of children who experience barriers to their learning development, whether cognitive, physical, emotional or social barriers.

Cokethorpe School is committed to providing an inclusive curriculum and appropriate high-quality education to all of our pupils, whatever their needs and abilities. Additionally, the School is required to ensure that The Equality Act 2010, and the relevant Codes of Practice and Guidance, are implemented effectively across the School.

All pupils should have both a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and the opportunity to be fully included in all aspects of school life.

Educational inclusion is about equal opportunities for all pupils, whatever age, gender, sexual orientation, religion or belief, ethnicity, impairment, educational attainment and background. This does not mean that we treat all pupils in the same way, but rather that we respond to pupils in ways that take account of their varied needs. We pay particular attention to the provision for, and the achievement of, different groups of pupils:

- Those with additional learning needs
- Those with disabilities
- Those who are particularly gifted and talented
- Those who are particularly at risk of disaffection and exclusion
- Those who need support to learn English as an additional language

Structure and Policy

The Governing Body as a whole is responsible for making provision for pupils with additional learning needs and this body receives regular reports from the Head of Learning Development. The chairman of the Education Sub-Committee takes responsibility for reporting to the full Governing Body matters relating to the Inclusive Education Policy.

The Headmaster and SMT regularly discuss matters relating to inclusive education. The Learning Support Department offers the opportunity, within each year group, for more vulnerable pupils to be supported in a dedicated environment. This can be best tailored to suit their needs through differentiated learning and teaching approaches.

The Learning Support department also has a specialist teacher trained to carry out assessments and provide evidence for examination access arrangements. There is also at present a part-time EAL specialist.

The School makes a budget available for training needs for all staff, taking into account School priorities as well as personal professional development. The Head of Learning Development takes responsibility for prioritising the training needs of staff with a specialist commitment to pupils with additional needs. Learning Support and all matters relating to inclusive education are addressed by the Head of Learning Development as part of the induction programme for new staff.

The School is committed to early identification of additional need and operates a graduated response in seeking to meet those needs, in line with the relevant Codes of Practice. A range of evidence is collected through the School's assessment and monitoring arrangements. If this suggests that the pupil is not making the expected progress, a decision will be made as to whether additional and/or different provision is necessary. Provision/action that is additional to, or different from, that which is available to all, will be recorded in a Provision Map.

Admission to the School

- The School must feel reasonably sure that throughout the pupil's time at Cokethorpe, it will be able to educate and develop the prospective pupil to the best of his/her potential and in line with the general standards achieved by the pupil's peers
- The School policy is to apply these criteria to all pupils and potential pupils, regardless of any disability of which it is made aware by parents. The School has a legal obligation to make reasonable adjustments so that any disabled pupil or potential pupil is not at a substantial disadvantage compared with other pupils who are not disadvantaged because of disability
- The School requires parents to inform the School in respect of any disability of a prospective pupil in the relevant section of the application form
- In assessing any pupil or prospective pupil, the School may take such advice and require such assessments, e.g. Educational Psychologist's report, and recommendations it regards as appropriate
- With prior notification of disability, supported by appropriate evidence, the School may allow access arrangements in the entrance exam for prospective pupils with a disability
- We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for disabled applicants sitting the entry test, such as, for example, allowing it to be completed on computer rather than by hand. However, the pass mark for the test is not altered as this would not be a reasonable adjustment

Physical Access to the School

Under the legislation we are not required to remove or alter physical features.

- Parents should be aware that the School site covers a wide area with many buildings of more than one storey and without lifts. Like many schools, Cokethorpe's practice of siting subject areas with designated classrooms requires pupils to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Pupils with impaired mobility will therefore be somewhat disadvantaged by these problems
- The School is addressing these issues as part of the building's development and refurbishment programme but some substantial improvements cannot be achieved by reasonable adjustments short of major alterations at prohibitive cost to the School
- The Accessibility Plan (see Appendix One) to meet the legal planning duties will seek to improve physical access within the constraints of local planning permission and the budgetary impact outlined above

Sporting, AOB and other Activities

- The School will continue where possible to provide access to all school activities for disabled pupils, within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and the difficulties of supervision
- Individual Risk Assessment and management strategies will be provided for disabled pupils engaged in school trips or visits

Welfare

- Staff and pupils are to be made aware of disability issues and accept and support disabled pupils as part of school life (eg PSHE/WIT Chapel and House Assemblies)
- Appropriate staff INSET will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision
- The School's Equal Opportunities Policy, Bullying Policy, Code of Conduct, pupil and staff handbooks and Blue Book will be updated to reflect inclusiveness and the difficulties faced by disabled pupils, thereby improving understanding and integration
- The School will agree, with parents, appropriate regular means of communication with regard to pupils' progress, behavioural issues and the effects of any medication

Application of the Policy

The School has a legal duty to be non-discriminatory towards disabled pupils and to provide equal access to the curriculum. The School is defined as including all year groups from the Reception Class (EYFS) through to Sixth Form.

We recognise and accept that the education of pupils who experience barriers to their learning is our shared responsibility. We take this duty seriously and will take all reasonable steps to discharge it effectively. The aim of this policy is to outline provision for pupils with learning support needs in addition to and different from that which all pupils receive.

Definitions

The 2014 SEN Code of Practice (Section xiv) defines Learning Difficulties as:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The same Act (Section xv) defines provision for these difficulties as:

- Educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers

The Equality Act 2010 defines disability as follows:

A person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

The guidance from the Disability Rights Commission in 2005 provides a useful list of possible impairments which includes:

- Sensory impairments
- Lots of fluctuating medical conditions such as epilepsy, rheumatoid arthritis and muscular dystrophy
- Heart conditions
- Dyslexia, dyspraxia and autistic spectrum disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD)
- Learning difficulties (moderate and severe)
- Mental health conditions and personality disorders
- The effects resulting from injury to body or brain functions

This list is not exhaustive, but it is useful to illustrate the range of conditions that can be included within the term 'disability' under the meaning of the Disability Discrimination Act 2005 (now consolidated into the Equality Act 2010). It is the *effect* of the disability that is important rather than the underlying cause.

