



Inclusion Policy

(includes SEND, EAL, Pupil Premium, Children in Care and Gifted & Talented)

Date adopted	July 2016	Owner	Governors
Last reviewed	November 2018	Review cycle	Annual

Inclusion Policy Introduction

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation' Index for Inclusion – Booth and Ainscow 2000.

Successful inclusion should:

- Result in every pupil feeling safe, confident and happy at school.
- See every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes.
- Promote every pupil's belief in themselves as a learner and valued member of our school community.

Successful inclusive provision is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

The Governing Body and staff promote inclusion so that all children can enjoy a broad, balanced, creative and challenging education that meets individual needs and enables them to achieve their full learning potential. We have a range of expertise and considerable experience of meeting a diversity of individual needs.

Meeting Diverse Needs

We recognise that we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupil's learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Needs or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

Potentially Vulnerable Groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted and Talented (G & T)
- Pupils with physical or sensory impairments
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

Promoting and Supporting Inclusion

1. Staff and Governing Body

- a) As staff members and Governors the responsibility for a truly inclusive school lies with us and is promoted through all of our policies, systems and practices.

2. Personalising the Curriculum

- a) Staff, at all levels, are responsible for ensuring that the curriculum, in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the schools.
- b) The schools currently use the National Curriculum, Foundation Stage Profile, and a topic-based approach (based on Chris Quigley's progression of skills) to support the staff, at all levels, in planning the formal curriculum.
- c) The schools have long-term curriculum plans which are used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual rather than age expected needs.
- d) School Leaders ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of club activities that are offered and break and lunchtime activities.
- e) All members of the School Community are expected and encouraged to adopt behaviours which support the Schools' Inclusive ethos within both the explicit and hidden curriculum.

3. Inclusion Leader:

- a) Our Inclusion Leader, who is a member of our Executive Leadership Team, takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the vulnerable groups.
- b) In partnership with the Executive Leadership Team, the Inclusion Leader monitors, advises, evaluates and plans for the development of inclusive practice and provision across the site (including the availability of relevant resources).
- c) The Inclusion Leader monitors the attainment and progress of the vulnerable groups within our schools.
- d) The Inclusion Leader will enable staff to undertake professional development to ensure that provision for pupils is appropriately delivered and co-ordinated.

4. Class Teachers:

- a) All pupils spend the majority of lesson times being taught alongside their class mates in their class base. Class teachers take the lead role in managing and creating the classroom environment.
- b) Teachers have overall responsibility for the planning and delivery of lessons to their class or groups of children. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their planning though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of an Individual Action Plan (IAP). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.
- c) Teachers monitor the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupil's achievement and needs are discussed and further planning undertaken by way of termly Progress Meetings which are led by the Inclusion Leader and Assessment Leader.
- d) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.

5. Learning Support Assistants/Special Needs Assistants:

- a) Learning Support Assistants (LSAs) and Special Needs Assistants (SNAs) work with individuals or groups of pupils to support their learning and promote their well-being. The work of the LSA/SNA is directed by the teacher during lessons.
- b) Advice and training for specific work or duties may also come from an outside specialist (for example a Speech and Language Therapist) or they may be directed by other teaching staff within the school (for example the Inclusion Leader).
- c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.
- d) In order to best utilise their support for pupil's learning, the deployment of Learning Support Assistants within the school is strategically managed by Senior Leaders in consultation with Year Group Leaders and Class Teachers.
- e) Special Needs Assistants are deployed within the school by the Inclusion Leader, in consultation with the Executive Leadership Team.

6. Emotional Literacy Support Assistants:

- a) Emotional Literacy Support Assistants (ELSAs) have a key role in promoting and supporting inclusive practice at the Schools.
- b) The ELSAs undertake a variety of tasks which include:
- Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
 - Helping to devise ways of best supporting the pupils they work with.
 - Observing the well-being of pupils within social settings and spending time within classes or in conference working with individual pupils.
 - Working alongside staff and pupils to promote positive play for all pupils.
 - Undertaking individual or group work with pupils whose behaviour gives us cause for concern.
 - Advising other support staff on the running of groups aimed at developing pupil's social skills.
 - Taking a supporting role in working alongside our Family Support Worker.

Monitoring and Review

The Executive Head Teacher and Inclusion Leader will monitor the effectiveness of this policy on a regular basis. They will report to the Governing Body on the effectiveness of the policy at least annually and, if necessary, make recommendations for further improvements.

