



Name of School: **Earls Barton Primary School**

Committee/ Person(s) Responsible: **Inclusion Governors**
Inclusion and Pastoral Lead

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Inclusion Lead and Senco for Earls Barton Primary School -

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At Earls Barton Primary School we strongly believe that early identification of any additional need is vital. Many of the children who join our school have already attended an early education setting and some children join us with their needs already assessed. In any case all our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. All children on the additional needs register and those pupils identified in termly pupil progress meetings will be assessed. Further advice will be given and a decision will be made with parents whether a further assessment needs to be undertaken. If the child is experiencing significant delay and their national curriculum levels are well below that expected of them for their age, advice from an Educational Psychologist may be sought.

The school evaluates the effectiveness of provision for pupils on the SEN register through the provision map, analysing progress data of pupils, IEP reviews and evaluating progress against targets set. Effective targets are set for each child each term, with personalised programmes being set, where appropriate. Class Teachers and Inclusion Lead / Assistant Senco meet termly to discuss and evaluate the needs and progress of all pupils within their class allowing for early identification of any concerns. The Inclusion Lead and Head Teacher also meet termly to review the progress and support package for children on the SEN register. Parents are surveyed regularly about the effectiveness of the provision within the school. Action points are taken from this to further improve practice.

All children are assessed termly for their reading, writing and maths. Teacher viewpoints are also taken into consideration. If a child is working below the national curriculum then P scales are to be used up to and including P4, then they will be assessed on the Pre Key Stage Standards. The Inclusion Lead or Assistant Senco meets termly with parents of children who receive 'SEN Support' and those with EHC plans to assess progress against learning targets, overall progress and wellbeing.

The Senco monitors the progress and provision of all children on the SEN register. This involves, SEN learning walks, book scrutinies, talking with the children about their views on their progress and the support they receive, parental feedback and termly meetings with teachers and support staff.

The Inclusion lead works closely with the Head teacher, leadership team and the SEN Governor to evaluate the effectiveness of our provision for children with SEN.



Data and progress of individuals is tracked closely. Liaison with parents is given high priority. The APTGO audit tool, designed by the Eastern Leadership Centre is also used to evaluate the effectiveness of provision. This is an audit and planning tool for good and outstanding provision in SEN. This audit is carried out by the SENCO, Leadership Team and SEN Governor on a regular basis and an action plan is devised based on the outcomes.

In agreeing these staged arrangements, 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 ~ 3 ~***

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners are included on a whole-school provision map co-ordinated by the Senco.

- All learners will have access to quality first teaching.



- 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 pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils’ identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment (EAL) reading ages and other whole-school pupil progress data.
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns.
- tracking individual children’s progress over time, including progress in EAL.
- liaison with feeder nurseries on transfer.
- information from previous schools.
- information from other services.



- maintaining provision maps for all vulnerable learners which clearly identifies pupils receiving additional SEN support. This provision map is updated termly through meetings between the teachers, inclusion team and Senco.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate and useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, we provide for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching - QFT
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support/individual withdrawal.
- bilingual support/access to materials in translation.
- further differentiation of resources.
- IEP reviews.

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 by the Senco and senior leaders.
- ongoing assessment of progress made by intervention groups.
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the Senco.
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data whole-school processes
- monitoring individual learning profiles and targets and evaluating the impact of specific targets and provisions on pupils' progress.



- attendance records and liaison with Education Welfare Officer, where appropriate.
- regular meetings about pupils' progress between the Senco and the head teacher.
- head teacher's report to parents and governors.
- Regular liaison with SEN, governor and Curriculum Pupil Welfare Committee.

Stage 2 Additional SEN Support

- Pupils will be offered additional **SEN support** when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered Additional SEN Support but will be on the school's provision map.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEN 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 SEN 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.

We call children's target sheets their 'Individual Education Plan' (IEP)

- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practise 2015, is as follows:



- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets.”
- Our IEPs will be based on informed assessment and will include the input of outside agencies.
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly – termly.
- Our IEPs will be time-limited – at the termly review, there will be an agreed “where to next?”
- Our IEPs will have a maximum of four short / medium term SMART targets set with the pupil.
- Our IEPs will specify how often the target(s) will be covered
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
 - Discussion between teacher and Senco / Assistant Senco
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
 - Our IEPs will be reviewed termly by class teachers in consultation with the Senco/ Assistant Senco.

Stage 3 Education, Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) 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 will be applied for after ensuring 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 Northamptonshire County Council policy and guidance - particularly with regard to the timescales set out within the process.



Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – Mental Health and Behaviour Guidance: We continually strive to develop these systems to meet the changing needs of some of our pupils.

Where more specialist provision is required, we have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS) and other supporting agencies. We also access the TAHMS materials and training.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEN, and where there are concerns about behaviour; we undertake assessments to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of the Early Help Assessment (EHA) may be appropriate. In all cases, early identification and intervention can significantly reduce the need for more expensive interventions or sanctions at a later stage.