We undertake to make all reasonable adjustments in order to meet the needs of our pupils (see Reasonable Adjustments Policy).

Principles

- To support the ethos of the School which respects the rights of disabled pupils, to have equal access to the curriculum, extra-curricular and other services
- To equally value and encourage all children
- To foster positive attitudes towards disability within our community
- To ensure that no pupil's education and progress is impaired by the behaviour of another pupil
- That the education of pupils who require learning support is the joint responsibility of the Headmaster, his staff, parents/guardians and the pupils themselves
- That all pupils in our school community, whatever their particular needs may be, are entitled to a broad, balanced and appropriate curriculum
- That arrangements will be made for pupils with learning support needs to be identified and assessed

- That their progress will be monitored, recorded and reviewed in line with the DfE Special Educational Needs Code of Practice (or appropriate update)
- That effective use will be made of all the support services available to pupils with additional needs
- That all pupils should be regarded as equals in terms of their personal worth and their contributions to the school community
- That all those involved with pupils with additional needs will promote individual self-esteem, positive attitude and good behaviour
- That we will enable, as far as we possibly can, all pupils with additional needs to reach the highest possible levels of attainment within their proven capabilities – personal, social and academic

FUNDAMENTALS

Objectives

- To ensure staff are made aware of pupils with Learning Difficulties and Disabilities (LDDs) by the Head of Learning Development, Head of Prep School, the School Nurse or Housemaster
- To ensure staff are made aware of strategies to make 'reasonable adjustments' within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum
- To ensure that, by making reasonable adjustments to classroom management, teaching and expectations, the progress, health and safety of other pupils is not prejudiced, (eg science laboratories, workshops, sports equipment)

The Purpose of the Learning Support Department

- The Learning Support Department will act as a service department throughout the whole school supporting pupils with additional needs and those who work with them
- To form part of a graduated response to the support of pupils who experience barriers to their learning
- To decide, in consultation with others, what the most effective form of support might be
- To plan and to implement this support
- To provide staff with relevant information regarding pupils in their groups who have learning support needs
- To produce a Pupil Profile on iSAMS and a Provision Map (comprising of a profile and teaching plan) for each pupil who receives individual specialist teaching – making use of school reports, data from assessments and information from subject staff/Tutors as well as outside agencies to assist in their formation/creation
- To involve parents/guardians and pupils in target setting and reviews
- To ensure that the physical needs of any disabled pupils are attended to efficiently
- To support individuals in a flexible manner – enabling each to be included in their classes effectively
- To co-ordinate examination access arrangements for pupils taking examinations – both internal and external
- To work in partnership with any other feeder schools
- To provide a stable base or 'haven', on a short-term basis, for those whose progress is impeded by emotional insecurity – for whatever reason
- In the Senior School, to provide a supportive study centre – available to all pupils – but particularly to those who, at times, require extra staff input
- To encourage a high level of discipline, self-worth and good manners amongst pupils with additional needs by promoting teaching methods that foster motivation, teamwork and success
- To maintain a high level of awareness of the varied requirements of pupils with additional needs and to ensure that our joint responsibilities are carried out as effectively as possible
- To work within the parameters of our school's overall principles and objectives

Roles and Responsibilities

The Headmaster has a legal responsibility for determining the policy and provision for pupils with learning support requirements. He maintains a general overview and has responsibility for the management of all aspects of the School's work – including the learning support provision. He is supported by the Director of Studies, his teaching staff and the Head of Learning Development.

The Teaching Staff have a responsibility to adapt their teaching to the learning patterns of all pupils according to their abilities and needs, and to demonstrate an understanding and awareness of pupils with additional needs (for newly qualified teachers, Teachers' Standards Point 5 applies)

The Head of Learning Development works closely with the Headmaster, parents, all staff and outside agencies. Reporting to the Director of Studies, the Head of Department oversees provision for pupils with additional needs on a day-to-day basis and manages the team of Learning Support staff.

The Learning Support Teachers plan and deliver specific tuition for pupils in individual (and occasionally group) situations. They assess each pupil's needs, plan long and short-term targets in order to address those needs and measure/report progress each term

Co-ordinating Provision

Support for learning is one of many cross curricular strands which run through our curriculum organisation and planning. The Learning Support Department underpins the work of all the other departments in the School. It exists to ensure that we respond appropriately to the needs of individual pupils and to support teachers whose responsibility it is to provide for a wide range of pupils. Thus, it directly supports the School Development Plan in its aim to improve the achievement levels of *all* pupils. Learning support issues can be an item on any meeting's agenda. In the Senior School, the Head of Learning Development is a member of the Heads of Department Group and can attend any Department or Housemasters meeting by invitation. In the Prep School the Head of Learning Development meets weekly with the Head of the Prep School and with class teachers as necessary.

There is a graduated response to concerns about pupils' learning and progress and any such concerns may be raised by pupils, parents, staff or other professionals involved. Much can be done to support and enhance pupils' learning by making reasonable adjustments within the classroom, by running groups and workshops to address specific needs and through more personalised counselling or short periods of. If, through discussion and negotiation, it is at any point agreed that the best course of action is to provide a pupil with individual specialist teaching, then parents can choose to opt in to this level of intervention. Decisions are based on perceived needs rather than the ability to pay.