APPENDICES

The following appendices are linked and should be read in conjunction with the above:

- SEND (Appendix 1)
- EAL (Appendix 2)
- Pupil Premium (Appendix 3)
- Children in Care (CiC/LAC) (Appendix 4)
- Gifted and Talented (G & T) (Appendix 5)

Appendix 1 - Special Educational Needs or Disabilities (SEND)

What are special educational needs (SEN)?

- a) '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.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to meet the criteria above in section b) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.'

(Child and Families Act 2014 s20)

What is a disability? (D)

'A person (P) has a disability if:

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

(Equality Act 2010 s6)

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Aims

To ensure compliance with the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2010 our aims are:

- To ensure that all children have access to a broad and balanced curriculum and that it is differentiated as appropriate to meet the needs of individual children.
- To ensure that all children have equal opportunity to fully participate in school activities.
- To ensure that special educational needs are identified early so that children can benefit from early support and high quality provision to meet their needs.
- To improve outcomes for children by removing the barriers to learning and achievement.
- To continually assess and monitor children's needs and to provide a relevant and graduated response to them.
- To ensure that effective provision for children with SEND is planned in co-production with their parents/carers, the school and outside agencies.
- To ensure that children's views are valued and listened to.

Objectives

- To work within the guidance of the SEND Code of Practice 2014.
- To provide training (or access to training) for all staff working with pupils with SEND.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- To identify and provide a relevant curriculum for pupils who have SEND.
- To ensure that all children have access to Quality First Teaching.
- To develop a whole school ethos that every teacher is a teacher of every child, including those with SEND.

Identification of Special Educational Needs or Disabilities

We are committed to early identification and intervention. Strategies used to identify pupils with SEND include:

- a) Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then the schools will seek appropriate advice and support from the relevant school, external agencies (such as speech therapists, occupational therapists, Educational Psychologists) or through meeting with parents. This then informs the provision that is put in place for the pupil.
- b) Passing on of any written records from previous schools or pre-school settings and visits to these settings to liaise with their staff/SENCO.

- c) When a concern is evident the class teacher will liaise with the Inclusion Leader and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the class teacher will discuss this with parents.
- d) Upon identification of such difficulties the schools will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- e) There are four broad areas that give an overview of the difficulties a pupil may have:
 - Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
 - Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
 - Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning or that have an impact on their health and well-being.
 - Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

These four categories serve to help identify what action the school needs to take to support the pupil. They are not designed to be used to just fit a child into a category but will inform part of our decision when considering the whole child and not just their special educational needs.

Identifying what is not a Special Educational Need:

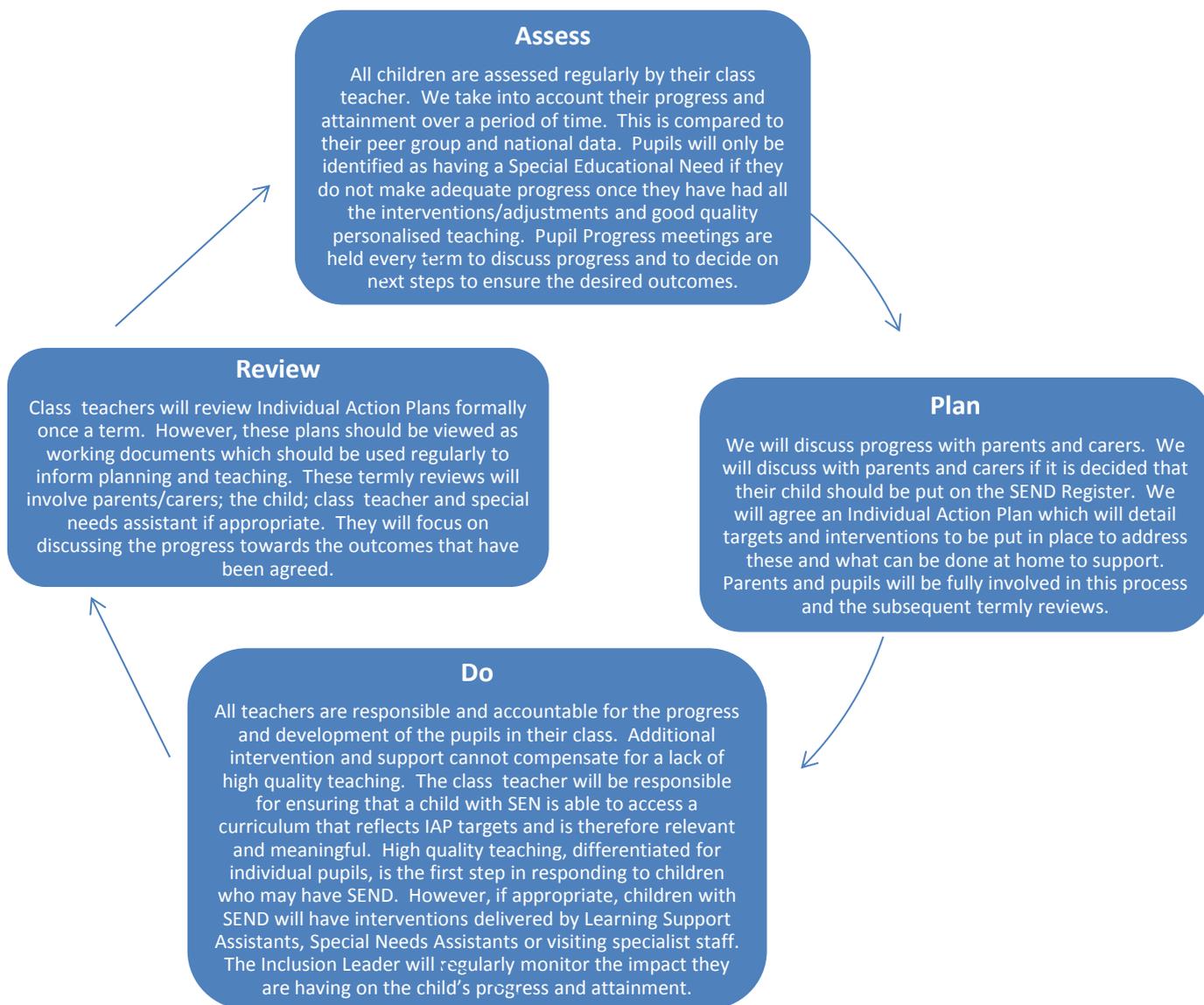
Our school recognises that other categories may impact on progress and attainment, but these alone do not constitute SEND.

