



# **S 66 - Additional Educational Needs (AEN) & English As An Additional Language (EAL)**

**Reviewed: Education and Policy Committee  
Approved: Full Governing Body**

**Approved Date: June 2025  
Next Review Date: June 2026 by E&P with recommendation to FGB**



Special Educational Needs (SEN) has been termed Additional Educational Needs at WACS since January 2018 to reflect that not all boys, for whom provision is made, have learning *difficulties or disabilities*.

### **What are 'additional educational needs'?**

For the purposes of this document, a boy is considered to have additional educational needs requiring special educational provision if:

- he has a significantly greater degree of difficulty in learning than the majority of children of his age;
- he has a disability which prevents or hinders the use of educational facilities generally provided for children his age.
- he is especially gifted or talented in particular areas

### **SENDCo**

The responsibility for overseeing the School's AEN provision is held by the Director of Studies, with specific responsibility to support Special Educational Needs being delegated to the school Head of Learning Support

### **AEN provision**

WACS complies with all legislative and best practice requirements to meet the individual needs of our pupils in accordance with the protected characteristics set out in the Equalities Act 2010.

Our curriculum is designed to provide access and opportunity for all pupils. If we believe it is necessary to adapt the curriculum to meet the needs of individual pupil, we do so in consultation with parents. Due to the very unique characteristics and size of the school, we are able to tailor our teaching to the needs of each individual pupil. This level of focus and small class size allows those with AEN to be catered for within a teacher's subject planning. Planning reflects the needs of those identified with SEND and EAL requirements or those pupils who are higher attaining.

If a pupil displays signs of having special educational needs, a teacher, parent, and/or pupil may identify this to the Director of Studies who will liaise with the Head of Learning Support. An assessment may be made in consultation with the teachers and strategies put in place to meet the pupil's needs within the class. If a pupil's need is more severe, consideration is given to involving appropriate external agencies or dropping a subject to enable more time to be spent developing skills such as touch typing to support with 'reasonable adjustments'.

Should a student be in receipt of an EHC plan, we will endeavour to provide them with an education that meets their needs as specified by their statement. However, it may be the case that some students in possession of an EHC plan or statement cannot be accommodated due to their needs being beyond the resources available, requiring greater readjustment than is reasonable. The unique demands of Chorister life at WACS provide some particularly specific



additional challenges to all of our pupils and it is key to our admissions process that we assess a pupil's ability to cope with the wider demands of chorister and boarding life.

A list of boys with AEN and EHC plans is kept on file and regularly updated. Indeed, the expectation is that this is a 'Live' document and boys may not remain on it throughout their time at the school. A copy of the list is available to all staff through the shared computer drive and outlined in staff meetings at the beginning of each term. Each pupil has an individual pupil profile and the pupil profile for pupils with AEN will clearly outline any reasonable adjustments which should be made to scaffold their learning.

### **AEN screening**

Screening is coordinated by the Head of Learning Support where concerns have been raised by staff as a result of observation or unexpected results from standardised tests (or performance over a period of time), or if parents have expressed concern. Screening may include tests of auditory and visual memory, perceptual awareness, sequencing ability, creative writing, spelling and basic maths, fine and gross motor control skills.

If the results of the AEN screening are borderline, or inconclusive, the boy is kept under review.

If it is thought that more specialist testing is required, the parents will be informed and the services of an external Educational Psychologist or other professional may be sought at the parents' expense.

### **Assistance for boys with AEN**

Following an intervention from the Educational Psychologist, parents will be informed and offered guidance and advice as to how any additional needs can be dealt with. Once particular AEN have been formally identified and a report/assessment submitted to the School, the following procedure begins:

- an initial meeting occurs between the parents and the headmaster and/or the Director of Studies and/or the Head of Learning Support to discuss future action;
- a list of recommendations is drawn up by the Director of Studies and the Head of Learning Support, giving teaching tips and strategies to help each individual; new recommendations may be presented and discussed at an appropriate meeting of staff; all these documents are kept on file and are reviewed and updated at least annually after further consultation.

For all those identified as having AEN, both boys and teachers are involved in the selection and monitoring of any individual termly targets that may be set. The



boy and their Class Teacher or Form Tutor assess the boy's individual targets termly, and the results are communicated to all subject staff.

Where remedial tuition is suggested as a long term measure, it may sometimes be arranged at School with an outside specialist.. Individual lessons are limited. An additional charge may be made for remedial tuition. The times for these individual lessons will be specific to each person.

Rather than operating the more typical 'Gifted and Talented' activity approach, we believe that all pupils should be stretched and encouraged to learn beyond the classroom, recognising that all of our pupils are particularly talented in relation to music but may well also excel in other areas. This provision for pupils takes place in the classroom and is done in a manner whereby all pupils may benefit from the inclusion of particularly challenging and stretching material. Pupils are catered for as individuals by teachers who know them well and who have strong subject expertise. Through exposure and encouragement all pupils may begin to demonstrate characteristics of excellence.

