



# Inclusion Policy

Policy Name	Inclusion, incorporating Special Needs Information Report
Owner	Principal and SENCO
Statutory	Yes
Governors to review Directors to ratify	

Date Ratified	Review Date
Nov 2021	Nov 2022

**This policy has been written in compliance with**

**Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**

**and**

**Special Educational Needs and Disability Code of Practice (2015)**



## INCLUSION POLICY

### GUILSBOROUGH SCHOOL MULTI ACADEMY TRUST

#### **Legislative Compliance**

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

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

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

#### **Definition of SEND**

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

#### **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.



- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
  - Some students in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
  - Other students will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved schools budget.

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

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

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

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

The SENCO is responsible for reporting regularly to the Principal and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

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

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



As we have small numbers of EAL and Ethnic minority students, each is monitored on an individual basis by Head of Year and SENCO. There is not a specific EAL co-ordinator.

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

Mrs Tina Taylor

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

01604 740641

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

Miss Gabby Keenes

[keenes@Guilborough.northants.sch.uk](mailto:keenes@Guilborough.northants.sch.uk)

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As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, covering the SEN Code of Practice areas of: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical, Sensory and Medical needs, when budget, resources and availability of expertise has allowed. This has included students with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- SEMH
- Sensory Processing Disorders
- Hearing Impairment
- Visual Impairment

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

At the beginning of Year 7 students are placed on the SEN register based on information from Primary Schools. In October, this is reviewed with information from Cognitive Ability Tests. Students with a score of 80 or lower will be identified and discussions with students and parents follow with a view to supporting learning. Students may then be referred to a specialist to take further tests in school to determine their needs. This may happen at a later stage in their school career.

Regular progress reports, following assessments in subject areas, are used to track the progress of students with SEN and to set challenging, achievable targets. These are reviewed by the SENCO and SLT.



We have an inclusive approach with responsibility for meeting students' needs lying with each subject teacher. Support comes from a skilled team of Learning Support Assistants, who work closely within one subject area and also train for more specialist knowledge in an area of SEN.

The curriculum is reviewed each year and provision may change according to the needs of the students. For example, vocational courses may be offered along with work experience or small groups created for more individual attention. Adaptations to the learning environment may be made based on a particular student's needs.

The quality of SEN provision across the school is monitored by the SENCO, advised by an external, trained Ofsted inspector and the Principal.

As an Inclusive school, we do everything we can to ensure that students of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing students and providing an entirely different activity.

Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all students in the school (e.g. educational visits, extra-curricular activities) particularly where a voluntary contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

Students are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Students are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

All lesson planning seeks to address the learning needs of all students in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data, and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

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

**SEN Code of Practice (2015: Para 1.24)**

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

**Ofsted SEN Review 2010. p68)**



## **SEN Code of Practice 2015**

**STAGE 1 Well-differentiated, quality teaching, including, where appropriate, the use of small group interventions.**

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

### **Identification and Assessment at Stage 1**

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

**Slow progress and attainment will not automatically mean a pupil is recorded as having SEN.**

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

- The analysis of data including entry profiles, reading ages, other whole-school pupil progress data
- Classroom based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with Primary school on transfer
- Information from previous schools
- Information from other services
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.



## Curriculum Access and Provision for vulnerable learners

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

- All teachers differentiate work as part of quality teaching
- Small group withdrawal (time limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation / adaption of resources for individuals
- Using recommended aids: laptops, coloured overlays, visual timetables, larger font, etc.
- Homework/learning support club
- Student Passport consultation and information sharing
- Involvement of support agencies / professionals

## Monitoring and Evaluation

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

- Classroom observation by the SENCO, middle and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the SENCO
- Informal feedback from all staff.
- Pupil interviews when setting new student passports targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring, evaluating the impact of Student Passports on students' progress.
- Attendance records and liaison with Educational Inclusion & Partnership Team (EIP)
- Regular meetings about students' progress between the SENCO, SLT and DoL
- Principal's report to parents and governors

## Stage 2 Additional SEN Support

- Students will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.
- Under-achieving students and students with EAL who do not have SEN will **not** be placed on the list of students being offered additional SEN support (but will be similarly monitored for progress).