These are:

- Disability: In line with the SEND Code of Practice 2014, our school has a duty to make ‘Reasonable Adjustments’ for children with a disability. This does not alone constitute a Special Educational Need.
- Attendance and Punctuality.
- Health and Welfare.
- EAL (English as an Additional Language).
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/Woman.

Graduated Response

The SEND Code of Practice describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place (see below).



Where necessary, this four stage cycle will be repeated in order to meet the needs of the child and to ensure that their provision is having an impact on their progress and outcomes. Following discussion with parents and staff, if there are ongoing concerns about a child's progress we may, with parent's consent, involve external agencies to give further support and guidance. If this happens the Inclusion Leader will make requests for referrals from the appropriate support agencies.

This four stage process reflects the stages that will be worked through when deciding whether or not a child should be put onto the SEND Register. The SEND Code of Practice recommends that when a child is identified as having special educational needs the school should provide support which is additional to, or different from, that which is provided as part of the schools' differentiated curriculum. This is called SEN Support and would result in targeted support (see section below).

The next stage of this graduated response is requesting statutory assessment from the LEA. This occurs in a very small number of cases when a child's special educational needs are a significant cause for concern and the child's needs cannot be met through the schools own resources alone. The schools provide the LEA with information and evidence to enable the LEA to decide whether to make an assessment or not. The LEA may agree to carry out the assessment and this may result in an Education, Health and Care Plan (EHCP).

The kinds of interventions within this 'graduated response' are as follows:

- a) Universal – Our whole class learning and teaching ensures the effective inclusion of all pupils in high-quality, everyday personalised learning. This includes:
 - Effective planning and lesson design that builds on prior learning
 - Clear learning intentions that are shared with the children and referred to regularly
 - High levels of pupil involvement and engagement with their learning
 - Effective questioning, modelling and explaining by the teacher
 - Learning through dialogue, with regular opportunities for pupils to talk both individually and in groups

- Assessment for learning
 - A range of teaching styles
 - High quality differentiation
 - Encouragement and authentic praise to engage and motivate pupils
- b) Targeted Support – Some pupils may benefit from:
- Small group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
 - An Individual Action Plan, for pupils on the SEND Register, is written and reviewed termly in consultation with parents.
 - Interventions where progress is monitored by the Inclusion Leader, class teacher and the adult leading the intervention. This additional, targeted provision may be through a small group or one-to-one work.
- c) Specialist Support – A few pupils may benefit from:
- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into the child's Individual Action Plan.
 - A further specialist level of provision may involve children working individually with a member of staff to meet specific targets.
 - An Education, Health and Care Plan (EHCP). Within two months of the EHCP being issued a planning meeting is held in school for all those involved in supporting the child at home and in school.
 - An annual review is held at least once a year, to which parents and any professionals involved are invited and expected to attend.

