



ST PAUL'S SCHOOL
Est. 1509

School House – Boarders with Particular Needs (incl. SEND)

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to policyquery@stpaulsschool.org.uk

Boarders with Particular Needs (including SEN)

School House seeks to support any boarder with a particular need, whether that need be religious, dietary, linguistic, cultural or a special educational need. It fully espouses the relevant St Paul's School Policies, including:

- Accessibility Policy
- Managing Allergies and Anaphylaxis Policy
- Bilingual Policy
- Disability Policy
- Education of Looked After Children Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Learning Support (LS) and Special Educational Needs and Disabilities (SEND) Policy
- Spiritual, Moral, Social and Cultural Development of Pupils Policy
- Transgender Policy

Religious Requirements

School House espouses the principles laid out in the above policies and seeks to ensure that all of its boarders are able to spiritually develop, and to practice their faith fully whilst at St Paul's. All pupils are able to attend the denominational assemblies of their choosing during morning school assemblies, and also to attend faith groups of their choosing in their free time, whether in school or out of school, including at weekends.

Dietary

The dietary requirements of all boarders are collated and passed to the Catering Manager at the beginning of each year, and updated whenever required. The Catering Manager ensures that appropriate food is available at all meals. All boarders have access to the School House kitchen, so that appropriate additional food can be stored and consumed. There are multiple groceries, supermarkets and food outlets within walking distance of the School site. School House complies with the School's Anaphylaxis policy, and to this end the House kitchen is designated a 'nut free' kitchen.

Language: Bilingualism, and English as an Additional Language

School House fully embraces the approaches laid out in the above St Paul's School Policies.

There frequently are bilingual boarders who are not truly bilingual, and who may need classification as EAL. School House staff will seek to support boarders who are EAL, or Bilingual, in appropriate ways that might include the following:

1. Be alert to and identify any boarder with a perceived language difficulty, and in discussion with that pupil, their tutor and the Learning Support Co-ordinator seek to ensure appropriate support is made available to that pupil. (This will include the Housemaster surveying academic reports, and interviewing new pupils during and after their first weeks at the school).
2. Avoid non-literal idiomatic expressions. If you use them, explain them.
3. Check that a pupil has understood what is required by asking them to repeat back instructions to you.
4. Check that comprehension requiring inference is in place.
5. Consider using visual illustrations and provide context e.g. cultural context.
6. Consider voice recording lessons so that they can listen to the lesson content again at a later date.
7. Arrange support buddies, both within subjects and tutor time.
8. Liaise with tutor: check how they are coping – how are their organisational skills/study skills?
9. Remember that the more complex the ideas being discussed, the more likely that errors will occur.
10. Remember that there is a social-emotional and cultural dimension to catering for the needs of EAL students. E.g. find out about the pupil's culture etc. e.g In China it is considered rude to make direct eye contact with your teacher.

Cultural Needs and Backgrounds

House staff will take the time to understand the cultural backgrounds of all new boarders, and to ask about and consider the differences between those cultures and that at St Paul's. Boarders' tutors and teachers are specifically requested to do so to by the Housemaster. Specific consideration is given to whether cultural differences might hamper learning, as well as social life. Experiences of current and former pupils are collated and shared with new pupils. School House will take all steps that it can to support a pupil: identify, discuss and plan (steps might include pairing the pupil up with a mentor who has faced similar cultural issues, or arranging one-to-one support with the Learning Support Co-ordinator.).

Looked After Children

Should a pupil who is a Looked After child join School House, or any boarder become classified as a Looked After child , all actions will be taken in accordance with the School's Looked After Children Policy and ensure all appropriate pastoral care for any such pupil.

Special Educational Needs

School House fully espouses the St Paul's Policy for Learning Support (LS) and Special Educational Needs and Disabilities (SEND), and seeks to support every boarder with any Specific Learning Disability, any pupil with English as an Additional Language and pupils arriving from different educational cultures in accordance with the School Policy for Special Educational Needs (SEN) and

Learning Difficulties and EAL Policy (English as an Additional Language). In line with the School's policies, we seek to:

- Recognise and support the needs of our pupils with special educational needs and learning difficulties.
- Promote active learning and to develop our pupils' engagement in and enjoyment of their studies.
- Enhance pupils' self-esteem and enable them to achieve their full potential.

We also seek to identify any boarders whom we feel may have any special educational need, and provide them with appropriate learning support.

Background Context

In the context of St Paul's, pupils defined as having learning difficulties can fall into three categories:

- a) those who have specific or general difficulties in one or more areas of the curriculum. This would include pupils who have been diagnosed as suffering from dyslexia, dyspraxia and ADD/ADHD.
- b) those who have visual, auditory or physical impairments which affect their capacity to learn.
- c) pupils suffering emotional or psychological difficulties, or presenting with specific behaviour problems. These areas are already supported through the tutorial system, the school counsellor, the Undermasters and the Surmaster. Nevertheless, the learning difficulties identified in the categories above are frequently associated with (and may indeed generate) emotional and behavioural problems.

LS, SEND & School House

Details of each pupil with an SEND or requiring LS are listed on iSams. Each year, the Housemaster will provide an updated list of boarders with SEND/requiring LS to House Staff and after seek specific guidance from the Learning Support Coordinator to include advice on how to provide support. General guidance on supporting pupils with SEND/requiring LS can be found on the Learning Support Department Intranet site, and specific guidance on each boarder with SEND/requiring LS will be stored in the School House Shared file, accessible by House Staff. House Staff should be alert to the possibility that any boarder may have an undiagnosed SEND – and if one is suspected, the pupil should be directed to the Learning Support Co-ordinator.

Gender

The St Paul's Transgender Policy details the School's approach to trans issues, and the support that will be offered to a pupil exploring their gender identity. School House espouses the values of this policy, and will support any such pupil in accordance with it. It should be noted that there are individual bath and shower rooms available to all boarders.