Support systems for individual pupil need

From time to time some children may display challenging behaviour which may require more individual intervention and support to address. These are children whose behaviour is not easily modified by the Behaviour Policy putting them at risk of exclusion. In these cases, it is appropriate to develop individualised system as a motivation to improve behaviour. A senior member of staff may be involved to



monitor these at this stage. Parents should be aware of these systems. At this stage the programme will be designed with the following objectives.

- 1: Stabilise the child's social and emotional well-being
- 2: Investigate the reasons for the behaviour, drawing on the expertise of outside agencies as appropriate. A Boxall profile will be completed and analysed by the Inclusion and Pastoral Lead.
- 3: Offer support to the family, for example and Early Help Assessment
- 4: Give training and support to staff

A Behaviour Support Plan may be required to support good behaviour. This should be agreed in conjunction with parents as it is acknowledged that a strong home/school link is paramount in changing behaviour patterns. All members of staff who have contact with the child will be made aware of the aims of the behaviour plan in order to maintain a consistent approach.

Roles and Responsibilities

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 Inclusion and Pastoral Lead.
- 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 for vulnerable learners.
 - overseeing pupil progress meetings with individual teachers
 - regular meetings with the Inclusion Lead
 - discussions and consultations with pupils and parents

Inclusion and Pastoral Lead/ Senco, supported by the Assistant Senco

In line with the recommendations in the SEN Code of Practice 2015, the Inclusion Lead 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 special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- 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 in-service training of staff
- implementing a programme of Annual Review for all pupils with a EHC Plan
- complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- 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 (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map and any mid-term transfers.
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- 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.

Ethnic Minority Achievement

Within the Inclusion and Pastoral Lead role, the Inclusion Lead oversees the day-to-day operation of ethnic minority achievement.

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's target tracking
- maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
 - supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.



- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- liaising with the Inclusion Lead 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 (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan (IEP) to address a special educational need (this would include pupils with statements/EHC Plans)
 - securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - 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.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- 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
 - Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)



- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are making good progress towards their individual targets which have been written to address their underlying special educational need.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

Our School Aims and Values:

We will promote the highest levels of citizenship so that children can go forward with an independent love of learning and a tolerant appreciation of others that will stand them in good stead for the rest of their lives. We will achieve this by having the following values at the core of our ethos.

School Values

- Respect
- Kindness
- Honesty
- Self-Belief

Our Relationship and Behaviour policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child having difficulty managing their behaviour is not the responsibility for an individual teacher; it is the responsibility for the school community, parents and child.
- We aim to work in close partnership with parents to support positive behaviour choices. To encourage children to make the correct behaviour choices we will support children to:
 - Respect, value and care for each other
 - Learn the value of friendship
 - Develop a sense of self-discipline and an acceptance of responsibility for their own actions



- Respect school resources and the belongings, both their own and those of other people.

Good behaviour is beneficial to all children's learning and wellbeing. Some children may require a behaviour support plan and a positive handling plan. These are arranged by the Senco and the Senior Leadership team to support the child's behaviour and to keep them safe.

Inclusion of pupils

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.

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. 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.

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 Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- a mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in groups which match their academic ability. Initially this may be in a middle-ability until the pupil's academic strengths can be more fully assessed.
- 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. 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 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.



Inclusion of 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. At Earls Barton this is the Inclusion and Pastoral Lead. 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 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 the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, EPEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils 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.

For primary, based on DFES guidelines, we monitor formally the children closely in the F.S and KS1 but we only identify very able and talented children, once they are in KS2.



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 pupils 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
- Discussion between parents and teachers.

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 each class's provision map. This is co-ordinated by the Senco

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.



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 more able and very able learner.

From Year 1 to Year 6 we monitor progress for English and mathematics against key performance indicators (KPI). We teach the children in our classes with appropriate differentiation. Where a particular ability is identified, teachers' plan and offer different learning experiences. This may involve work with a specialist maths teacher, or they will engage in open ended maths investigations set by the teacher. The different subject leads in school organise different activities and challenges throughout the year, such as Maths Challenges. We like to work in partnership with other local primary schools and secondary schools to provide a good range of extension activities.

ACRONYMS:

SEN *Special Educational Needs*

EAL *English as an Additional Language*

Senco *Special Educational Needs Coordinator*

KS *Key Stage*

IEP *Individual Education Plan*

P Scales *Below National Curriculum*

LEA *Local Education Authority*

QFT *Quality First Teaching*

Wave 123 Intervention *Wave 1 – Whole Class*

Wave 2 – Small Group

Wave 3 – 1:1 or outside support

EHCP *Education Health and Care Plan*

QCA *Qualifications and Curriculum Authority*

PEP *Personal Education Plan*

DT *Designated Teacher*

VS *Virtual School*



LAC *Looked After Children*

SLT *Senior Leadership Team*

EMA *Ethnic Minority Achievement*

SLA *Service Level Agreement*

EWO *Education Welfare Officer*

AN *Additional Needs*