



An Academy

Boughton Primary School (An Academy)



An Academy

INCLUSION POLICY AND PROCEDURES Incorporating Special Educational Needs Information Report

In compliance with
Statutory Instrument: Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

Children First Northamptonshire Northamptonshire County Council		
<i>This document has been personalised from the NCC model policy.</i>		
PERSON RESPONSIBLE FOR POLICY:	MRS MARY JAMES	HEAD TEACHER
RATIFIED BY GOVERNORS ON:	06/02/2019	
SIGNED:	ORIGINAL SIGNED BY HELEN GOWLER	CHAIR OF GOVERNORS
TO BE REVIEWED:	FEBRUARY 2020	

At Boughton Primary the named personnel with designated responsibility for Inclusion are:

SENCO	Gifted and Talented lead	Vulnerable pupils lead (inc. EAL, Children Looked After or Adopted, Pupil Premium)	Governor with responsibility for SEND and vulnerable pupils
Mary James	Jodie Sadler	Mary James	Jenny Malcolm
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Record of amendments:

26/09/2019 small correction (typography p3), additional information regarding EHCP added (p7).

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PART A: INCLUSION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

1. LEGISLATIVE COMPLIANCE

This policy complies with all statutory requirements. It has been written as guidance for staff, parents or carers and children with reference to the following guidance documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Children and Families Act 2014

2. INCLUSION STATEMENT

- We endeavour to achieve maximum inclusion of all children (including vulnerable and gifted 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 full access to the school curriculum.
- We make every effort to narrow the gap in attainment between vulnerable learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational 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 different early experience of learning) and ***special educational needs & disabilities***.

Some pupils may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly, ensuring that appropriate interventions are in place to narrow the gap.

Other pupils will have an identified additional need and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with additional 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 pupils. These will be provided, initially, through additional support funded from the school’s devolved budget.

3. AIMS AND OBJECTIVES OF THIS POLICY

The aims of our 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 pupils, parents and carers.
- To carefully map provision for all 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 Northamptonshire County Council 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 governing body has delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). At our school, this role is held by the Head Teacher.

The SENCO is responsible for reporting regularly to the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The SENCO also promotes inclusion of other vulnerable groups, including EAL in consultation with all teachers and the SLT.

The Head Teacher is also the Designated Teacher for Looked After Children and 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 pupils with SEN and EAL. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times.

4. PARTNERSHIP WITH PARENTS/CARERS

The school recognises that parents and carers are the children's first educators. They must be involved every step of the way in a dialogue about pupils' learning and progress. Therefore, we:

- Make sure parents and carers feel welcome
- Give parents and carers opportunities to play an active and valued role in their child's education
- Encourage 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
- Endeavour to instil confidence that the school will listen and act appropriately
- Focus on the child's strengths as well as areas of additional need
- Allow parents and carers opportunities to discuss ways in which they and the school can help their child
- Agree targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Work effectively with all other agencies supporting children and their parents
- Keep parents and carers informed and provide support during assessment and any related decision-making process
- Make parents and carers aware of the Parent Partnership services available as part of the Local Offer.

In the first instance, all of our teachers and teaching assistants are happy to listen to concerns and find ways forward with parents. We are also fortunate to have a welcoming Family Support Worker who works with identified parents and children, providing additional support in a wide and varied role.

5. ADMISSIONS

No pupil will be refused admission on the basis of SEND. Pupils who have SEND will be admitted under the same criteria as any other pupil applying for a school place (see admissions policy). 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. On admission, the pupil will have access to a welcome and induction/transition programme if needed, which recognises their needs and provides a safe and secure start to their learning.

6. DEFINITIONS OF INCLUSION

In agreeing our policy and practice, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“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. ”

SEN Code Of Practice (2014 : Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“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 SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

7. RANGE OF ADDITIONAL NEEDS

As an inclusive school we are aware of and differentiate for a wide range of needs. This includes pupils with:

- Dyslexia, Dyscalculia and other Specific Learning Difficulties
- Autistic Spectrum Disorders
- Dyspraxia, physical and sensory needs, including visual and hearing impairments
- Social and Emotional Needs
- Speech and Language Difficulties

The list above is not exhaustive; we understand that it is our responsibility to make provision for any pupil with special educational needs through the school's devolved SEN 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 with all mainstream schools, it would be difficult for us to make provision for pupils whose needs and/or demands are significant, severe and sustained; we do not rule this out, however, we would make a careful assessment of the needs of each pupil in constructive conversation with parents and other agencies.