Criteria for exiting the SEND Register

A child will only be removed from the SEND Register following a discussion with staff and parents. This process would start with an initial phased reduction in school support. Evidence would need to prove that the impact of the extra provision received had consistently impacted on the child's progress and attainment. There would be careful monitoring of the child for half a term following their exit from the SEND Register, to ensure that progress continued.

Supporting pupils and families

- a) The support provided for pupils and their families is stated within our SEND Information Report and our school- based Local Offer. Both of these can be accessed through the schools' website.
- b) The SEND Code of Practice is explicit in its intention that all parties should work co-productively to plan for desired outcomes for individual children.
- c) We work closely with external support services who play an important part in helping us identify, assess and make provision for children with SEND. We have a number of established relationships with professionals in:
- Education – Educational Psychologist, Specialist Teachers for Learning & Language, Behaviour Management, Physical & Sensory, English as an Additional Language, Educational Welfare Officer and the ASD Outreach Service based at Linden Bridge.
 - Health – Speech & Language Therapist, Occupational Therapist, Physiotherapist, School Nurse, Community Nurse, Child and Adolescent Mental Health Service (CAMHS).
 - Social Care – Social Workers
 - Family Support Worker

Before we make a referral to a specialised service the schools consult with parents/carers and gain their permission. An exception to this practice occurs when the schools have information which indicate that a pupil may be at risk of harm. In such circumstances we undertake our statutory duty by making a referral to Children's Services. The schools then take instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

Managing pupils with medical needs

- a) We recognise that pupils at school with medical needs should be fully supported so that they have full access to the curriculum and school life including school trips and PE.
- b) Some children with medical conditions may have a disability and where this is the case, the schools will comply with its duties under the Equality Act 2010.
- c) Some children may have SEND and may have an EHCP which brings together health and social care needs as well as the special educational provision and the SEND Code of Practice is followed.

Monitoring and evaluation of SEND

- a) Children on the SEND register have an Individual Action Plan (IAP) where provision and desired outcomes are clearly identified. These are written by their class teacher and /or Inclusion Leader, reviewed on a termly basis and discussed with parents at consultation meetings.

- b) In addition if a child has an EHCP their targets are reviewed annually at their Annual Review meeting. Parents, class teachers and any outside agencies involved attend this meeting where the child's progress is reviewed and desired outcomes are agreed.
- c) Information from EYFS, National Curriculum assessments, p levels, individual reading and spelling tests and ongoing teacher assessments are all used to assess the progress of the child.
- d) The Inclusion Leader analyses all data termly and liaises with class teachers during Progress Meetings concerning those pupils who are not making expected progress. Support is then reviewed and amended as necessary according to each child's progress in relation to the National Curriculum and IAP targets.
- e) The Inclusion Leader will monitor and evaluate the implementation of the schools' SEN policy throughout the year.

Funding and Training

- a) For funding:
 - Governors ensure effective use of funds through close monitoring of the budget by the finance committee.
 - Our notional budget outlines the SEN funding each year. Pupils with SEN are supported either at an SEN Support Level or, for a minority of pupils, with an EHCP. Pupil's needs are met through the graduated response using additional funding within the schools' notational SEN funding, up to the equivalent of £6,000 per pupil.
 - At SEN Support, children receive additional support up to £6,000. This covers interventions, resources and also preparation of lessons and activities that are additional to or different from those provided as part of the general curriculum.
 - When it is identified that funding support needs to exceed £6,000, additional funding may be provided through the EHCP route.
- b) For training:
 - In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
 - The Inclusion Leader provides in-service training for colleagues as and when needed. This is generally through staff meetings, but can also be on INSET days.
 - When it is appropriate members of outside agencies who work within schools provide in-service training to staff through staff meetings or INSET days.
 - Through observation and day-to-day experiences staff encourage, support and train each other.
 - All staff will receive annual appraisals to enable them to continue their professional development and identify their training needs. Whole school SEND training needs are also identified and staff meetings are planned to address these needs.
 - The Inclusion Leader regularly attends SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

It is a whole school responsibility to meet the needs of children with SEND.

