

## Naseby CE Primary Academy



Policy Name	Inclusion Policy
Owner	Naseby Church of England Primary Academy

Version Number	Revisions / Review Cycle	Date Ratified
V2.0	Annual	June 2021

**This policy has been written in compliance with  
Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)  
and  
Special Educational Needs and Disability Code of Practice (2015)**

### **Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)** that sets out a school's responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- [SEND Code of Practice](#) (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014, revised in January 2015 and came into force April 2015.
- [Ofsted Section 5 Inspection Framework May 2019](#)
- [Ofsted SEND Review 2010 "A Statement is not enough"](#)
- [Equality Act 2010](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

This policy also complies with our funding agreement and articles of association

### **Definition of SEND**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

### **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
  - Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved schools budget.

### **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from children, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

The Head of School and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCo).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of children with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times. Training and updates will be provided to current and new staff to ensure they fulfil their responsibilities.

### **Roles and Responsibilities**

#### ***Head of School***

- the Head of School is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn
- the Head of School and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo)
- the Head of School will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - pupil progress meetings with individual teachers and TAs
  - regular meetings with the SENDCo
  - discussions and consultations with students and parents

#### ***Special Educational Needs Coordinator***

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- identifying a staged list of children with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all students an Education Health and Care Plan
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- liaising and consulting sensitively with parents and families of children on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENDCo network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

**Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision

**The name and contact details of the SEND co-ordinator.**

Mr Adam Cooper

[cooper@guilborough.northants.sch.uk](mailto:cooper@guilborough.northants.sch.uk)

01604 740641

**The name and contact details of the Designated Teacher for Looked After Children**

Mrs Beverley Thornton

[head@naseby-ce.northants-ecl.gov.uk](mailto:head@naseby-ce.northants-ecl.gov.uk)

01604 740540

## Special Educational Needs and Disabilities Information Report

Further details are to be found in the Inclusion Policy

### The name and contact details of the SEND co-ordinator.

Mr Adam Cooper [cooper@guilbsborough.northants.sch.uk](mailto:cooper@guilbsborough.northants.sch.uk) 01604 740641

### 1. The kinds of SEND that are provided for

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

In admitting children with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for children whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies

### 2. Identifying pupils with SEND and assessing their needs

A staged approach will be taken to the identification of SEND. In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”*

#### **SEND Code of Practice (2015: Para 1.24)**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level”*

#### **Ofsted SEND Review 2010. p68)**

We will assess each pupil's current skills and levels of attainment at the beginning of each academic year. This is reviewed on a termly basis. Children may then be referred to a specialist or take further tests in school to determine their needs. This may happen at a later stage in their school career.

### Identification and assessment at stage 1

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Children may be referred to a specialist or take further tests in school to determine their needs.

Children's needs should be identified and met as early as possible through:

- The analysis of data to track progress of children with SEND to set challenging, achievable targets, are reviewed by the SENDCo and SLT. The regular assessments of progress for all pupils identifies those whose progress
  - ❖ Is significantly slower than that of their peers starting from the same baseline
  - ❖ Fails to match or better the child's previous rate of progress
  - ❖ Fails to close the attainment gap between the child and their peers
  - ❖ Widens the attainment gap
- Following up parental concerns
- Tracking individual children's progress over time,
- Information from previous schools
- Information from other services
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

This may include progress in areas other than attainment, for example, social needs.

Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These will probably be children who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEND. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

### Stage 2 Additional SEND Support

- Children will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.
- Under-achieving children and those with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be similarly monitored for progress).
- In keeping with all vulnerable learners, intervention for children on the SEND register will be identified and tracked at each data capture.
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local

Authority, with particular regard to the success criteria and [SEND Descriptors](#) published as part of the [Local Offer](#).

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

### **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan**

- Children with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND register and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - ❖ High Needs Block Funding
  - ❖ An Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy.

### **3. Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support. The school will also work in partnership with parents and carers by doing the following:

- Working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers to discuss opportunities to discuss ways in which they and the school can help their child
- making parents and carers feel welcome; all parents of those children on the SEND register are invited to meet with the SENDCo at each parents' evening to discuss progress and achievements
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- agreeing targets for all children, involving parents in monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the [IASS](#) services available as part of the [Local Offer](#)

As an inclusive school, we do everything we can to ensure that children of all abilities and needs are fully included in the life of the school. We recognise that all children have the right to be involved in making decisions and exercising choice.

#### **4. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5. Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation and learning walks by the SENDCo, SLT member.
- Ongoing assessment of progress made by intervention groups.
- Work sampling
- Informal feedback from all staff
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with Education Inclusion & Partnership Team (EIPT)
- Regular meetings about pupil's progress between the SENDCo and class teachers in which progress reports, following assessments in subject areas, are used to track the progress of children with SEND and to set challenging, achievable targets. These are reviewed by the SENDCo and SLT.
- Holding annual reviews for pupils with EHC plans
- Governors meeting
- The quality of SEND provision across the school is monitored by the SENDCo, advised by an external, trained Ofsted inspector and the Head of School.

#### **6. Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education through thorough information sharing
- We will ensure early and timely planning for transfer to a child's next phase of education.

#### **7. Approach to teaching children and young people with SEND**

We have an inclusive approach with responsibility for meeting children's needs lying with each class teacher. All lesson planning seeks to address the learning needs of all children in the class. Teachers



receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual children. As an inclusive school, we do everything we can to ensure that children of all abilities and needs are fully included in the life of the school. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing children and providing an entirely different activity.

- All teachers differentiate work as part of quality teaching
- Small group withdrawal (time limited and carefully monitored to ensure curriculum entitlement is not compromised )
- Individual class support / individual withdrawal (this support will not be unduly intrusive and the aim will always be to promote independence through gradual reduction of 1:1 support).
- Teaching assistants will support pupils on a 1:1 basis only after careful consideration of the child's needs or if this is a requirement of an EHCP.
- Bilingual support/access to materials in translation
- Further differentiation / adaption of resources for individuals
- Using recommended aids: laptops, coloured overlays, visual timetables, larger font, etc.
- Involvement of support agencies / professionals
- The curriculum is reviewed each year and provision may change according to the needs of the children.

## **8. Securing equipment and facilities**

Specialist advice and expertise in relation to assessment and support of individual children will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head of School will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

## **9. Staff Training**

- Teaching staff have regular training sessions in relevant aspects of special needs and their training is monitored by the SENDCo.

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- We have service level agreements with various external specialist providers according to pupils' needs In accordance with Section 6 of the SEND Code of Practice 2015 our Special Educational Needs Coordinator will be a qualified teacher working within the MAT and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment. The SENDCo and Designated Teacher for LAC will regularly attend local network meetings

## 10. Involvement of other agencies

We have a clear point of contact within the school who will co-ordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or Designated Teacher for looked after children (LAC), but in some cases it can be another member of staff. We have service level agreements with various external specialist providers according to children's needs for example JOGO and Educational Psychologist Services

- We also work with a number of other agencies to provide support for pupils with SEND:
  - ❖ SEND Specialist Support Services (SSS)
  - ❖ Speech and Language Therapy Service
  - ❖ GP
  - ❖ Occupational Therapy
  - ❖ Physiotherapy
- The [local offer](#) will be considered

## 11. Contact details of support services for parents of pupils with SEND

Northampton Information Advice Support Service for SEND ([NIAS](#)) support parents and carers of children with special educational needs (SEND). It is a free support service and can offer support for the following areas of concern:

- I think my child needs more help at school or college, what can I do?
- My Child has SEND and has just been excluded, what happens next?
- My Child is not attending school at the moment, what can I do?
- What is an EHC plan and how can I get one for my child?
- The school is not delivering the support in my child's EHC plan, what can I do?

