

# Elm Park Primary School

## Inclusion Policy



'Aspiring to be the best we can be!'

<b>Policy type</b>	Statutory
<b>Statutory compliance with</b>	SEND Code of Practice
<b>Responsible</b> (author)	Inclusion Manager
<b>Accountable</b>	Full GB
<b>Consulted</b>	All Staff
<b>Informed</b>	All Parents / All Staff / Governing Body
<b>Review Frequency</b>	Every 3 years
<b>Next review date</b>	20/03/2021
<b>Approved/When</b>	Full GB/20/03/2018

## 1 INTRODUCTION

To be read in conjunction with the following:

- Safeguarding Code of Conduct Policy
- Anti-bullying Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- More Able and Talented Policy
- Positive Behaviour & Relationships Policy
- Teaching and Learning Policy

## 2 Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equalities legislation.

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Elm Park Primary School works within the guidelines and inclusion policies of the SEND Code of Practice (2014), the Local Education Authority and other policies current within the school.

*Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).*

- *Communication and interaction*
- *Cognition and Learning*
- *Social, mental and emotional health*
- *Sensory / Physical*

## 3 Definition of Special Educational Needs / More able

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

The term '**more able**' will be used to define those pupils who have high abilities across three main areas:

- Academic strengths
- Multiple intelligences (based upon work of Howard Gardner – see appendix F)
- Trans-intellective strengths (eg empathy, resourcefulness, leadership)

Identification:

- Curriculum opportunities
- Identification checklist (see Appendix G)
- Teacher assessment / nomination
- Peer / Parent nomination

The list of 'more able' pupils should be 'fluid', gathered and reviewed termly using the identification criteria.

#### 4 Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

#### 5 AIMS

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
  - to ensure the school has an Accessibility Plan in line with statutory guidelines.
  - to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
  - to identify the needs of pupils with disabilities and/or special educational needs (SEN ) as early as possible;
  - to identify the needs of pupils who; have English as an additional language (EAL); belong to minority ethnic and faith groups; are more able; are travelers and asylum seekers.
  - To identify the needs of pupils who are 'more able' in particular areas of the curriculum or outside of the curriculum.
  - to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
  - to provide a graduated approach in order to match educational provision to pupils' needs;
  - to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
  - to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
  - to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
  - to ensure effective collaboration with Local Authority (LA) services, health

services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;

- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.
- to monitor our effectiveness in achieving the above objectives.

## **6 ADMISSIONS AND INDUCTION**

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school. Where a pupil due for admission is known to have special educational needs the Inclusion Manager will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

## **7 PROVISION**

Our School building is on two levels and there are stairs linking the top and bottom floors. There is an elevator which can be used by anyone with accessibility difficulties. There are accessible toilets and baby changing facilities. All classrooms have direct access to outdoor areas. All rooms are climate controlled. There is a wide range of ICT equipment available to staff, pupils and the wider school community.

Please see the Accessibility Plan and Action Plan, which will show how the school will improve access to the whole school's curriculum and physical environment. This includes the consideration of "auxiliary" aids which may enable pupils with a disability to access the curriculum.

The Inclusion Manager will liaise with the Assessment leader and class teachers to maintain a regularly updated register of pupils with EAL and their level of English acquisition.

The EAL leader will work with class teacher(s), the Hsis EMA team advisers and/or any other relevant agencies in order to assess pupils' needs to help teachers plan and implement appropriate provision. Pupils with EAL will be able to participate fully in the school's broad and balanced curriculum.

The class teacher will make effective arrangements for assessing attainment and progress, with support from the EAL leader.

Each class teacher will be expected to take responsibility for the pupils in their class, with support from the Inclusion Manager.

## **8 RESOURCES**

### **SEN**

- When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational

needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

- Adapted Learning Plan (ALP) see Appendix H

## EAL

### Priorities:

- Newly arrived students with little or no English
- Students at end of key stage working well below age-related expectations because of EAL
- Students who are identified by the school as not making sufficient progress due to having EAL
- Students who need specific help with grammar and syntax in lessons.

N.B. Where this support involves withdrawing students from class, this will be time-limited and will be measured for impact.