- (a) **The Governing Body** has a mandatory responsibility towards the children with SEND:
 - Ensuring provision is made for pupils with SEND.
 - Ensuring children with SEND join with all pupils in the activities of the school as far as possible.
 - Reporting to parents on the implementation and effectiveness of the SEND policy.
 - Having regard to the SEND Code of Practice when carrying out its duties to pupils with SEND.
- (b) **The Executive Head Teacher** is responsible for:
 - The overall management of the provision for children with SEND, including setting a budget for supporting students within the schools' overall financial resources.
 - Setting objectives and priorities in the school development plan, which includes SEND.
 - Updating and informing the Governing Body.
- (c) **The Inclusion Leader** is responsible for:
 - Overseeing the day-to-day operation of the SEND Policy.
 - Co-ordinating the provision for children with SEND.
 - Directly managing Special Needs Assistants and ELSAs and indirectly managing Learning Support Assistants.
 - Advising and supporting other staff in school.
 - Contributing to the Continuing Professional Development of staff.
 - Ensuring that the planning and monitoring of Individual Action Plans is being carried out co-productively.
 - Ensuring that relevant background information about children is collected, recorded, updated and disseminated.
 - Liaising with external agencies.
 - Ensuring that IAPs are being used effectively.

- (d) **The Class Teacher** is responsible for:
- Ensuring that the needs of all children in their class are met through a differentiated curriculum and suitable deployment of support staff.
 - Familiarising themselves with children's records and information regarding their SEND and ensuring One Page Profiles impact lesson planning.
 - Supporting children in achieving their targets and monitoring their progress.
 - Keeping the Inclusion Leader informed of their concerns or that of parents, or any changes to need or circumstances.
 - Using advice and strategies suggested by outside agencies.
 - Supporting the work of support staff and overseeing the effectiveness of interventions for the class.
 - Being fully aware of the school's procedures for SEND and the Code of Practice.
- (e) **The Learning Support Assistant (LSA) Special Needs Assistant (SNA) Emotional Literacy Support Assistant (ELSA)** are responsible for:
- The delivery of interventions and supporting groups or individual pupils in accessing the curriculum under the guidance and direction of the class teacher and Inclusion Leader.
 - Providing feedback to the teacher regarding children's progress in interventions or class lessons.
 - Providing feedback to the Inclusion Leader regarding children's progress in achieving their targets.
 - Keeping records of their work with individuals or groups.

Storing and Managing information

- (a) General information on children is stored electronically on our password protected server.
- (b) Any paper information that is sent to school (reports/assessments from external agencies) is stored securely in individual files. Copies will be given to class teachers if reports include suggestions for provision for an individual child.
- (c) All paperwork on a child with SEND is securely kept until they are 25 years of age.

Inclusion Leader: Jane Mason

Governor with responsibility for SEND: Linda Hutchings

Appendix 2 - Ethnic Minority/English as an Additional Language

Definition and Rationale

Within the school there are a number of pupils from culturally and linguistically diverse backgrounds and where a range of languages other than English are spoken at home.

The term English as an Additional Language (EAL) is used to refer to pupils whose main language at home is other than English. We define pupils with EAL as those who may not only speak a language other than English at home, but may also include those who are exposed to another language in such a way that it impacts on their development of the cognitive academic language necessary for access to the curriculum.

Our objective is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing English to enable them to access the curriculum and communicate effectively with their peers and other adults. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

- We take account of parent's/carer's linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- We ensure that our written and spoken communication with families and with the community is effective through the use of plain English or translators/interpreters when necessary.
- We work closely with members of the wider community to support our EAL pupils.
- We encourage parents to share their linguistic, cultural and religious backgrounds with pupils at the schools.
- We endeavour to provide parents with information with regard to English Education and involve them with any supplementary strategies with the pupils.
- We recognise that culture encompasses shared assumptions, attitudes, behaviours and values amongst a particular group and that this impacts upon the pupil's response to peers and teachers and his/her participation in the classroom.

Identification and Assessment

- a) We will make appropriate provision of teaching and resources for pupils for whom EAL and for raising the achievement of ethnic minority pupils who are at risk from underachievement. We will identify pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.
- b) Pupils who are EAL are identified upon starting the school and information is gathered about:
 - the child's linguistic background and competence in other languages;
 - the child's previous educational and schooling experience;
 - the child's family and biographical background.
- c) The three stages of need for additional support have been identified as follows:
 - Stage 1: Pupil has little or no English.
 - Stage 2: Pupil is developing in oral English and needs support to develop reading and writing.
 - Stage 3: Pupil can use the English language but has linguistic difficulties arising from lack of understanding of idiom, colloquialisms and implied meaning, some of which are due to cultural differences; may be under-achieving in certain curriculum areas and may need further help to develop reading and writing skills.
- d) If it is clear that a pupil's fluency levels are low then permission is sought from parents for a referral to the Specialist Teacher from REMA who will assess and provide advice to teachers.
- e) Staff regularly observe, assess and record information about a pupil's developing use of language. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.
- f) The class teacher will assess progress termly and liaise with the specialist teacher.
- g) Through Termly Progress Meetings the Inclusion and Assessment Leaders will monitor the progress of EAL children to ensure they are making expected progress and achieving their potential; if necessary further interventions and support will be put into place.
- h) All EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate. Assessment materials use images and texts which are appropriate for all pupils.