The School will do all it can to provide auxiliary aids and services where these are deemed to be a reasonable adjustment. This will be determined on an individual basis in consultation with parents and any appropriate outside agencies

Specialist Provision and Support

All pupils' needs are discussed prior to admission to the school. Communication takes place with parents/guardians, the previous school (or Cokethorpe Prep School) and any relevant support agencies. Our staff are experienced and well qualified in many areas of LDD (Learning Difficulties and Disabilities) - see handbook for list of personnel. However, our greatest strength lies in our ability to cater for those pupils with specific learning difficulties.

Special Facilities

The Learning Support Department is situated at the centre of the School site and is open to all. It houses computers with specialist software (to aid both reading and writing) and it is a calm, purposeful space where pupils can work in a supportive atmosphere. ICT is a strong feature of the School. This supports the learning of every pupil but can be particularly useful to those with specific learning difficulties. Carpeted classrooms also create a good learning environment for those with hearing, speech and language difficulties.

Resources

The Headmaster is responsible for the allocation of resources via the School's Bursar. The Head of Learning Development advises the Headmaster with regard to staffing needs and levels are agreed according to demand each year. In the spring of each year, Heads of Department are asked to present their annual academic budget requests giving an estimate for spending in the coming year. These are considered and finalised by April. The Prep School Learning Support Department is catered for under the Prep School budget. Resources for learning difficulties and disabilities are stored in the Learning

Support Department, and we share any useful subject based materials with other Departments/class teachers.

IDENTIFICATION, ASSESSMENT AND PROVISION

As a school we comply with the principles set down in the 2014 Code of Practice. Details of pupils with learning support issues are kept on the School's database, with further information in the form of individual pupil profiles easily accessible to all staff. We have designed our own Pupil Profiles and Provision Maps (PPPM), for those pupils who receive individual specialist teaching. Targets are communicated to parents and are also linked to pupil files on the school's database. The PPPM will set targets for the pupil and will detail:

- The long-term aims, medium-term planning and short-term targets set for/negotiated with the pupil
- A summary profile of strengths and weaknesses
- Specific targets, strategies or resources

The PPPM will be reviewed each term and targets updated. Pupils will participate fully in the review process. Parents are welcome to participate in the target-setting and review process.

Identification and Assessment Arrangements

Identification and assessment go hand in hand. The Learning Support Department has its own Assessment schedule that details the types and the timings of assessments carried out during the academic year. Broadly speaking, criteria for identification of pupils with additional needs may include:

- A pupil's early history/discussion with parents
- Information from previous schools
- Initial screening/group screening tests
- Individual assessments/diagnostic tests
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum, ie significantly below the suggested level for their age
- Requiring a significantly greater amount of attention in class due to learning/behavioural difficulties
- Requiring specialist equipment or materials

Concerns about a pupil may be passed on by any member of staff, a parent or by self-referral (senior pupils). The Learning Support Department will take the earliest possible action to assess and address difficulties. Working in partnership with pupils, parents, teaching staff and other professionals is considered to be of vital importance.

The progress of all pupils who receive specialised teaching from the Learning Support Department is monitored through PPPM reviews and via standardised tests. Further evidence of progress is also gathered in the form of pupil work books and examples of good work, both written and practical. Team discussions facilitate the development of teaching strategies for the following academic year.

Assessment has a large role to play in the planning of access arrangements for external examinations. The Head of the Centre ensures that an assessor of candidates with learning difficulties is appointed to meet the criteria laid in the Section 7.3 of the Joint Council for Qualifications (JCQ) 'Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments'. The assessor's qualifications are checked by the Head of the Centre and a copy of the assessor's qualifications are kept on file.

To comply with JCQ regulations, the school does not accept privately commissioned Educational Psychology assessments to determine exam access arrangements, without prior consultation. However, it is sometimes necessary for a pupil to have a more specialised identification of need with an appropriately qualified psychologist registered with the Health and Care Professions Council (HCPC). The school has a close working relationship with a number of Educational Psychologists (EP) and the Head of Learning Development will work closely with parents and the EP to facilitate such an assessment.

In conjunction with the Examinations Officer, assessments are timetabled in order that online applications for access arrangements are made in good time and with valid, current evidence to back

them up. Sixth Form assessments are scheduled so that pupils are able to make applications for grants under the DSA (Disabled Student Award) in time for their UCAS applications. Examination support timetables are created at the appropriate times and suitable accommodation and supervision are provided.

The progress and provision of pupils with Statements of Special Educational Needs or Educational Health Care Plans, will be reviewed annually, and a report provided for the Local Education Authority. If it is appropriate for their Statement to be transition into an Education, Health and Care Plan as set out in the 2014 Code of Practice, appropriate steps will be taken for this to happen. Our procedures will reflect any mandatory changes outlined in the 2014 Code of Practice and the Children and Families Act 2014. We shall also evident good practice as a result of new guidelines.

Provision

Pupils receiving learning support benefit from the following in addition to their usual schooling:

- Specialised teaching from a teacher with appropriate professional teaching qualifications
- Close liaison between home, School and outside education providers
- Supervision with homework tasks at break or lunchtime
- Annual assessments to measure progress
- Opportunities to learn effective study skills and to develop personal learning styles
- Assessment to ascertain what special access arrangements might be appropriate in external examinations
- Someone to talk to outside the subject staff and home
- Access to constantly updated resources
- A specialist teacher who has the skills to interpret the findings of Educational Psychologist assessments and can implement the recommendations made
- Experience of specialist software before decisions are made to buy
- Consistent responsive support which goes beyond academic needs

Equal Access

In line with our School aims, we endeavour to promote pupils' entitlement to equal access and inclusion and with an appropriate level of resources; this facilitates the delivery of a broad and balanced curriculum – with proactive learning support – in order to offer access to as many areas of the curriculum as is practicable, as well as to external examinations.