- In keeping with all vulnerable learners, intervention for students on the SEN register will be identified and tracked at each data capture.
- It may be decided that a very small number (but not all) of the students on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and [SEN Descriptors](#) published as part of the [Local Offer](#).
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2015, is as follows:
  - We create student passports to convey SEN information.
  - Our Student Passports are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for students with special educational needs. They are seen as working document which can be constantly refined and amended.
  - Our Student Passports will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children.
  - Our Student Passports will be accessible to all those involved in their implementation with strategies to achieve this
  - Our Student Passports will be based on informed assessment and will include the input of outside agencies, where relevant.
  - Our Student Passports have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated thrice annually following progress reports.
  - Information on Student Passports will be arrived at through :
    - ❖ Discussion between teacher; LSA's and SENCO
    - ❖ Discussion with students and parents/carers
    - ❖ Discussion with another professional when involved

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

- Students with an Education Health and Care Plan will have access to all arrangements for students on the SEN register and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.



- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

## Roles and Responsibilities

### Principal

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

### Special Educational Needs Coordinator

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

- identifying a staged list of students with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all students an Education Health and Care Plan
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 7 students
- monitoring the school's system for ensuring that Student Passports, where it is agreed they will be useful for a pupil with special educational needs, have a high profile
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- liaising and consulting sensitively with parents and families of students on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.



- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

## **The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher, SENCO and SEN SLT link to determine the strategic development of the SEN policy and provision in the school

## **Class teachers**

Each class teacher is responsible for:

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

## **Emotional and Social Development**

Students have their form tutor as the initial pastoral contact. The pastoral department (non-teaching) is available for discussion of issues, reporting of bullying and liaison with parents and outside agencies.

Regular monitoring of student well-being through the student voice, helps to inform staff of current concerns and to plan for the prevention of bullying. Each student with a Passport has a key worker with whom they can also discuss their progress and emotional well-being.

## **Staff Training**

- Staff in the Learning Support department undergo training in all areas of special needs relating to our student profile and then specialise in a particular area.
- Teaching staff have regular training sessions in relevant aspects of special needs and their training is monitored by the SENCO.
- We have service level agreements with various external specialist providers according to students' needs.
- In accordance with Section 6 of the SEN Code of Practice 2015 our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.



- The SENCO and Designated Teacher for LAC will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the Academy Improvement Plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

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

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

## Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process



- making parents and carers aware of the Information Advice Support Service (IASS) available as part of the [Local Offer](#).
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## Involvement of Students

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

- state their views about their education and learning
- identify their own needs and learn about learning
- receive clear information so that they know what their targets are and why they have them
- self-review their progress
- for students with special educational needs monitor their success and learning strategies on their Student Passport.
- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
  - EHA team
  - CAMHS
  - Educational Psychology Service
  - Information Advice Support Service (IASS)
  - NCC Sensory Impairment team
  - Local NHS services
  - Targeted Prevention Team
  - Educational Inclusion & Partnership Team (EIP)
  - Multi-agency safeguarding hub
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings

Involving students with special educational needs in our school. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific (e.g. autism, visual impairment etc).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.



## **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a student's next phase of education and, in KS4, will offer transition meetings to all students in receipt of Additional SEN support and all those with Education Health and Care Plans. They will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all "class transition days" from KS2 to KS3 but may also be offered additional transition visits.
- Students and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

## **Admission Arrangements**

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

The school is equipped with wide doors and ramps for wheelchair access to each block. If a student has any difficulty in coping with stairs on a permanent or temporary basis, their lessons, where possible (whole normal teaching groups) are timetabled in classrooms downstairs. Any concerns over moving in large crowds prompts an escorted early departure from lessons.

Further information can be found in the Equality Duty Workbook.

## **Complaints**

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by an SLT



member appointed by the Principal. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

## **Support services for the parents of students with special educational needs**

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

## **Links with Other Services**

Effective working links will also be maintained with:

Educational Psychology Service

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

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

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

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

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

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

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

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

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



## Links with other policies and documents

This policy links to our policies on:

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



## Inclusion of students with English as an additional language

### Definition

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

### Ethos

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

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

### Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our school. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.



## Provision

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

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Students will not be placed with SEN students unless SEN is indicated.
- Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL students will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENCO. Provision will be recorded and monitored for effectiveness in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

## Parental support

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



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

Our school recognises that:

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

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



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

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

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

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

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

### Identification

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

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

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

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children



will be tracked on the school's provision map.

## Provision

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

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

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

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

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