Provision for EAL pupils

- a) The Inclusion Leader meets all mid-phase admissions and will liaise with class teachers if a new pupil has EAL.
- b) Teachers and other adults are aware of good EAL practices and through our teaching will ensure that:
 - Plans provide differentiated opportunities where necessary for any EAL children.
 - Staff review groupings and seating arrangements to enable EAL learners have access to strong English language peer models.
 - Staff will regularly observe and assess information about pupil's developing use of language.
- c) EAL pupils on lower stages of English acquisition are buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
- d) Classrooms are highly visualised environments – labels and visual support within lessons.
- e) If a pupil is not making the expected progress then the pupil will be included in a specific EAL intervention support.
- f) Our school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.
- g) Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. EAL needs should not prevent gifted and talented pupils from being recognised as such.

Expectations for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- All pupils have entitlement to the school's full curriculum.
- A distinction is made between EAL and children with specific learning difficulties.
- All languages, dialects, accents and cultures are equally valued.

Role of Inclusion Leader along with the EAL Lead

- Monitoring EAL data and assessing progress within academic performance.
- Supporting the adults leading EAL interventions.
- Ensuring good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and EAL pupils.
- Liaising and sharing monitoring with the Executive Leadership Team.
- Ensuring that mid-phase admission EAL pupils are identified in a timely way.

Appendix 3 - Pupil Premium

Aims

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passions and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

Background

Pupil Premium is a government initiative that provides additional funding to schools to raise the attainment of disadvantaged pupils and diminish differences between them and their peers. Whilst we recognise that eligible pupils are referred to as 'disadvantaged' by Ofsted in reports, and on RAISE online, we prefer to use the term 'Pupil Premium' or 'Pupil Premium Plus' because of their more positive connotations.

Pupil Premium includes:

- Children from low-income families who are currently known to be eligible for Free School Meals (FSM) (*not to be mistaken with the UIFSM, universal infant free school meal, that all infant school children are entitled to*).
- Children eligible for FSM at any point in the last six years (known as Ever 6 FSM).
- Children of service families.

Pupil Premium Plus includes:

- Children who have been 'looked after' continuously for one day or more.
- Children who are adopted from care or have Special Guardianship.

Schools are now accountable to the LA Virtual School Head Teacher (VSH) for the ways in which funding is spent on 'looked after children' (LAC), so some of it may be held back until the VSH is satisfied with the schools' plans in respect of each LAC pupil.

We are free to spend the rest of the Pupil Premium funding as we see fit. However, we are held accountable for how we have used the additional funding to support the identified pupils. As a result we publish information on the website about how we have used the funding so that parents and others are made fully aware of the progress and attainment of our disadvantaged pupils covered by the Premium and the extra support they receive.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the schools and the subsequent challenges faced. Research shows that pupils from disadvantaged backgrounds underachieve compared to their peers and common barriers can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

- The Inclusion Leader will be responsible for Pupil Premium funding, the resulting provision and outcomes for children in receipt of Pupil Premium.
- Our Governing Body will work with the Inclusion Leader, and other staff where appropriate, to ensure that they are directly involved in monitoring the use of Pupil Premium funding.
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching is provided throughout the schools, and we value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have received, free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM, so we will ensure that entitled parents and carers are supported sensitively in applying for FSM, and therefore Pupil Premium funding.
- For infant pupils, who are all entitled to receive Universal Free School Meals, we will liaise with parents and the Local Authority to identify those who are eligible for Pupil Premium funding.
- The majority of our work through the Pupil Premium will be aimed at accelerating progress academically and pastorally, moving children to at least age related expectations (ARE) especially in English and Maths, but even further where they have the potential to achieve beyond ARE.
- Additional provision for SEN pupils who are also in receipt of Pupil Premium will be funded through a combination of SEN and Pupil Premium funding.

- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence.
- We will involve members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes.

Identification and Assessment

We will ensure that:

- Teaching staff and support staff are involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across the school.
- All staff are aware of who pupil premium children are.
- All pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if.....'

Provision

The Executive Leadership Team will consider evidence from a variety of sources, including: schools' own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit and visits to other settings, when choosing which interventions will be appropriate for a particular group of Pupil Premium children, or an individual pupil.