The aim of any additional provision is to enable the greatest possible progress within the context of both the National Curriculum and personal development.

See Accessibility Plan and Equal Opportunities Policy

Inclusive Learning

Learning support is available within the classroom and discreet provision is also made for small group and individual withdrawal work. Pupils with additional learning needs are completely integrated within the School community. The supervised Learning Support Study Centre is available for those pupils who do not take the full range of academic subjects – whatever the reason. Individual learning support lessons are arranged by negotiation, thus ensuring minimal disruption to the rest of the curriculum. The majority of GCSE pupils who require learning support choose to take it as one of their options.

In the Prep School, pupils work mainly in mixed ability groups with some setting as appropriate. Teaching assistants work with small groups at set times and individual tuition is arranged to best suit day-to-day class activities. The provision of a curriculum enrichment programme enables teaching staff to target the needs of all pupils through small group-focused teaching.

Success Criteria

The Learning Support staff keep careful records and Provision Map targets are reviewed termly to track pupil progress. Parents/guardians, staff and pupils are in regular contact – both formally and informally – to plan and review targets and to share information.

There are formal assessments across the school providing comparative data and we make good use of these for monitoring purposes:

- Measured progress in reading, spelling and a variety of associated skills
- Pupil tracking systems
- Progress as indicated through an Annual Review of a Statement of Special Educational Needs or EHCP
- Internal exam results
- Prep School examinations
- PIPS – baseline assessment (Reception)
- Cat-4 tests
- GCSE Results
- ALPS (Sixth Form) – conversion of GCSE results into A Level targets
- Progress through A Level and BTEC courses
- Information from tests in literacy/numeracy
- Examples of work which illustrate progress
- ISI Inspections

We also make use of other measures that are specific to the Learning Support Department:

- Pupils' own measured progress over time using standardised tests that are logged on a database
- Regular reviews of Provision Map targets and joint (teacher and pupil) setting of the next set of specific aims
- Assessment of whether targets set in Statements of Special Educational Needs or Education, Health and Care Plans
- There is an annual review to evaluate the success of our practice through our Departmental Development Plan. New targets are then identified for the following year and communicated to the Director of Studies who maintains an overview of learning support throughout the School.

DISCRIMINATION POLICY

We will not tolerate any form of discrimination against anyone on the grounds of any disability, cognitive, physical, emotional or social, that they may have.

Harassment of anyone on such grounds whether inside or outside of the classroom will be treated as discrimination and will potentially include:

- Physical harassment including gestures
- Verbal or written (including electronic communication) abuse, intimidation, derogatory comment, insults, threats and jokes
- Visual displays of offensive material including posters and graffiti
- Refusing to co-operate
- Isolation or exclusion from social activities
- Making offensive remarks about anybody's disability

Informal Procedure

An individual or group who has been subjected to any form of discrimination on account of their disability, may wish to try and resolve the problem informally before or instead of invoking the formal procedure or seeking redress at law or conciliation.

Anyone subjected to discrimination is encouraged to try to settle the matter by a direct approach to the individual, group or member of staff involved.

If such an approach is impractical or unsuccessful the incident should be reported to a member of senior management who will consider with the individual or group how the problem may best be resolved on an informal basis.

Formal Procedure for Dealing with any Incident of Discrimination or Harassment

At any time during such a process and/or if any informal approach proves unsuccessful in resolving the issue, the individual or group may invoke the formal procedure.

- Any such incident must be reported to the Headmaster
- Any such incident will be recorded
- A senior member of staff (the investigating officer) will interview, within 72 hours of the complaint, the individual or group against whom it is alleged to have been committed. Written signed statements will be taken at the interview
- The investigating officer will then interview the individual(s) who is (are) alleged to have committed the alleged offence (including members of staff if appropriate). Written signed statements will be taken at the interview
- Parents/guardians of all pupils involved in the incident will be informed
- The investigating officer will prepare a report for consideration by the Headmaster who will decide on the suitable action, if any, is to be taken
- Victims or witnesses of harassment/discrimination will receive appropriate support, counselling and protection from any retaliation

At no time does the invoking of the informal or formal procedure(s) preclude a pupil from seeking suitable redress at law or invoking conciliation.

Sanctions

If a pupil or group of pupils is considered to have committed a breach of this policy then the Headmaster will apply an appropriate sanction which will be recorded in the pupil's personal file.

Members of staff with pastoral responsibility for the pupil(s) will be informed.

Appropriate sanctions may include school detention, Deputy Headmaster's suspension and ultimately expulsion.

Advice and Guidance

The Headmaster will ensure that the appropriate training will be made available to all members of staff, to ensure that they are kept fully aware of their responsibilities in respect of equal opportunities and discrimination on grounds of disability.

Similarly the Headmaster will ensure that pupils are aware of the school's attitude to disability discrimination and the conduct expected of pupils.

An analysis of incidents will be undertaken with a view to informing or amending practices or procedures. Where discrimination has been found to have taken place those involved will be monitored to ensure there is no repetition.

WORKING TOGETHER

Staff

There is a commitment by the School to gain expertise in the area of learning support. Current practice includes:

- Networking with Learning Support departments in other independent schools
- School based INSET, from informal 'on the hoof' advice to more formalised discussion and training
- Membership of various specialist forums
- Membership of specialist professional associations
- Induction training for NQTs and GTP participants
- Departmental based training
- Attendance at INSET and conferences
- Meetings to plan pupil provision
- The reading and discussion of relevant documentation
- Informal meetings with local schools

The Head of Learning Development will pass on any relevant information regarding INSET opportunities to both learning support and other subject staff.