Pupils may additionally be offered enrichment opportunities ranging from in-school book groups and activities through to the opportunity to attend relevant events, trips and talks. In addition, lists of suggested activities, reading lists etc are provided by subject teachers to individual pupils to encourage them to extend their interest in academic subjects, particularly when pupils are considering applying for Senior School scholarships.

### **Laptop use**

Laptop use in School can only be accommodated under the following criteria:

- specific recommendation by an educational psychologist/specialist physiotherapist;
- permission from the Headteacher, in consultation with the Director of Studies and Head of Learning Support ;
- a typing speed of approximately 20 words a minute – tested by Head of Learning Support;
- parents will normally supply a suitable laptop to a specification agreed by the school in collaboration with the Abbey's ICT Department
- procedures of operation (printing out/storage, etc.) will be agreed with the Director of Studies
- limitation of laptop use to English, History & Religious Studies (in certain cases, additional subjects may be allowed at the Director of Studies' discretion, informed by advice from the Head of Learning Support);
- prep must be printed out, trimmed and stuck into the relevant exercise book/folder promptly or sent via email or Teams;



- work completed during the School day must be printed out before the end of the academic day; work may be completed and submitted through the assignments section of Teams;
- all laptops must be on mute at all times and connection to the internet disabled—unless specifically enabled by the Abbey’s IT department;
- boys are not permitted to have games or other multi-media programmes on laptops that are used in school;
- all laptops for use in School must be capable of being run on battery, and that battery power should always be used (For health and safety reasons mains cables can only be used in exceptional circumstances);

### **Laptops in school examinations**

- Boys will only use a laptop in exams for those subjects where they normally use a laptop; usually a school laptop will be used.
- The Head of Learning Support will submit a list of boys eligible for laptop use to the Director of Studies in advance of the exams.
- Laptop users will normally sit at the front of the room and screens will be regularly monitored by the invigilator
- Invigilators will ensure that spell-check and other aids are disabled as appropriate and that the pupil is not able to access materials that would provide an unfair advantage and have no link to the additional need which informs the use of the laptop.

### **Extra time in School examinations**

Extra time in school exams will only normally be accommodated after specific recommendation by an educational psychologist. The Director of Studies will submit a list of boys eligible for extra time to all staff in advance of the exams. Boys with extra time will be provided the opportunity to sit their exams in a different room with any other pupils who are entitled to extra time.

### **Laptop use and/or extra time at Senior School examinations**

Prior permission of the senior school must be obtained by parents before this can be granted. (It should be noted that the senior school will need to see the boy’s current educational psychologist report, which usually needs to be less than twenty-four months old.)

### **Identifying bi-lingual boys or boys with English as an additional language**

A boy with English as an additional language (EAL) will, if necessary, receive appropriate support. The impact of any additional language will be categorised as one of the following: insignificant, minor or significant. A list of any boys with EAL and the degree of impact would be compiled by the Director of Studies, informed by the Head of Learning Support.. A copy of the list is available to all staff through the shared computer drive and outlined in staff meetings at the



beginning of each term. Each pupil has an individual pupil profile and the pupil profile for pupils with EAL will clearly outline any reasonable adjustments which should be made to scaffold their learning. In the event of the impact being significant, the specific support offered would need to be agreed with the parents.

### **General provision for AEN boys by all academic staff**

- Through the induction process and ongoing communication with the Director of Studies and Head of Learning Support, teachers are made aware of and trained in recognising signs of AEN, and new staff are familiarised with the AEN policy.
- Yearly plans and schemes of work and individual pupil profiles will normally include specific information about specific scaffolding or support offered to pupils with AEN and EAL
- Individual pupil profiles will be circulated to teaching staff and all teaching staff will be given the opportunity to contribute to the development of these documents.
- The School is committed to collaborating and communicating with parents about AEN.
- Boys with AEN have equal access to all areas of the curriculum and are normally taught fully within their class groups, with the exception of any weekly specialist one-to-one teaching.
- Individual strategies are reviewed by the Head of Learning Support, Director of Studies and relevant teachers on a regular basis.
- The School ensures that, insofar as reasonably practicable, the curriculum, site and facilities are fully accessible to boys with AEN. Provision includes improving access as far as is reasonable through physical changes to the building and by providing extra resources. See also the School's Accessibility Plan (S26)

### **Links with schools**

The School places great emphasis on the procedure resulting in the appropriate choice of Senior School for boys to move on to:

- support for parents in the choice of the next school and in preparing for transfer is offered by the Headteacher
- the Headteacher can with the prior permission of the parents, make direct contact with the receiving school to discuss the boy's individual needs.
- transfer of information is arranged with the parents' consent and may include the AEN file and the boy's last School report.