We will continue to ensure that all children across the school receive quality first teaching by:

- Setting high expectations.
- Addressing any within school variance.
- Ensuring consistent implementation of non-negotiables, e.g. marking and guided reading.
- Sharing good practice within the school and drawing on external expertise.
- Providing high quality CPD.
- Improving assessment through moderation.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly.
- Matching the skills of the support staff to the interventions they provide.
- Working with other agencies to bring in additional expertise.
- Tailoring interventions to the needs of the child (e.g. targeted Maths revision sessions in the afternoons for children who struggle in the main lesson, ELSA support).
- Recognising and building on children's strengths to further boost confidence.

Monitoring and evaluation

All staff share responsibility for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

We will ensure that:

- A wide range of data is used – achievement data, pupil's work, observations, learning walks, case studies, and staff, parent and pupil voice.
- Assessment Data is collected at least termly so that the impact of interventions can be monitored regularly.
- Assessments are moderated to ensure they are accurate.
- Teaching staff and support staff are involved in the analysis of data.
- Teaching staff and support staff attend and/or contribute to pupil progress meetings each term and the identification of children is reviewed.
- Regular feedback about performance is given to children and parents.
- Interventions are adapted or changed if they are not working.
- The Inclusion Leader maintains an overview of pupil premium spending and impact.

Reporting

Following the end of each academic year the Inclusion Leader reports on Pupil Premium funding to the Governing Body. This report will include:

- information about the context of the school
- objectives for the year
- nature of support and allocation
- an overview of spending

- a summary of the impact of PPG
 - Performance of disadvantaged pupils (compared to non-pupil premium children)
 - Other evidence of impact e.g. Ofsted, Accreditations
 - Case studies (pastoral support, individualised interventions)
 - Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that it is placed on the schools' website outlining the impact of Pupil Premium funding.

Appendix 4 - Children in Care

CONTEXT

The terms 'Looked After Children' and 'Children in Care' are often used to define the same group of young people. Surrey's Virtual School prefer the use of the term Children in Care (CiC).

When a child or young person is taken into Care by a local authority under a Court Order, the key feature is a change in parental responsibility, which is then undertaken by the local authority – who become their 'Corporate Parent'. Young people can also be in Care under a voluntary arrangement with parents (a status known as Accommodated) where parental responsibility remains with birth parents, but this arrangement is monitored and supported by social services. Most children in care will be living in foster homes but some may be in a children's home, living with a relative or even be placed back at home with their birth parent(s). It is important the school attended by the child is aware of their Care status, as many children and families are supported by social care without the use of Care Orders. Foster carers will very rarely hold parental responsibility – this is assumed by the social worker. Children placed for adoption remain looked after by the local authority until the Final Order

A Personal Education Plan is required for every Child in Care and forms part of their overall Care Plan. The Care Plan should be in place within six weeks of entering care and thereafter reviewed at least every six months.

The Children Act (2004) places a duty to safeguard children in care, to promote their educational achievement and to ensure they are able to 'achieve to and reach their full potential'. The collective responsibility of local authorities and schools to achieve this are set out under six principles;



The role of a Virtual Head Teacher for Children in Care is now statutory for every local authority. Virtual Head Teachers will scrutinise, challenge and support schools with their teaching and learning for all children in care and assist each other in this task where children cross physical borders to live and attend education provision.

Roles and responsibilities of the Executive Leadership Team

- We promote a culture in which Children in Care believe they can succeed and aspire to further and higher education, without being labelled or singled out.
- We will appoint a Designated Teacher for CiC who has Qualified Teacher Status (this is currently our Inclusion Leader) and is a member of the ELT in school.
- We will empower the Designated Teacher to fulfil their role and responsibilities.
- We will ensure all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Children in Care and understand the need for positive systems of support to overcome them.
- We will recognise the particular circumstances of CiC and provide for these in other School Policies and the Schools' Development Plan.
- We will ensure the day-to-day management of information provides sufficient access to promote an understanding of, and provide safeguards for, individual children.
- We are committed to working with local authority Virtual Head Teachers to promote the achievement of Children in Care.
- The Executive Head Teacher and Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined within this appendix.

Roles and responsibilities of the Designated Teacher for CiC

- To have high expectations of looked after children's involvement in learning and educational progress.
- To monitor the educational progress of all Children in Care in order to ensure they are reaching their potential and feel a part of the school community.

