

Manland Primary School

SEN and Inclusion Policy

in compliance with

Statutory Instrument: Special Educational Needs (Information) Regulations

(Clause 65) and

Special Educational Needs and Disability Code of Practice (2014)



Adopted on: 29.06.15

Chair of Governors: Claire Turner

Headteacher: Claire Wicks

Due Date for Next Review	Review completed without, or with only minor, amendments (as per committee minutes)	Date of ratification by FGB	Initialed by Chair and Head
Spring 2016	Review with minor amendments		
Autumn 2016	Review with minor amendments	12.10.16	
Autumn 2017	Review with minor amendments		

This Policy complies with the statutory requirement laid out in the SEN code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents.

- Equality Act 2010
- SEN Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy was created by the school's Inclusion Leader with the SEN Governor in liaison with the SLT, all staff and parents/carers of pupils with SEN.

Our Inclusion Leader Mrs Sonya Parrott, can be contacted through the school either by telephone 01582 713452 or email admin@manland.herts.sch.uk. Our Inclusion Leader is a member of the Senior Leadership Team (SLT).

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1. Inclusion

At Manland Primary School we are entirely committed to inclusive policies and practices that ensure that every child (including vulnerable learners) are able to access a broad curriculum whilst also meeting their individual needs.

- We endeavour to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the pupils within the school and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have access to the school curriculum.
- Whilst a Special Educational Need (SEN) might be an explanation for delayed or slower progress, we strive to make every effort to ensure that all pupils make the best possible progress.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for pupils 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” and special educational needs.
 - Some pupils 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 pupils catch up.
 - Other pupils 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 pupils 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 pupils. These will be provided, initially, through additional support funded from the school's devolved budget.

2. Definition of Special Educational Needs and Disability

The SEN Code of Practice states that a pupil has a SEN if he/she has a learning difficulty which requires Special Educational Provision to be made for him or her. In this context, a pupil has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of pupils of his or her age. It also covers a pupil who has a disability that hinders or prevents him or her from making use of educational facilities provided in schools for pupils of a comparable age.

Through high quality teaching we aim to meet the needs of all children including challenging and progressing the learning of our most able pupils.

3. Aims and Objectives of this Policy

At Manland Primary School we believe that all pupils, including those identified as having additional educational needs or a disability, have a common entitlement to a broad and balanced academic and social curriculum and should be fully included in all appropriate aspects of school life. Every teacher is a teacher of every pupil or young person including those with a SEN.

We aim to meet the definition of Special Educational Needs as stated in the Code of Practice 2015.

We adhere to the SEND Code of Practice (2015) and aim to meet the needs of pupils with Special Educational Needs and Disability as follows:

- Ensure that all pupils have access to a broad and balanced curriculum
- Enable every pupil to take part in and contribute fully to school life, including extra-curricular activities where appropriate
- Ensure equal opportunities for all pupils to play a full part in school life
- Develop all pupils to their potential
- Provide high quality teaching, differentiated for pupil's needs. This includes effective teaching strategies and making reasonable adjustments in the classroom to identify and support our vulnerable pupils
- Assess regularly and consistently the academic and social and emotional needs of all our pupils
- Work in close partnership with pupils, parents and carers in meeting the needs of the pupil through a cyclical process of assessing need, planning action, implementing support and reviewing the effectiveness of the support
- Provide pupils, parents and carers opportunities to share their views and wishes and give careful consideration to these
- Ensure the early identification of all pupils requiring SEN provision and target their needs effectively
- Plan adjustments, interventions and support based on the needs of the child
- Ensure that all staff working with pupils with SEN are aware of the procedures for identifying, supporting and teaching them
- Work in close partnership with outside agencies to support the needs and provision for pupils with SEN. To ensure continuity for pupils when transferring between classes or schools through carefully planned transitions
- Have high expectations for all pupils so that they reach their individual potential.
- Promote the self-esteem of pupils with SEN by acknowledging and celebrating the progress they have made and their individual successes.
- Work within the guidance provided in the SEN Code of Practice 2015
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator (Sancho) who will work with the SEN Inclusion policy. At Manland that role is taken by the Inclusion Leader
- Rigorously monitor procedures and practice by the SEN governor and the wider governing body

4. Quality First Teaching

Our policies and practice endorses high quality teaching as the first stage in supporting a pupil who may have a special need (as stated in the Code of Practice, 2015). All staff at Manland have a responsibility to provide all children (including vulnerable learners) with the opportunities that will help them reach their full potential.

The key characteristics of high quality teaching include:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- appropriate and differentiated teacher questioning, modelling and explaining
- emphasis on learning through dialogue
- opportunities to learn in a range of contexts and through varying teaching and learning styles

- a differentiated curriculum to support the needs of all children
- accurate and regular assessment of children’s learning which is used to inform teaching and learning
- opportunities for multi-sensory learning
- inspiring children to enjoy their learning
- regular use of encouragement and authentic praise to engage and motivate pupils

Note. The quality of teaching and learning for all pupils is regularly scrutinised by the Senior Leadership Team (SLT) through lesson observations, book scrutinies, analysis of assessment and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEN and high-quality teaching.