Contact number: 01604 364772

### Parenting and mental health support

<https://www.familylives.org.uk/how-we-can-help/confidential-helpline/>

Family Lives offers a confidential and free\* helpline service for families in England and Wales (previously known as Parentline). Please call us on **0808 800 2222** for emotional support, information, advice and guidance on any aspect of parenting and family life. Our helpline service is open **9am – 9pm, Monday to Friday** and **10am – 3pm Saturday and Sunday**.

<https://mindedforfamilies.org.uk/#/>

MindED for families has advice and information from trusted experts and will help you understand what problems occur, what you can do to best support your family, and how to take care of yourself.

<https://youngminds.org.uk/find-help/for-parents/parents-helpline/#parents-helpline>

Youngminds Parents Helpline is available to offer advice to parents and carers worried about a child or young person under 25. You may have questions about a child's behaviour, emotional wellbeing, or mental health condition. You may have a child who's already been admitted to CAMHS and have questions about their treatment or want to know what to say to your GP when you visit them.

Social story examples can be found on this website to support students with Autism:

<https://www.reachoutasc.com/resources/transition-to-new-class>

This is a free online seminar to help support children coming back to school:

<https://www.schudio.tv/courses/preparing-autistic-SENd-children-for-going-back-to-school>

There are also lots of useful links on the following Leeds City Council website:

<http://www.starsteam.org.uk/coronavirus-resources>

## Links with Other Services

Educational Psychology Service

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Educational Inclusion and Partnership Team: Contact number: 0300 126 1000

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/471-educational-inclusion-partnership-team-eip>

Information Advice Support Service (IASS): Contact Number: 01604 364772

<http://www.iassnorthants.co.uk>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

See Local Offer website link for contact details in relation to High Needs Funding Applications and Educational Health Care Plans

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Please refer to our school's [Safeguarding Policy](#) for details of how we access the EHA team and Multi-agency and Safe Guarding Hub

## 12. Contact details for raising concerns

SENDCo: Mr Cooper [Cooper@Guilsborough.northants.sch.uk](mailto:Cooper@Guilsborough.northants.sch.uk)

## 13. The local authority local offer

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/sen/local-offer>

## 14. Monitoring arrangements

This policy and information report will be reviewed by SENDCo and ratified by the schools governing board **every year**. It will also be updated if any changes to the information are made during the year.

## 15. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan  
<http://www.guilsborough.northants.sch.uk/for-parents/key-information/policies/curriculum-and-student-welfare/1202-accessibility-plan/file>
- Positive Behaviour  
<http://www.guilsborough.northants.sch.uk/for-parents/key-information/policies/curriculum-and-student-welfare/797-positive-behaviour-procedure/file>
- Equality information  
<http://www.guilsborough.northants.sch.uk/for-parents/key-information/policies/curriculum-and-student-welfare/800-equality-plan-2015-18/file>
- [Safeguarding Policy](#)

## 16. Admission arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

## 17. Complaints

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and SENDCo then, if unresolved, by the Head of School. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors' complaints procedure (see separate Complaints Policy).

## Inclusion of pupils with English as an additional language

### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all children regardless of ethnic, cultural or linguistic heritage. We aim to include all children and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

### Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Children who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we will endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our school.

### Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English

The following provision can be expected:

- Work in class will be differentiated for children to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for children arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher

and the SENDCo. Provision will be recorded and monitored for effectiveness in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

### **Parental support**

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## Inclusion of students who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every four months
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child's social worker to ensure that there is effective communication at all times
  - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

### Inclusion of students who are very able and/or talented

In this section the term 'very able' refers to children who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities, dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness, sensitivity, empathy,
- Creativity, artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

### Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of students as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children; this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map.



## Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

***This policy will be reviewed annually by the governing body and was last reviewed in June 2021***

Signed: \_\_\_\_\_

Designation: \_\_\_\_\_