## MORE ABLE

- More able plan (MAP) see Appendix I

## 9 STAGES OF INTERVENTION AND PROVISION

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programs (small group). When a pupil is consistently and significantly falling behind normal expectations, Wave Three (1.1) interventions will be implemented (SEN Support)

## 10 INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1. They will benefit from some intensive individual and small group work on a cross curricular skill
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

## 12 INVOLVING PARENTS AND CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

### **13 PARENT PARTNERSHIP SERVICE**

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website [www.havering.gov.uk/pips](http://www.havering.gov.uk/pips). Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

### **14 LEAVING SCHOOL**

When a pupil leaves the school, the Inclusion Manager will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the colleges, who receive our pupils and with the Independent Participation Advisor. This is particularly so in respect of pupils with SEN or disabilities.

### **15 WORKING WITH OUTSIDE AGENCIES**

The Head Teacher, or a person nominated by the Head Teacher which could be the Inclusion Manager, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff has relevant training and there are procedures in place to support pupils.

### **16 COMPLAINTS**

If you have any complaint about the special educational provision we make for your pupil please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the Inclusion

governor who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting

## **17 MONITORING AND EVALUATION**

The Governors ensure that SEN provision is an integral part of the school improvement plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on School Support Plan forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

## **18 Training**

Staff training has been identified and planned for. Training is an on-going process to support the needs of the children, this is reviewed regularly by the SLT team.

## **19 SEN INFORMATION REPORT**

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at [www.havering.gov.uk/directory](http://www.havering.gov.uk/directory)

## APPENDIX A

### Roles and Responsibilities

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

**Governors will** fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the Inclusion governor (Mrs Hurley) will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

**The Headteacher** has overall responsibility for the day to day management of SEN provision and the Accessibility Plan. S/he will work closely with the school's Inclusion Manager and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the Inclusion Manager achieves the statutory requirements for the performance of his/her duties.

#### **The Inclusion Manger**

Mrs Lauren Wren is a qualified teacher and has met the statutory standards for practice including those necessary to ensure full accreditation.

The Inclusion Manager will be responsible for:

- Coordinating provision for pupils with SEN by working closely with staff, Parents/Carers and other agencies;
- Providing professional guidance to colleagues with the aim of securing high quality teaching;
- Monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement;
- Collaborating with curriculum coordinators to ensure learning for all children is given equal priority;
- Ensuring that proper records are kept;
- Contributing to the in-service training of staff;
- Using available resources to maximum effect.
- Managing and supporting a team of staff, which includes the learning mentor, family support worker and LSA's.

**Subject Leaders should** be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

- Provide opportunities for children to ensure that children with SEN are planned for within their subjects.

- Ensure they have the most up to date knowledge of the curriculum or seek advice to find the relevant information with regards to children with SEN.
- Accommodate a range of learning styles and learning needs within their subject.
- Differentiate tasks to suit the individual learners ensuring that challenge is appropriate for each child.
- Ensure that safe practices of SEN are being implemented within the classroom within all their subject.

**Class Teachers should** be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

- Provide opportunities for children to ensure that children with SEN are planned for within their lessons.
- Ensure they have the most up to date knowledge of the curriculum or seek advice to find the relevant information with regards to children with SEN.
- Ensure that they meet with parents/carers and pupils in order to write and implement SEN School Support Plans at least termly.
- Monitor the progress of children with SEN within their class and ensure interventions are having the desired impact.
- Ensure that safe practices of SEN are being implemented within the classroom within all their subject.

**Support Staff should** be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

- Follow class teacher guidance and planning, in order to provide opportunities for children with SEN within their lessons and intervention groups.
- Ensure they have the most up to date knowledge of the curriculum or seek advice to find the relevant information with regards to children with SEN.
- Ensure that they keep up to date records regarding children's progress and needs in consultation with the class teacher and / or Inclusion Manager.
- Monitor and give feedback about the progress of children with SEN within their class and / or groups to ensure interventions are having the desired impact.
- Ensure that safe practices of SEN are being implemented within the classroom within all their subject.

**Pupils should** be fully involved in the process and their views should be sought and incorporated into their SEN School Support Plans.

- Share their views on their needs when asked.
- Engage in activities in a manner that keeps them and others safe.
- Engage in activities in a respectful and tolerant manner.

### **The Responsible Person**

Mrs Lauren Wren

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform Inclusion Manager who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

## APPENDIX B

### SEN Support

This follows an **ASSESS, PLAN, DO, REVIEW** model of graduated intervention.