8. STAGES OF SUPPORT

Stage 1	1(a) Quality First Teaching	Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All learners are included on a whole-school provision map.
	1(b) Watch List	Pupils whose learning or social needs are giving cause for concern are added to our Watch List and a cycle of Plan, Do, Review is initiated.
Stage 2	2 (a) Additional support – SEN register (school's devolved budget)	Additional SEN support is provided, in a range of forms, which may include 1:1 or small group programmes and interventions. The cycle of Plan, Do, Review continues. Outside agency involvement is sought and the pupil is added to the SEN register.
	2 (b) Additional support (High Needs)	A small proportion of pupils on the SEN register may need support at a higher level.
Stage 3	Education, Health and Care Plan	A very small proportion of pupils on the SEN register will have an assessment of their needs, leading to an Education, Health and Care Plan being issued.

At all stages, the expectation is that school and home maintain a pro-active and positive dialogue about children's needs.

STAGE 1

1(a) Quality First Teaching

All learners will have access to quality first teaching; this means access to:

- Learning from a qualified class teacher, with access to highly skilled learning support assistants where needed
- 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 pupils learning at different rates. (This is considered to be a differentiation of the usual school curriculum – not a special intervention).

All learners are included on a detailed whole-school provision map which outlines and monitors additional intervention across the school. The whole school provision map provides an essential tool for self-evaluation, as it enables the school to:

- Plan strategically, looking at whole school learning and teaching issues, in order to meet individual pupils' identified needs and track their provision.
- Audit how well provision matches need and highlight gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively, demonstrating accountability for financial efficiency.
- Demonstrate to all stakeholders how support is deployed.

Prior to involvement of the SENCo, the class teacher is the first port of call for any discussions about learning and progress.

We expect that the following non-negotiables should be in place before any further action is taken:

- What are the **specific** areas causing concern? Where is the **evidence** from?
- Is the pupil's **attendance** at school above 96%?
- If not, have the **class teacher** and **attendance team** followed up concerns about attendance with the parents?
- Have the pupil's **hearing** and **vision** been checked? (Parents can request this via GP and optician).
- If checked, have learning concerns continued or has progress improved?
- Are parents **actively involved** e.g. reading 5 times per week, homework completed, child comes to school having had breakfast, ready to learn etc?
- Have **achievable targets** been set for the pupil? Are a range of strategies in place in the classroom to meet their needs, i.e. differentiation by task, by support, multisensory approaches, brain breaks, praise, incentives as appropriate? If targets are not met, have they been modified in some way?
- Are **records** being kept to show how much support or intervention is being given and to show the progress made?

1(b) Watch List

Once the SENCo is satisfied that the non-negotiables are being met, the assessment process can begin and the pupil is placed on our Watch List of pupils where needs are undergoing further investigation.

In order to fully ascertain and met children's needs, we use:

- Liaison with feeder nurseries, previous schools and other services, as appropriate.
- Analysis of assessment data (in line with the whole-school assessment policy)
- Classroom-based assessment and monitoring arrangements (cycle of Plan, Do, Review).
- Tracking of progress over time.

The Plan, Do, Review cycle involves the class teacher, SENCo and parents working together to identify the pupil's barriers to learning and to plan targets which will help them overcome these.

Ideally a minimum of two reviews should take place before the decision is made to involve an external agency, where it is suspected that there is a special educational need causing the barrier to learning and progress.

Teachers use the SEN descriptors to identify the type and level of need demonstrated by a pupil. When a need has been identified, the pupil is placed on the SEN register.

Provision continues in the same way, with the emphasis on Quality First Teaching. Where needed, pupils may be withdrawn to work in small groups or 1:1 to consolidate concepts and skills.

STAGE 2

2(a) Additional SEN Support (from the school's devolved budget)

Pupils will be offered additional support when their needs require intervention which is "additional to" or "different from" the stage 1 curriculum offer for all pupils in the school.

In keeping with all learners, intervention for pupils on the SEN register will be identified and tracked using the whole-school provision map.

The cycle of Plan, Do, Review should continue, with parents kept fully informed and pupils involved in assessing their learning and progress.

Outside agency involvement is now sought. Where the school is engaging outside agency involvement, potentially with a view to progressing to Stage 2(b) or Stage 3 (High Needs Funding or Educational Health and Care Plan), a decision will be made as to whether a short-term Individual Education Plan (IEP) is required.

IEPs are **not statutory**; however, we may decide that a child would benefit from one.

Where an IEP is used, we will ensure that it is:

- A planning, teaching and reviewing tool, which enables us to focus on particular areas of development for pupils with SEND.
- A working document which can be constantly refined and amended.
- Used to record only the provision which is additional to or different from the differentiated curriculum plan in place for all children (QFT).
- Accessible to all involved in its implementation, including pupils.
- Based on informed assessment and will include the input of outside agencies.
- Manageable, easy to monitor and evaluated regularly.
- Time-limited, reviewed termly or more frequently if appropriate.