- To intervene if there is evidence of individual underachievement, absence from school or internal truancy, taking action to communicate any difficulties as soon as possible.
- To act as an advocate for Children in Care.
- To inform members of staff of the general educational needs of Children in Care.
- To promote the involvement of these children in out of school hours learning.
- To be the named contact for and develop and monitor systems for liaising with carers, local authority children's services and the Virtual School of the caring authority, to ensure the speedy transfer of information between key partners.
- To ensure every Child in Care has a current [Personal Education Plan](#) that includes appropriate educational targets and encourages the 'voice of the child' to be heard.
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings.
- To provide a programme of transition support, as appropriate.
- To present regular Reports to School Governors.
- To access statutory training events organised by Surrey Virtual School.
- To cascade training to school staff and governors as appropriate.

Roles and responsibilities of the Governing Body

- To ensure the appointment of a Designated Teacher in accordance with the Regulations.
- To ensure the Designated Teacher is given the appropriate level of support in order to fulfil their role.
- To monitor the schools' policies and ensure they are effective in reflecting the needs of Children in Care.
- To ensure all governors are fully aware of legal requirements and [guidance on the education](#) of CiC.
- To monitor the effectiveness of the role, governing bodies should, as a minimum, receive an annual report from the Designated Teacher.
- To examine whether the schools are making the fullest possible use of all available resources, such as additional funding, in order to provide the maximum opportunity for CiC to achieve age related expectations at the end of each year.
- To scrutinise the schools' admission procedures to ensure students are admitted into the school as quickly as possible recognising the importance of re-establishing school stability for Children in Care.
- To champion the needs of those in care.

Governor with responsibility for Children in Care: Linda Hutchings

Designated Teacher for Children in Care: Jane Mason

Appendix 5 – Gifted and Talented (G & T)

We have a diverse range of pupils who have an equally varied and diverse range of academic, creative and sporting abilities and experiences. All pupils will be taught according to their individual ability and potential as set out in our Learning and Teaching Policy. Within the broad range of abilities some children may be identified as being gifted, talented or more able pupils.

Definitions

- a) **Gifted pupils** - Gifted refers to students who achieve, or have the ability to achieve, **significantly** above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.
- b) **Talented pupils** - Talented refers to those students who achieve, or have the ability to achieve, **significantly** above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

Identification

- a) We use a range of strategies to identify our most able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.
- b) Data taken into account will include:
 - Information from parents and carers
 - Information from previous teachers or pre-school records
 - Discussions with pupils
 - Identification by staff using professional judgements, classwork and test and assessment results.
- c) Pupils gifted in English may be identified when they:
 - Demonstrate high levels of fluency and originality in their conversation.
 - Use research skills effectively to synthesise information.
 - Enjoy reading and respond to a range of texts at an advanced level.
 - Use a wide vocabulary and enjoy working with words.
 - See issues from a range of perspectives.
 - Possess a creative and productive mind and use advanced skills when engaged in discussion.
 - Work confidently on objectives for year groups higher than their own (in exceptional circumstances).
 - Achieve levels in end of year tests significantly above age related expectations.
- d) Pupils gifted in Mathematics may be identified when they:
 - Explore a range of strategies for solving a problem.
 - Are naturally curious when working with numbers and investigating problems.
 - See solutions quickly without needing to try a range of options.
 - Look beyond the question in order to hypothesise and explain.
 - Work flexibly and establish their own strategies.
 - Enjoy manipulating numbers in a variety of ways.
 - Work confidently on objectives for year groups higher than their own (in exceptional circumstances).
 - Achieve levels in end of year tests significantly above age related expectations.
- e) Working with parents – It's important for us to know whether a child is doing well at an out of school club or they have a specific ability in something that would not be apparent at school. Information about a child's abilities and interests is sought on entry to the school and on a regular basis thereafter.

The School Register

- Pupils who are identified by the school as being Gifted or Talented (G&T) are entered on to the school register.
- Parents or carers will be consulted before a name is placed on the register by the class teacher either during Parent Teacher Consultations or at another appropriate point.
- The register will be reviewed regularly at the time of pupil target setting during which an evaluation of whether the pupil is reaching his or her full potential will be made.

Teaching, Learning Curriculum and Organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.

- Ongoing assessment against year group objectives and National Curriculum expectations are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process.
- In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.

- Opportunities for Gifted or Talented pupils to work on various projects.
- If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.

Leadership and Management

The G&T Leaders will:

- Maintain the register in consultation with other staff.
- Liaise with Inclusion Leader for progress meetings.
- Monitor the schools' provision for pupils identified as being Gifted or Talented
- Monitor the progress of pupils identified as being Gifted or Talented.

EYFS & KS1 Gifted and Talented Leader: Helen Smith

KS2 Gifted and Talented Leader: Leri Brookbank