1. An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or Inclusion Manager identifies a pupil with special educational needs they will provide interventions **ADDITIONAL TO** or **DIFFERENT FROM** those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
  - makes little or no progress
  - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
  - persistent emotional difficulties which continue despite management techniques generally used in the school
  - has significant sensory or physical problems that impact on their ability to learn
  - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The Inclusion Manager will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
6. The Inclusion Manager will facilitate the collection of all available information about the pupil. Information will be collected from;
  - within the school, using pastoral systems and identified link staff working in departments and faculties
  - progress tracking information
  - parents/carers and the pupil.
7. The class or subject teacher, working the Inclusion Manager should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in a School Support Plan form.
8. The pupil's subject and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering the

## School Support Plan Plan.

9. All staff will be involved in providing further help to pupils. (Note: For this reason the arrangements for recording IPs should be planned and agreed with all staff and endorsed by senior management.)
10. The School Support Plan form will be reviewed on a termly basis.
11. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IPs will reflect strategies to meet their needs and show a graduated response to those needs.
12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the Inclusion Manager in consultation with teaching staff, parents and pupil.
13. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
15. If the pupil or young person:
  - continues to make little or no progress in specific areas over a long period of time
  - continues working at National Curriculum levels substantially below that expected of pupils of a similar age
  - continues to have difficulty in developing literacy and numeracy skills
  - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management program.
  - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
  - has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
  - is receiving at least £6,000 of support and any pupil premium to which they are entitled, then a statutory assessment may be sought from the Local Authority

### **SEN School Support**

The Inclusion Manager will discuss pupils who have needs that are “additional to or different from” others of the same age, at least termly with class teachers. Children who have needs that are “additional to or different from” will be placed on the SEN register and their progress and targets will be reviewed termly.

Through Assess, Plan, Do, Review cycle there will be:

- A SEN School Support Plan in place for the pupil
- Termly reviews with the pupil and parents/carers
- Tracking of progress
- Involvement of other professionals when appropriate

## **School Request for a Statutory Assessment**

The Inclusion Manager will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

### **Education, Health and Care Plan**

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows.

1. The Head Teacher/Inclusion Manager will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher/Inclusion Manager will seek;
  - written advice from parents and professionals
  - ascertain the views of the pupil
  - convene the review meeting
  - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
  - the pupil's parent/carer
  - relevant teacher/s and TA/s
  - representative of the LA
  - the pupil
  - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, Inclusion Manager or representatives from colleges/sixth form colleges etc.
6. The review report will be copied to parents, LA and other relevant

professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

### **The Annual Review in Years Five and Six**

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan(EHCP) if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by February 15<sup>th</sup>. Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the Inclusion Manager or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

### **The Final Review in School**

The final annual review carried out preferably in the Autumn Term in the school will identify the young person's likely destination on leaving school and liaison preferably through a person centered review will take place with the receiving Further Education Provision.

## APPENDIX C

### **SEN School Support Plan**

Strategies employed to enable the child to progress will be recorded within a SEN „School Support Plan Proforma“. (see separate document)

- The short term targets set for the child (Objectives)
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful (Outcomes)
- The review date
- The child"s views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained

## APPENDIX D

# Admission & induction procedures for pupils with EAL

## Pupils Arriving Out of Cohort

### Admission Forms

- LA informs school that pupil has accepted a place having transferred directly from another country / transfer forms indicate that a pupil with EAL is transferring from another UK school.
- School's admission form asks if first language is other than English and if country of birth is other than UK.
- Explain why ethnicity data is collected.

### BEFORE Initial meeting with pupil and parents

- Head Teacher/EAL Co-ordinator invites family to admissions meeting. Interpreter employed for meeting, by school, if necessary. Interpreter employed for meeting, by school, if necessary.
- Essential information is collected at meeting regarding language, schooling, previous exposure to English, medical needs, interests and languages spoken by parents/carers.
- Information sought on availability of previous school records and any previous SEN needs.
- Parents/carers informed of school requirements e.g. uniform, P.E. kit, swimming days, lunch arrangements, timing for start & end of days etc.
- Parents/carers are informed that pupil's start date is to be delayed by 2/3 days so that proper preparations can be made to support them. Mid-week starts can be less stressful for pupils.
- Tour of school given when possible.