5. SEN Support

Support for Special Educational Needs means educational provision which is additional to, or different from, the educational provision made generally for pupils of their age in school. Many pupils overcome their difficulties; others may require further long-term support. These difficulties may be identified before a pupil has entered school or they may come to be recognised at a specific point in their education.

Pupils must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

Behavioural difficulties, along with persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a pupil or young person has a special educational need or disability and should not automatically lead to a pupil being registered as having SEN.

6. Disability

Many pupils and young people who have special educational needs may have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has a long-term substantial adverse effect on their ability to carry out normal day-to-day activities.”

This definition provides a relatively low threshold and includes more pupils than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, as well as long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled pupils and young people and those with SEN. Where a disabled pupil or young person requires special educational provision, they will also be covered by the SEN definition.

As a school, we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled pupils and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to

be given in advance to what disabled pupils and young people might require and what adjustments might need to be made to prevent that disadvantage.

Please refer to Manland's Equality Plan on the school's website for further information.

7. The 'Assess, Plan, Action and Review' Process for children with an SEND

Assess

At Manland we understand the benefits of early identification of an SEN to the longer-term outcomes for that pupil. In order to identify and assess pupils with a SEN as soon as possible, a variety of strategies are applied:

- The analysis of data including entry profiles, Foundation Stage Profile scores, termly whole-school progress data
- Formative teacher assessments within the class
- Following up pupil concerns
- Following up parental/carer concerns
- Meetings between class teachers and members of the SLT to scrutinise the progress of pupils
- Regular meetings between the class teacher, parents/carers and the pupil
- Consultations between the class teacher and the Inclusion Leader
- Information and advice from external agencies
- The use of specific diagnostic aids.
- The use and monitoring of a register for pupils with a SEN
- Annual review meetings for all children with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held along with these reviews

Where a class teacher suspects there may be a special educational need they will complete a cause for concern form and seek advice from the Inclusion Leader as a first step towards further supporting the child's needs.

Plan

Where children are not making expected progress and/or identified as having an additional need the school will inform parents and carers.

Manland highly regard the views of pupils, parents and carers when planning any support or intervention and encourage involvement throughout the whole cyclical process.

The support and intervention planned will be selected to meet the outcomes of the pupil.

In conjunction with the class teacher, Inclusion Leader, pupil, parents and carers, adjustments, interventions and support will be put in place that have defined intended outcomes and a date for review.

Specialist Support

Manland may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists, matched to the pupil's area of need.

The pupil's parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/carers and teaching staff supporting the pupil.

Action

Where support or an intervention is put into place the class teacher continues to be responsible for the child. Support and interventions may take any (or a combination of) the following approaches:

-

- teacher differentiation within class
- targeted adult support within the class
- reasonable adjustments within the classroom e.g. additional reading time
- small group or individual additional support in class
- small group or individual interventions outside the class (these will be strictly monitored to ensure that children's access to the full curriculum is not impeded)
- Personalised Learning Plans (PLPs) whereby pupils, their parents and carers meet with class teachers every six weeks to set and review individual targets
- access to materials in other languages
- peer support
- additional physical resources
- parenting support groups

Review

When putting any support or provision in place the school will monitor and evaluate its effectiveness. This is achieved in the following ways: -

- Assessment of outcomes against a pupil's starting point following a specific intervention
- Formative and termly summative assessments
- Members of the senior leadership team meeting with class teachers to discuss pupil progress
- Where a Personalised Learning Plan (PLP) is in place review meetings will take place every six weeks
- Classroom and playground observations
- Work sampling
- Planning scrutiny
- Teacher termly meetings with the Inclusion Leader

- Interviews with pupils and their parents and carers
- Regular meetings between the Inclusion Leader and Head Teacher

8. SEND Records

The Inclusion Register

The SEN Code of Practice (2015) states that provisions made for pupils with a SEND should be maintained. In these instances, parents and carers will be informed if their child meets the criteria to be registered on our Inclusion register.

If it is felt that pupils are making progress which is sustainable and/or a pupil's circumstance changes then they may be taken off of the Inclusion register. If this is the case then the views of the teacher, Inclusion Leader, pupil and parents/carers need to be taken into account, as well as that of any other professionals involved with the pupil. If it is agreed by all to take the pupil off of the SEN register then all records will be kept in line with the Retention Guidelines for Schools (May 2012) and passed on to the next setting as appropriate. The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

SEN Files

The Inclusion Leader will also maintain a pupil's SEND file. This may include copies of Personalised Learning Plans, formal assessments, copies of external correspondence and assessments. When the child leaves the school, these files will be sent to their new educational setting.