Support Services

We aim to enhance support for pupils with additional needs by utilising the expertise of other professionals. If, despite significant support and intervention the School has evidence that a pupil is making insufficient progress, further advice and support from these specialists may be sought. They will be invited to contribute to the assessment, monitoring and review process as appropriate. The Head of Learning Development is the main channel of communication with relevant specialist outside agencies. A list of useful contacts is available for parents, staff and other interested parties.

Partnership with Parents

This School welcomes and encourages the open and frank exchange of information between the school, staff, parents and pupils in order to create the best possible environment in which all can develop and flourish. New parents in particular are encouraged to provide as much information as possible about a pupil with a learning difficulty or disability. The School is happy to accept such information on a confidential basis if necessary.

Parents are encouraged to discuss any concerns about their child's educational progress with subject teachers, form tutors, Housemasters or the Head of Learning Development. They are involved in the identification of their child's specific needs and the reviewing and monitoring of provision and progress. We encourage parents to be actively involved in the monitoring of pupils' homework tasks, revision and holiday work.

Parents are encouraged to telephone, email and visit the School. They are consulted before there is any formal involvement of outside agencies to assess a child's progress or behaviour. We try hard to include parents at all stages of assessment, planning and reviewing. Parents are advised of their right of access to any record of their child's progress and to contribute to these records.

Links, Transfer and Transition

The Learning Support Department is involved in the transition process as appropriate and we are kept well informed by the Registrar, who passes on all relevant information prior to any new pupil's arrival. Similarly, liaison with the support staff in the Prep School and any other feeder schools is also considered vital. We strive to be proactive and ensure that we are well-briefed as and when necessary. When pupils move on to other schools or to establishments of further or higher education, we take care to pass on all pertinent data to ensure a smooth transition into the next phase of education.

Links with Other Organisations

The Head of Learning Development forms the main school link with the Educational Psychology Service (via the Local Authority or independent Chartered Educational Psychologists). Both the School Nurse and the Head of Learning Development might have contact with Health Service Personnel – Consultant Paediatricians, Departments of Neuropsychology, Diabetic Clinic, Physiotherapy, Speech Therapy and Occupational Therapy, therefore close liaison is necessary. Links are also maintained with other organisations, e.g. careers advice, specialist courses for teaching.

Policy Review

This policy will be kept under review and will be evaluated annually. The Senior Management of the School will make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with learning difficulties or disabilities by means of reasonable adjustments.

REASONABLE ADJUSTMENTS POLICY

Introduction

Cokethorpe School is committed to treating its pupils and applicants fairly. We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. We recognise that every child is unique. No policy can cater for every situation but it is intended as a general statement which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the School will take into account when considering requests for adjustment. A pupil or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

Cokethorpe School seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. To our policies, criteria and practices (ie the way we do things)
2. By providing auxiliary aids and services (ie additional support or assistance)

There is no standard definition of an auxiliary aid or service but examples include:

- Pieces of equipment
- Extra staff assistance
- Note-taking
- Induction loops
- Audio-visual fire alarms
- Readers
- Assistance with guiding

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the School. We take this issue seriously when considering any adjustment which could be made to overcome any substantial disadvantage experienced by a disabled pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter. If your child is disabled and you believe that (s)he is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may write to the Head of Learning Development setting out in full the adjustment and (if necessary) how the School could put this into practice.

In some cases, the School will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that where an adjustment costs £500 or less and satisfies the non cost-related criteria listed below, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the School to take. In these cases, the School may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question.

When considering whether it would be reasonable to make the adjustment, the School will consider the following factors:

- Whether it would overcome the substantial disadvantage the disabled child is suffering
- The practicability of the adjustment
- The effect of the disability on the pupil
- The cost of the proposed adjustment
- Whether it will be provided under a Statement of Special Educational Needs (or Education, Health and Care Plan – EHCP) from the Local Authority
- The School's resources

- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils (and potential pupils)

In order to assist the School in reaching a conclusion, the Reasonable Adjustments Committee – an ad hoc committee – will meet to review and consider before presenting their recommendations to the Headmaster. The Committee membership will usually include the Director of Studies, the Deputy Head, the Bursar, the Head of Learning Development, a designated Governor and a Housemaster.

Confidentiality

Parents may request that the existence or nature of their child's disability be treated as confidential by the School. The School will take any such request into account when considering whether an adjustment is reasonable.

Once the School has determined whether the relevant adjustment is reasonable, a letter will be sent explaining the decision and the reasons.

Should a parent remain unhappy with the School's decision about the reasonableness of the adjustment, they may lodge a complaint using the School's Complaints Procedure.

ACCESSIBILITY POLICY

Introduction

This plan runs from 1 September 2023 to 31 August 2024 and has been prepared from reviewing the impact of the Special Educational Needs and Disability Act (SENDA 2014) upon all areas of the School's activities and should be read in conjunction with the School's Disability Policy.

This plan is drawn up in accordance with the planning duty in the 2014 SEND Act alongside the Equality Act 2010. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools 'for disabled pupils' issued by the DfES in July 2002.

References

- Introduction to 'Schools and the Disability Equality Duty in England and Wales, Guidance for Governors, Headteachers, teaching and support staff working in schools in England and Wales'
- <http://www.dotheduty.org/files/Primaryandsecondaryeducation.doc>
- 'Accessible Schools: Summary Guidance' Ref: DfES/0462/2002
http://www.teachernet.gov.uk/_doc/2215/Accessible_Schools.pdf
- www.drc-gb.org
- <http://www.equalityhumanrights.com/en/Pages/default.aspx>

The Definition of 'Disability' Under the Equality Act 2010

In the Act, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive Conditions Considered to be a Disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are Specifically Excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Objectives

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation at Cokethorpe School for pupils, and prospective pupils with a disability. However, Cokethorpe is situated on an open site of some 150 acres. The buildings range from a Queen Anne Mansion house to purpose built educational blocks and whilst accessibility is easy for the most part, the school undertakes a three yearly audit with a view to finding ways in which it can improve upon this.