### Pupil Starts School

- Pupil is welcomed by EAL Co-ordinator and introduced to class teacher, EAL TA and peer buddies.
- Peer buddies help pupil to become familiar with school building, routines and essential language.
- Short daily sessions with EAL TA take place for the first 3-4 weeks for pupils who are very new to English. EAL induction packs/booklets are used as appropriate.
- Class teacher assesses the pupil using QCA/NC levels within the first half-term – with support of EAL co-ordinator/EAL TA as required.
- Assessment Co-ordinator is informed of pupil's NC levels in English and records this on the database. If pupil is working below NC L2C it can be useful to track progress via the EAL Pupil Profile Sheet.
- Class teachers differentiate work for pupil, linked to class learning objectives, at appropriate level. Differentiation should usually be language, not process-based.
- Pupil is placed in middle sets/groups or above, unless known to have SEN, to ensure access to good role-models of spoken English.
- Regular contact maintained with parents/carers during settling-in period.
- If pupil is in Yr 6, inform/liase with LA re: secondary transition.

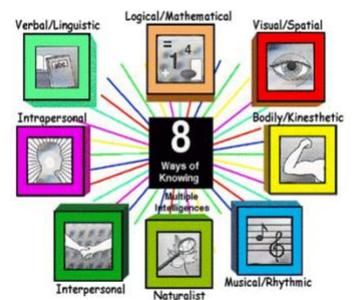
Many pupils with EAL will continue to benefit from support during their entire time at the school.

This chart details only key aspects of the admission and induction process.

## APPENDIX E

### Racism and inclusion

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body by the headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.



## APPENDIX F

### **Intelligence:**

#### **Linguistic Intelligence**

The ability to read, write and communicate with words. Authors, journalists, poets, orators and comedians are obvious examples of people with linguistic intelligence.

#### **Logical-Mathematical Intelligence**

The ability to reason and calculate, to think things through in a logical, systematic manner. These are the kinds of skills highly developed in engineers, scientists, economists, accountants, detectives and members of the legal profession.

#### **Visual-Spatial Intelligence**

The ability to think in pictures, visualize a future result. To imagine things in your mind's eye. Architects, sculptors, sailors, photographers and strategic planners. You use it when you have a sense of direction, when you navigate or draw.

#### **Musical Intelligence**

The ability to make or compose music, to sing well, or understand and appreciate music. To keep rhythm. It's a talent obviously enjoyed by musicians, composers, and recording engineers. But most of us have a musical intelligence which can be developed. Think of how helpful it is to learn with a jingle or rhyme (e.g. "Thirty days has September...").

#### **Bodily-Kinesthetic Intelligence**

The ability to use your body skillfully to solve problems, create products or present ideas and emotions. An ability obviously displayed for athletic pursuits, dancing, acting, artistically, or in building and construction. You can include surgeons in this category but many people who are physically talented—"good with their hands"—don't recognize that this form of intelligence is of equal value to the other intelligences.

#### **Interpersonal (Social) Intelligence**

The ability to work effectively with others, to relate to other people, and display empathy and understanding, to notice their motivations and goals. This is a vital human intelligence displayed by good teachers, facilitators, therapists, politicians, religious leaders and sales people.

#### **Intrapersonal Intelligence**

The ability for self-analysis and reflection – to be able to quietly contemplate and assess one's accomplishments, to review one's behaviour and innermost feelings, to make plans and set goals, the capacity to know oneself. Philosophers, counsellors, and many peak performers in all fields of endeavour have this form of intelligence.

#### **Naturalist Intelligence**

The ability to recognize flora and fauna, to make other consequential distinctions in the natural world and to use this ability productively—for example in hunting, farming, or biological science. Farmers, botanists, conservationists, biologists, environmentalists would all display aspects of the intelligence.

Reference: Gardener, H (1983) *Frames of Mind*, Basic Books Inc  
Gardner, H (1993) *Multiple Intelligences: The Theory in Practice*, Basic Books Inc

## APPENDIX G

### Identification checklist

Name of Pupil	Class
Characteristic	Tick
1. High level of ability across subjects	
2. High level of ability in reading	
3. High level of ability in writing	
4. High level of ability in maths	
5. High level of ability or talent in other curriculum area (please specify)	
6. Learns easily, quick recall	
7. Superior powers of reasoning	
8. Logical approach	
9. Processes information easily	
10. Able to memorise quickly	
11. Rapid reader	
12. Able to select and retain significant information	
13. Keen and critical powers of observation	
14. Originality of thought, inventive, unusual response and methods	
15. Superior language development, outstanding vocabulary	
16. Works independently, persistent and resourceful	
17. Creative, imaginative and inventive with flair	
18. Shows intellectual curiosity	
19. Takes the initiative	
20. High level of sensitivity and empathy	
21. Excellent sense of humour	
22. Extrovert or introvert within a group	
23. High motivation, response to a challenge	
24. Good social skills and leadership qualities	

<b>Comments and Observations</b>
Date: