



RUGBY SCHOOL
JAPAN

Additional Needs Policy

Version 1.0

Associated guidance and policies

- ‘Safeguarding and Child Protection Policy’ Equality Act (2010)
- ‘Guidelines for Life at Rugby School Japan’
- ‘Rugby School Japan Complaints Procedure’
- ‘Rugby School Japan Discipline and Rewards Policy’
- ‘Rugby School Japan Document Retention Policy’
- ‘Rugby School Japan Standard Terms and Conditions (Parent Contract)’
- ‘Rugby School Japan Pupil Manual’

1 INTRODUCTION

1.1 We believe that at Rugby School Japan (RSJ) we must encourage all pupils to develop their personal and academic skills and become independent learners. Our aim is that each pupil will be given every opportunity to achieve his or her full potential, academically, socially and emotionally. RSJ is committed to providing the optimum environment in which pupils can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our pupils, irrespective of home background and any special educational needs or disabilities they may have. The School seeks to ensure that every pupil will experience a happy and successful school career which will help him or her to develop into a confident, well-educated and mature adult, well equipped for all that life has to offer.

1.2 The hope is that each and every pupil will be able to make his or her own unique contribution towards enhancing school life for themselves and for the rest of the School.

2 SCOPE

- 2.1 This policy applies to all staff, pupils and parents at RSJ.
- 2.2 This policy must be read by teaching staff, parents and admissions staff.

3 OBJECTIVES

- 3.1 To identify and provide for pupils who have additional learning needs, such as special educational needs (SEN) and pupils for whom English is not their first language (EAL).
- 3.2 To manage and provide for pupils with additional needs using a ‘whole school’ approach, which considers the ‘whole child’.
- 3.3 To provide all staff with support and advice to enable them to fulfil their responsibilities for the progress and development of SEN and EAL pupils that they teach.

4 LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

4.1 A child has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

4.2 Special 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.

4.3 A child who finds a particular subject difficult does not necessarily have a ‘learning difficulty’; there will often be disparities in the speed with which children learn and their underlying ability. The expression ‘learning difficulty’ covers a wide variety of conditions and may include dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, autistic spectrum disorders and learning problems that result from social, emotional or mental health difficulties. It may also include those with sensory impairments. Learning difficulties may affect children with a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child’s

learning difficulty becomes apparent for the first time at a later age when educational pressures become more demanding.

5 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) LEARNERS

5.1 Children joining our school come from a variety of backgrounds and experiences. Many children may be bilingual or even trilingual, and their levels of English will vary considerably. Children may join us from overseas and have neither Japanese nor English as a native language.

The term “EAL” is used to describe a linguistically diverse group of learners who speak English as an Additional Language. A child is classed as an EAL learner if they speak a language other than English at home. They are usually immersed in the English-speaking environment at school and have to learn English at the same time as learning curriculum content, which can be extremely challenging.

5.2 A child must not be regarded as having a learning difficulty solely because the language in which he or she is taught is different from a language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support provided they meet the School’s academic criteria for admission.

5.3 Pupils for whom English is not their first language are screened to obtain baseline information on their English language proficiency.

6 IDENTIFICATION OF ADDITIONAL LEARNING NEEDS

6.1 All prospective entrants follow the RSJ admission procedure; having a special educational need or disability is no bar to admission. Our Accessibility Policy and Equal Opportunities Policy is consistent with this policy.

6.2 Entrance into RSJ is dependent on meeting the School’s entrance criteria, usually through achieving the required standard in the entrance examination. Other factors, such as temperament, personal skills and interests are taken into account when judging whether individuals are likely to thrive at the School, both in terms of what he or she can bring to the School and in what the School can offer them.

6.3 Where a prospective pupil has a special educational need or disability, which is known by the School, reasonable adjustments may be made during the admissions process to ensure that he or she is able to demonstrate his or her abilities. Communication from parents is essential at this stage to ensure that all relevant information relating to possible learning difficulties is disclosed to the School in advance of admission assessments. During the application process, parents of pupils must declare if they are aware or suspect that the pupil (or prospective pupil) has a disability. The registration form requires prospective parents to give details of their child’s disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information about assessment or previous learning support. Parents are also asked if English is not their child’s first language so that relevant support can be put in place when their child enters the school.

6.4 All new entrants to the School are screened early in their first term to identify possible learning difficulties and to obtain baseline information of their underlying ability. Information regarding any pupils who have raised concern is shared with teaching and pastoral staff so that they can be aware of any pupils who need close monitoring. Following consultation between parents and staff, a recommendation may be made that the parents consult an Educational Psychologist or other outside professional for further investigation or advice.

6.5 Subject teachers take responsibility for the progress and development of pupils in their class. Progress is monitored regularly to identify pupils who may be making less than expected progress given their age and ability. In such cases subject teachers will employ targeted high quality teaching to address the area of weakness in the first instance. Teachers and departments will refer pupils to the Personalised Learning Department whose progress continues to be a cause for concern despite high quality teaching targeted at their areas of weakness.

6.6 Parents or pupils themselves may request a discussion with the School where there are concerns that a previously unidentified learning difficulty may be present. Ideally, the early screening process should have

ensured that most pupils with learning difficulties have been identified well before they begin their I/GCSE courses at the start of Year 10. This enables the School to establish clear evidence, which is required by the Examination Boards in the event of an application being necessary for access arrangements.

6.7 Pupils are encouraged to seek advice about issues concerning their own learning and progress in the School. They may arrange ad hoc meetings with the Personalised Learning Department.

6.8 Further details about the School's Additional Needs Protocol can be found in the Appendix.

7 A GRADUATED APPROACH TO SUPPORT

7.1 The first step to responding to pupils who have (or may have) SEN, and for EAL pupils, is the provision of high quality teaching, appropriately differentiated for individual pupils. Much of this will be achievable within the classroom environment through such things as teacher awareness achieved by INSED training, differentiated tasks and the use of ICT and other electronic aids.

7.2 Pupils who continue to make less than expected progress will be raised as a concern at departmental meeting time and/or pupil concern meetings, following a report cycle.

7.3 Information is then gathered by the teacher(s) and communicated to the Personalised Learning Department by email. This enables the Personalised Learning Department to build a picture of the pupil's strengths and weaknesses, followed by further assessment by the Personalised Learning Department if appropriate. Information gathering will include communication with the pupil and their parents.

8 FURTHER SUPPORT FOR PUPILS WITH SEN AND/OR EAL NEEDS

8.1 Consideration of all of the above will allow a decision to be made as to whether no further action is required or whether a pupil is recorded with needs at any of the following levels:

- Additional Academic Support: The needs of the pupil are provided for by teachers and their tutor with advice from the Personalised Learning Department. The pupil's progress will be reviewed each year with their tutor and fed back to the Personalised Learning Department. (These pupils may or may not have an identified learning difficulty.)
- SEN Support: The pupil has a learning difficulty which calls for special educational provision that is additional to or different from that made generally to other pupils. The actual support provided will vary according to the needs of the pupil and the wishes of them and their parents. This may include Personalised Learning lessons, either by taking Personalised Learning lessons in curriculum time as an option choice, or arranged outside the timetable in the pupil's free time. The pupil's progress will be reviewed each year with their tutor and fed back to the Personalised Learning Department who will communicate with the pupil's parents to agree suitable targets based on current progress and attainment.
- EAL Support: The pupil has a level of English significantly that is different to their peers and makes learning curriculum content particularly challenging which calls for special educational provision that is additional to or different from that made generally to other pupils. The actual support provided will vary according to the needs of the pupil and the wishes of them and their parents. This may include Personalised Learning lessons, either by taking Personalised Learning lessons in curriculum time as an option choice, or arranged outside the timetable in the pupil's free time. The pupil's progress will be reviewed each year with their tutor and fed back to the Personalised Learning Department who will communicate with the pupil's parents to agree suitable targets based on current progress and attainment.

8.2 Pupils at any of the above stages participate in a review once a year with the support of the Personalised Learning Department. At this time targets are identified and adjustments made to support as appropriate. Pupils may also be removed from the list if it is agreed that they no longer require that level of support.

9 ADDITIONAL NEEDS REGISTERS

9.1 The list of pupils on the SEN and EAL Registers is available to all members of staff through iSAMS. A Confidential Support Sheet is created for each pupil at Additional Academic Support level, SEN Support level or EAL Support level by the Personalised Learning Department. This is reviewed at the start of each academic year, and made available to all of the pupil's teachers. The Support Sheets are updated by the Personalised Learning Department when needs or access arrangements change over the course of the year. Teaching staff are alerted to changes. The Support Sheet outlines the pupil's strengths and weaknesses and provides teachers with advice about how to support the pupil in the classroom.

10 REPORTS AND INFORMATION SHARING

10.1 A report will be provided to parents as part of the normal reporting cycle for all pupils listed at the 'Additional Academic Support', 'SEN Support' and 'EAL Support' levels. This will inform parents of work done, progress made, and any relevant matters which have arisen. Personalised Learning staff attend all of the staff-parent meetings when teachers discuss progress with parents.

10.2 The Personalised Learning Department and pastoral staff share information on pupils and work together to try and resolve issues concerning pupils' well-being. All these staff members work very sensitively, and are aware of the need to pay attention to parents' and pupils' wishes for confidentiality. Unless asked specifically not to do so, information that is given to the School will be passed on to teachers along with recommendations for appropriate action, usually in the form of a Confidential Pupil Support Sheet. Such information may be shared with non-teaching staff, such as House Assistants, when it is necessary.

10.3 A small number of pupils may have an Individual Learner Profile (ILP) when it is considered important that all teachers and the pupil should be working towards specific set targets. This arrangement will involve discussions and agreement between the pupil, tutor, HM and parents and will be reviewed at least once a year.

11 CONTACT WITH PARENTS

11.1 Close links are encouraged between home and School so that problems can be dealt with as they occur. Contact can be made either through the House or the pupil's tutor, or directly with the Personalised Learning Department.

12 INCLUSIVE ACCESS ARRANGEMENTS

12.1 Inclusive access arrangements are planned early in the course of study and incorporated as the usual way to access classroom work and tests. They will :

- be carefully individualised, evaluated and monitored
- reflect the optimal support that the pupil requires
- draw upon teacher observations in the classroom
- be considered in line with the regulatory framework appropriate to the qualification and exam board

The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the pupil's learning support requirements. Under no circumstances should it give the pupil an advantage.

12.2 The Personalised Learning Department and the School's Examinations Officer work closely to ensure that relevant applications are made for any Examination Access Arrangements which may be needed. Regulations require the School to collate school-based evidence submitted by subject teachers before a pupil is assessed/reassessed for exam access arrangements. The evidence must paint a picture of the pupil's normal way of working which shows a compelling case for the arrangement requested and the presence of a substantial impairment, without the provision of the arrangements that are requested. Evidence is considered on a subject by subject basis. Once this evidence has been collated, assessments may be conducted by the Personalised Learning Department or an external Educational Psychologist.

12.3 It is imperative that parents consult with the Personalised Learning Department if they believe that their child may require an assessment. A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements. It is important to note that access arrangements

recommended in an Educational Psychologist report are not an automatic entitlement. Decisions regarding access arrangements are delegated to the School as an exams centre and made in accordance with regulations published each year by the Joint Council for Qualifications (JCQ) and/or the relevant external exam board.

12.4 Inclusive access arrangements for a pupil must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements will be constantly monitored to ensure that they remain the optimal support for that pupil.

13 ALTERNATIVE ARRANGEMENTS

Withdrawal: We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or
- you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or
- your child's learning difficulties require a level of support or medication which, in the professional judgement of the Principal, the School is unable to provide, manage or arrange;
- your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

Appendix - Additional Needs Protocol

RSJ is committed to providing the optimum environment in which pupils can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our pupils, irrespective of home background or any special educational needs or disabilities they may have.

This protocol has regard to supporting all pupils who have or may have additional learning needs and what this looks like in practice. This protocol includes the following principles:

- Support for pupils with additional learning needs is embedded in the quality of teaching and learning and our rigorous structures of tutoring and pastoral care.
- The Personalised Learning Department provides advice for all members of the school. Pupils, parents and school staff can refer or be referred for advice if progress and/or behaviour is of concern.
- Our overriding practice is one of watchful waiting (see below).

Referral Pathways

1. Pre-existing – Pupils with identified difficulties and/or interventions for additional learning needs
 - Parents are required to disclose any information about identified additional learning needs and/or interventions and medication on the point of admissions application for their child. The Admissions office will ensure all information is forwarded to the Personalised Learning Department/Health Centre/Pastoral team.
 - This should occur well in advance of entry (by parents and the child's previous school) and the Personalised Learning Department will endeavour to meet with all prospective parents and pupils.
2. Once enrolled at the School, concerns regarding additional needs that might lead to further monitoring and/or assessment could come from:
 - The pupil
 - A parent
 - A class teacher
 - A tutor
 - A member of the house staff/wider pastoral team

Strong communication and positive relationships with parents are essential during this period. Watchful waiting is crucial to identify whether other reasons beyond a specific learning need could cause the same behaviours.

Watchful Waiting – this may include the following

- Work/behavioural report cards
- Tutor/HM monitoring
- Tutor/pupil/Personalised Learning Department meet
- Observation in lessons/co-curricular activities/House
- Case conference
- What works well - good/effective practice shared
- Awareness raised with teaching staff
- Meeting with pupil/parents/pastoral/academic team

During this time it is important to consider other possible explanations for the behaviours. Parents' and pupils' concerns will always be taken seriously, even if these are not shared by others.

Formal Assessment

If parents and pupil agree, a formal assessment with an external professional could be recommended.