Principles

Compliance with the Equality Act is consistent with Cokethorpe's aims and objectives.

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, the School will have regard to the 2014 SEN Code of Practice.

Cokethorpe recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Cokethorpe provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Activity

- **Education and Related Activities:** Cokethorpe will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, educational psychologists and of appropriate health professionals from the local NHS Trusts.
- **Physical Environment:** Cokethorpe will take account of the needs of pupils, parents, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.
- **Provision of Information:** Cokethorpe will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, eg

- School Development Plan
- Staff Development Plan
- Building and Site Development Plan
- Learning Support Policy
- Equal Opportunities Policy
- Curriculum Policies

The Headmaster and Bursar will meet to review the School's Accessibility Plan every year and make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments.

Contents of Accessibility Plan

There are three components to our Accessibility Plan:

1. Improve communication and access to written information
2. Increase the extent to which disabled pupils (including those with Special Educational Needs) can participate in the School curriculum
3. Improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of educational activities offered by the School

ACCESSIBILITY PLAN 2023-2024

Improve communication and access to written information

	Lead	Timeframe
Entrance to school: Registration and entrance papers must ask parents to inform the School of any disability or medical condition for which special provision needs to be made for the pupils whilst at school	Registrar	On-going
Prospectus and other materials used for advertising admission	Registrar	On-going
Paperwork for application for entry and admission	Registrar	On-going
Entrance exam procedures	Registrar	On-going
School events: ensure that information is requested in advance for special requirements: <ul style="list-style-type: none"> - Information to be made available to pupils/parents preferred formats within a reasonable timeframe - Information might include handouts, timetables, information about school events - Alternative formats might include large print, braille, audio versions, that which is normally provided in writing 	Events Officer	On-going review
Review current Health and Safety Policy	Bursar	Annual update in line with best practice and legislation
Review Support for Learning Policy	Head of Learning Development	Annual update in line with best practice and legislation

Increase the extent to which disabled pupils can participate in the School's curriculum

	Lead	Timeframe
Ensure that all teaching staff of disabled pupils are informed of individual pupils' needs. Information is provided via iSAMS in the form of profiles or standardised scores	Head of Learning Development	On-going
Ensure that Pupil Profiles are produced for all appropriate pupils and that these are regularly reviewed	Head of Learning Development	On-going
The Reasonable Adjustments Committee meets once a term to discuss particular individual needs	Head of Learning Development	On-going
Monitor disabled pupils' progress; this might include: Clubs/leisure/sporting and cultural activities and visits <ul style="list-style-type: none"> - Flexible grouping arrangements - Buddying/mentoring - Acquisition of additional specialist resources eg ICT software - Developing increased awareness of teaching and learning styles - Collaborative arrangements with other schools - Ongoing training and support for all members of staff to increase awareness, competence and confidence in working with a diverse range of pupils 	Head of Learning Development	Sept 2017 On-going

- Referrals to outside agencies where appropriate, eg: speech and language EP. - Trial of examination arrangements and provision in internal and external examinations		
Improve in class, immediate support of pupils with SEN through the strategic use of LSAs. Training given to the whole school to facilitate this.	Head of Learning Development	Introduced in Sept 2016 and on-going
The assessment of pupils in First and Third Form and on entry to the Senior School using DASH and Lucid allows for earlier identification of pupils needing SEN support and/or the provision of examination access arrangements where necessary.	Head of Learning Development	Introduced in March 2016 and on-going
All pupils are ranked on the School database according to need/history of need/support or assessment. This allows for effective tracking, monitoring and subsequent intervention.	Head of Learning Development	Introduced in 2015 and on-going
New reports created by "teacher" and "class" to ensure better access to SEN information by subject teachers or pastoral team.	Head of Learning Development	Introduced Sept 2016 and on-going
Alignment of procedures and documentation between the Prep and Senior School's Learning Support Departments encourages smoother and more effective transition of SEN/LS pupils between settings.	Head of Learning Development	On-going
AOB options are available to pupils who require additional, specific short-term intervention to help remove barriers, eg: touch typing, study skills, reading clubs, mindfulness and stress management, assistive technology, maths and language clubs.	Head of Learning Development	On-going
Expansion of rooms for examination arrangements when scribing/readers can operate (Grove Rooms) more effectively.	Head of Learning Development	On-going review
Academic Support Groups are run in First and Second Forms to provide targeted small group support in English and Maths.		

Improve the physical environment of the School in order to increase the extent to which disabled pupils and other visitors are able to take advantage of the education and with reference to the map at the end of this section activities offered

	Lead	Timeframe
<p>Mansion The building is old and does not lend itself easily to disabled use. That being said, it currently houses the Prep School and has a classroom on the ground floor. If necessary, it would be possible to arrange teaching so that the disabled pupil is taught on the ground floor. Classroom changes are a regular aspect of our yearly planning. A stair lift could be installed.</p> <p>Access through the back door is level and ground floor toilets are available. An accessible toilet could be provided in the toilet block. The nearest accessible toilet is in the new classroom block. The guest toilet in the Mansion House could be modified.</p> <p>The surface of the Lower Quad is uneven and has contrasting surfaces. The current surface is accessible with care. Improvements could be made to the path edges and central surfaces and will be considered as part of future works.</p> <p>Parking is available close to the front door. However, the gravel surface is not ideal.</p>	Reviewed by the Facilities Manager in September 2017 and kept under review to identify areas for improvement as the need arises	Headmaster and Bursar to keep under review and ensure consideration when planning future development