2(b): Additional SEN Support (High Needs)

It may be decided that a very small number (but not all) of the pupils on the SEN register will require additional High Needs funding (HNF), for which an application needs to be made to the Local Authority.

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding.

If the application is successful, the school will receive some time-limited funding to provide additional support in order to meet the child's needs.

This funding is subject to annual review, so the cycle of Plan, Do, Review will continue to ensure that targets are being carefully monitored.

Stage 3: Education Health and Care Plan

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 (EHCP).

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN register and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

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 and guidance - particularly with regard to the timescales set out within the process.

9. ROLES AND RESPONSIBILITIES

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008 (or without prior experience as a SENCo), our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process, plus through analysis of common needs arising within our data and provision map.

Specialist advice and expertise in relation to assessment and support of individual pupils 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 Teacher and senior leaders 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.

Head Teacher

The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The Head Teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO). * *At Boughton the Head Teacher is the SENCo but this may be subject to change at any point in the future.* They also delegate the day to day provision for all learners to class teachers and in turn teaching assistants.

The Head Teacher 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
- maintenance and analysis of a whole-school provision map
- pupil progress meetings with individual teachers
- regular meetings with the SENCO* (*see above*)
- discussions and consultations with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Identifying on this provision map a staged list of pupils with SEN;
 - those in receipt of additional SEN support from the schools devolved budget
 - those in receipt of High Needs funding
 - those with Education Health and Care plans
- Co-ordinating provision for children with SEN.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs.
- Contributing to the Continuous Professional Development of staff.
- Implementing a programme of Annual Review for all pupils with a EHCP.
- Carrying out referral procedures to the Local Authority to request HNF and or ECHP.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- 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 pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCO 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 teacher

- Liaising with the SENCO to agree:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
 - which pupils require additional support because of a special educational need and need to go on the school's SEN Register.
- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing differentiated teaching and learning opportunities for all learners
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2014)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

10. ASSESSMENT, REVIEW, MONITORING AND EVALUATION

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil); including pupils in receipt of HNF and EHCP.
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)

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

- Classroom observation by the SENCO, in consultation with other staff.
- Ongoing assessment of progress made by intervention groups.
- Scrutiny of pupil's work.
- Learning walks.
- Informal feedback from all staff.
- Pupil interviews when setting new progress targets or reviewing existing targets.
- Pupil progress tracking using SIMS assessment.
- Attendance records and liaison with Education Entitlement Service.
- Regular meetings about pupils' progress between the SENCO and Head Teacher.
- Head Teacher's report to governors (termly).
- Annual SEN Report.

11. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In lessons, pupils are involved in monitoring and reviewing their progress in discussion with their teacher and teaching assistant. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning (One Page Profile)
- identify their own needs and learn about learning (metacognition)
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

12. INVOLVEMENT OF OTHER AGENCIES

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). The SENCO acts as a clear point of contact within the school who will coordinate the support from outside agencies for each pupil.

We seek to respond quickly to emerging needs and work closely with other agencies including:

- CAMHS (Children and adolescent mental health service)
- Early Help Support Services
- Educational Psychology Service
- Northamptonshire Parent Partnership Service
- NCC Sensory Impairment team
- Local NHS services- school nurse
- Targeted Prevention Team
- Education Entitlement Service
- Early Years SEN support service (Inc Portage team)
- Multi-Agency Safeguarding Hub

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to review meetings. We liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific.

13. TRANSITION

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and opportunities to talk. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a named contact at the next phase setting with whom the SENCO will liaise.

14. COMPLAINTS

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by head teacher. The governor with specific responsibility for SEN/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)

PART B: INCLUSION OF OTHER GROUPS OF PUPILS AT BOUGHTON PRIMARY

15. 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 pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils 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.

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. Pupils 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 endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

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: this will be provided through Stage 1 and, where appropriate, Stage 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils 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 pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils 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 against both A Language in Common and against National Curriculum indicators. 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 SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN 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.

16. PUPILS 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. Their responsibilities 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 six 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 NCC's Virtual School for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

17. PUPILS WHO ARE GIFTED AND/OR TALENTED

In this section the term 'gifted' refers to pupils who have a broad range of achievement at a very high level. 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, skills and dexterity
- Visual/performing abilities: dance, movement, drama
- Mechanical ingenuity: construction, object assembly, 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 all 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 of gifts and talents

Before identifying any child as gifted 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 pupils as gifted 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 gifted 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 reviews the register of gifted and/or talented children.

Provision

Teachers have high expectations of all pupils and plan carefully to meet their learning needs. 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.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the gifted or very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation.

We offer a range of extra-curricular activities for our children. These activities offer gifted and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.