<p>The Dining Hall and Sixth Form Centre This is a modern building and is built to recommended standards. Access to the ground floor Dining Hall is good and there is an accessible toilet. Upstairs the Sixth Form Centre is accessible by lift.</p>	Facilities Manager	
<p>Pavilion Changing Rooms (2021) This building is accessible and incorporates accessible toilets.</p>	Facilities Manager	Short Term as the need arises
<p>The Library This is a two-storey building. Access to the top floor is not possible but provision could be made downstairs.</p>	Facilities Manager	Short Term as the need arises
<p>The Learning Support Centre All of the rooms are on the ground floor with separate entry and most are accessible.</p>	Facilities Manager	
<p>The Art Rooms A small ramp could easily be provided for easier access to this ground floor building. The layout and tables can be adapted if necessary.</p>	Facilities Manager	Short Term as the need arises
<p>The Drama Studio This is situated on the ground floor and is easily accessible.</p>	Facilities Manager	
<p>The Academic Block This houses the departments of English, French, Geography, History and Classics. It is built to the recommended standards, has a lift and level access through main doors and an accessible toilet</p>	Facilities Manager	
<p>The Language Block This is accessible from the Academic Block and therefore has the use of the lift.</p>	Facilities Manager	
<p>The Vanbrugh Building This is a three-storey building housing the Science and Maths Departments along with Music and a Drama classroom. Science is taught on the ground floor and Maths on the first floor. Access to the first floor is possible by using the lift in the Academic Block and travelling through the English Department. The Music Department is on the second floor. A stair lift could be installed.</p>	Facilities Manager	Headmaster and Bursar to keep under review and ensure consideration when planning future development
<p>The Design Technology Building This is a two-storey building. Currently Design is taught on the ground floor and there are classrooms on the first floor. Access to the First Floor would need a stair lift. There is a lift shaft in the building which could be put to use. There is a ramp.</p>	Facilities Manager	
<p>The Sports Hall The main hall is accessible. There is also an accessible toilet. Access to the gym would require a stair lift.</p>	Facilities Manager	
<p>The Shed Easily accessible.</p>	Facilities Manager	
<p>General Facilities Signage around the site is clear and appropriate including braille signs outside most classrooms.</p> <p>There is an accessible toilet in the Academic Block, the Sports Hall and the Changing Pavilion, as well as ground floor toilets.</p> <p>Apart from the Lower Quad, the walkways and quads have a tarmac surface or paving for easy access.</p>	Facilities Manager	

<p>The provision of school transport would have to be assessed at the time of need. School trips may necessitate the hire of a fully equipped vehicle. Travel to and from School would be the responsibility of the parents.</p>		<p>Short Term as the need arises</p>
<p>Onsite Parking A disabled parking bay is marked out and provided outside The Shed, and from this point access is available to all buildings in a traffic free zone. Access to the Pavilion Changing Rooms requires one road to be crossed and the crossing is marked by a zebra crossing.</p> <p>Visitors to the Mansion House may prefer to park in the main Mansion House car park, next to the entrance doors, and a space can be reserved on request.</p> <p>The main car park has areas of tarmac providing an even surface and overflow disabled parking can be reserved as required. The pick-up and drop-off points in designated lay-bys provide a safe route for pupils into school.</p>		
<p>To be assessed on an individual basis according to circumstances:</p> <ul style="list-style-type: none"> - ICT equipment, enlarged computer screens/keyboards - Photocopying enlargement facilities - Specialist desks/chairs/portable aids - Rearrangement of room space - Designated storage space for large equipment 		<p>Short Term as the need arises</p>

As part of the commitment to the implementation of the Accessibility Plan the School has regard to the need to allocate adequate resources.

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Introduction

EAL pupils are those pupils whose first language is not English and who need additional support in English in order for them to pursue their studies effectively.

Cokethorpe School admits a small number of pupils from overseas. Added to this there are also some pupils whose first language is not English but who have, for a number of years, been educated in the British educational system. Pupils are admitted at any time of the year, although the majority begin at the start of the academic year in September.

The overall purpose of Cokethorpe's EAL provision is to enable each pupil to attain a level of English sufficient to support them throughout their time at School including GCSE and A Level studies, and to integrate them into the school socially as well as academically. The department aims to improve pupils' use of English as a whole and, in many cases, to prepare them to sit the IELTS examination. This is a qualification which many universities stipulate as an entrance requirement for overseas pupils in addition to A Levels.

Aims

- to help integrate EAL pupils into school both socially and academically
- to foster good practice in terms of teaching and pastoral support to ensure the needs of EAL pupils are catered for
- to ensure that, as far as possible, EAL pupils are not excluded from mainstream academic and extra-curricular provision
- to ensure that the quality of EAL pupils' spoken and written English is not an impediment to securing academic qualifications commensurate with their abilities
- to achieve the best possible score in IGCSE English as a Second Language and IELTS
- to integrate in a systematic way work done in EAL lessons with work done in other subjects
- to involve and enlist the support of the parents/guardians in order to develop English skills at home
- to build and maintain a bank of resources to support learning provision
- to provide a first 'port of call' for overseas pupils to air any worries/problems

Key Principles for Additional Language acquisition

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- Access to learning requires attention to words and meanings embodied in each curriculum area.
- Meanings and understandings cannot always be assumed but need to be explored
- Teachers have a crucial role in modeling uses of language
- All pupils have entitlement to the National Curriculum
- A distinction is made between EAL and SEN (Special Educational Needs)
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from a pupil having a well-developed first language. Literacy in their home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally valued
- Learners of EAL make the best progress within a whole-school context where pupils are educated with their peers

Identification and Assessment of EAL pupils

Pupils requiring EAL support are identified in a number of ways. Pupils recruited through the Admissions Office and from overseas are given English diagnostic tests and, where possible, are interviewed at the School. The tests are in reading and writing, with the former being based on IELTS materials if the pupil is entering the sixth form; pupils' speaking and listening competence is assessed during the interviews. Where it is thought necessary, an intensive EAL course may be recommended prior to the term of entry. As far as possible, information is gathered about a pupil's linguistic background and competence in

other languages, the pupil's previous educational and schooling experience and their family and biographical background. Each EAL pupil has a profile on iSAMS which includes assessment information and strategies to aid teaching and learning.

Monitoring

Each pupil's EAL needs are assessed continuously throughout the year and any adjustments needed in their tuition are made accordingly. Their progress is also tested at the end of the Summer Term. EAL pupils are also monitored by their subject teachers on an ongoing basis in terms of class participation, quality of homework and performance in tests.

The MFL department provides opportunities for EAL pupils to take GCSE and A Level examination in their first language.

The LS department provides a secure environment for EAL pupils to study. In addition, the LS department co-ordinates exam access arrangements for EAL pupils and is able to provide specialist support for pupils who may also have SEN needs.

Pastoral support essentially follows the same approach and structure as per other pupils in the school community. However, there is an understanding that overseas pupils are often confronted with a different set of problems to deal with than many of our other pupils. Registration time should be as welcoming and inclusive as possible, possibly using a 'buddy' system to support pupils until they have settled in properly. Cultural events and celebrations could be discussed, enabling pupils to share information about their 'mother' country or previous hobbies and interests.

Should any problems or distress be detected at any time, they are communicated to relevant members of the pastoral team.

EAL Schemes of Work

- All EAL schemes of work aim to enhance the pupil's ability to live and learn in an English-speaking environment
- Reading skills are developed through a programme of graded readers. Emphasis is also placed on learning how to scan and skim read, and use coping methods when dealing with complex vocabulary
- Each pupil is exposed to a variety of listening resources, and is encouraged to listen to as many radio broadcasts, podcasts, audio tapes and television programmes as possible
- Writing frames are used to help pupils produce well-structured essays and creative stories
- Key words and vocabulary lists are used to support curriculum subjects
- Each pupil is encouraged to discuss their work as fully as possible with their EAL teacher. This helps the pupils express their understanding and the EAL teacher to assist with areas that are more problematic

Useful strategies for classroom teachers

The EAL department liaises constantly with a pupil's class teachers and assists with making the curriculum as accessible as possible. Within the classroom, some of the following strategies may be useful.

- Position EAL learners at the front of the class, next to an individual with good language skills
- Provide key vocabulary and phrases before a topic is taught
- Write key words on the board and practise oral repetition
- Encourage EAL students to speak in class, asking closed questions at first and giving extra time to formulate responses
- Build in paired activities or small group work to support the pupils before they feel ready to speak independently
- Use close activities to lead from reading into writing
- Provide a writing frame, word banks and sentence banks for extended written tasks with prompts and suggestions
- Identify the key vocabulary and language structures of the activity
- Provide visual support such as: pictures, videos, computer programmes etc., to help comprehension

Extra-Curricular activities

EAL pupils have the opportunity to be involved in a range of extra-curricular activities such as cultural, sporting and community activities. As EAL pupils progress through the school, they are encouraged to become more integrated; this may often take the form of a natural progression as they get to know their non-EAL peers better through class and friendship groups, but such progression is actively promoted by the Directors of Studies and tutors.

Inset

All staff receives a regularly updated profile of pupils who have special needs together with possible ways of helping these pupils. They are also provided with general information on the special needs they will encounter.

Opportunities for professional development occur, mainly through attending an INSET course held outside school.

Extra Information

Tuition fees are charged for lessons, dependent on the hours needed and whether pupils have individual or groups lessons. Pupils are also charged for any workbooks or materials needed for the course. The EAL department corresponds with the parents or guardians of each pupil at the start of the academic year to provide information about where and when each lesson will be, as well as the approximate cost of lessons and materials.

Assessment of SEN within pupils of EAL

At present, there are no standardised or recommended specific assessment tests for determining whether an EAL pupil also fits the SEN criteria, other than those of all pupil's – if a pupil does not seem to make expected progress.

It is possible that failure to thrive academically and as expected may be due to adverse additional factors and these should be looked at as potential barriers to learning.

- The pupil has had insufficient time or opportunity to develop English language skills.
- The pupil has good conversational skills in English but insufficient time to acquire complete language skills to totally access the full curriculum. This may take 6 or 7 years.
- The pupil has emotional issues, resulting from trauma from a previous experience. This may be from a previous country or journey, separation from family or friends, is currently experiencing racism or on-going family issues. Such feelings could manifest as anxiety, fear, frustration, helplessness, financial hardship or delayed shock.
- Lack of parental contribution to homework or supportive learning outside school hours- possibly due to lack of parental English ability/ cultural differences with respect to educational expectations and home involvement/lack of parental confidence or lack of parental time (ie working night hours in a take-away/hospital)

All of these contributing factors can delay a readiness to be able to learn effectively.

- The pupil has a specific language problem or an SEN requirement.

Factors which may indicate SEN issues

Some factors that may indicate whether there is cause for concern can include;

- The pupil is considerably and consistently working at a slower work rate compared to his peers.
- The pupil shows little response to peers or staff.
- Language acquisition is considerably below that of other EAL pupils in the school/year/class.
- The pupil has significant and consistently poor attention or listening skills.
- There is a noticeable gap between non-verbal assessment and the pupil's reading age
- The pupil has poor ability in their dominant language (parents may be able to give additional information regarding this.)
- A parent expresses their concerns about lack of progress.
- The pupil has problems in other areas of the curriculum that are less language specific, eg Mathematics/ICT/craft.