9. Education, Health and Care Plans (EHCPs)

Most children with a SEND will have their needs or disabilities met within the mainstream school setting. However, for some children an EHC assessment may be requested from the Local Authority (LA). Following the assessment, the LA will decide whether provisions should then be formulated into an EHCP for the child. Throughout this process, the Inclusion Leader and other relevant members of staff will work closely with the parents/carers and the child.

If it is agreed a pupil should have an EHC plan or a child transitions to the school with an ECHP in place, the Inclusion Leader will work closely with the pupil, family, all relevant agencies and Local Authority to meet the provisions specified in the plan. The Inclusion Leader will oversee and co-ordinate the implementation of the EHCP. The Inclusion Leader will organise an annual review where the pupil, parents and any agency involved are invited to review the outcomes of the EHCP and set new targets for the year ahead.

10. Roles and Responsibilities

Head teacher and Deputy Head teacher

- The Head teacher and Deputy Head teacher are responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Leader
- The Head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system,
 - maintenance and analysis of a whole-school provision map for vulnerable learners,
 - pupil progress meetings with individual teachers,
 - regular meetings with the Inclusion Leader discussions and consultations with pupils and parents.

Inclusion Leader

In accordance with the SEN Code of Practice (2015), the Inclusion Leader will oversee the day – to – day operation of this policy as follows: -

- supporting teachers and liaising with the SLT to identify children with a potential SEN
- coordinating the planning of provision for children with an SEN
- coordinating the delivery of effective provision for children with an SEN
- managing other classroom staff involved in supporting vulnerable learners
- supporting teachers and liaising with the SLT to review provision for the SEN
- implementing a programme of Annual Review for all pupils with a statement of special educational need and organising or complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority for an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- contributing to the in-service training of staff
- maintenance and analysis of whole-school provision map for vulnerable learners
- management of a register for children agreed to have an SEN
- overseeing the records and managing a register for all children with an SEN
- liaising with and advising teachers to support
- liaising closely with a range of outside agencies to support vulnerable learners
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs),
- meeting termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (the Head teacher will guarantee planning and preparation time for teachers to ensure that these meetings occur)
- liaising and consulting sensitively with parents and families of pupils on the SEN register, 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,

The Inclusion Leader will also oversee the day-to-day operation of ethnic minority achievement. This will include: -

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

Class Teachers

Class Teachers are responsible for ensuring all pupils (including vulnerable learners) receive high quality teaching. They will liaise with the Inclusion Leader to achieve the following: -

- assessing pupil's needs effectively
- identifying non-SEN pupils that are underachieving and requiring additional interventions requiring monitoring through the school provision map
- identifying SEN pupils requiring additional support because of their need and should be on the Inclusion Register
- planning appropriate adjustments, interventions and support to children with an SEND match the outcomes identified for the pupil
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEN in the classroom, through providing an appropriately differentiated curriculum

The Class Teacher will: -

- retain responsibility for the pupil, including working with the pupil on a daily basis
- make themselves aware of the school's SEN policy and procedures for identification, monitoring and supporting pupils with SEN.
- Liaise directly with parents/carers of pupils with SEN

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedure for giving feedback to teachers about pupils' progress
- work as part of a team with the Inclusion Leader and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEN within the class
- assist the teacher to monitoring a child's progress

The Governing Body

The SEND link governor is Mrs C. Dixon. The Governing body will ensure that: -

- SEN provision is an integral part of the school's improvement/development work
- the necessary provision is made for any pupil with SEN
- they have regard to the requirements of the Code of Practice 2015
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they monitor the implementation of the school's SEN and Inclusion policy
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- the progress and attainment of pupils with special educational needs and/or looked-after pupils are monitored and evaluated when reviewing the effectiveness of the school's support for pupils with SEN
- they, and the school as a whole, are involved in the development and monitoring of this policy.

11. Access Arrangements of National Standardised Tests

Class teachers, in partnership with the Inclusion Leader, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a pupil's needs mean that they are unable to access standardised tests then the Inclusion Leader will liaise with the class teacher to assess pupils' eligibility for access arrangements for national external assessments.

12. Accessibility

- The school has an accessibility plan in place
- The school has two stair lifts offering access to the hall
- There are ramps to the Foundation and Y6 classrooms
- One of the ground floor toilets is specially adapted for wheelchair users and people with limited mobility (the pupils' toilet blocks also have disabled access toilets – 1 in boys and 1 in girls)
- The school has a ground floor medical room

- Specialist teachers and other professionals have the use of the SEN room for working with individuals or small groups
- Specific medication for individual pupils is stored in the medical room. A parent/carer may be asked to attend the school to administer the medication

13. Inclusion of pupils with English as an additional language

Definition

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

Ethos

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

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

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils with EAL will be admitted on the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavor 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 support and provision will be put in place which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through quality first teaching.

The following provision can be expected:

initial assessment of EAL using to record stage of language acquisition where it is below age-related expectations,

a language assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language,

work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.

additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary and use of visual prompts.

where necessary, an intervention may be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

progress of EAL pupils will be monitored by the Inclusion Lead.

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. When pupils arrive in Reception sessions are held and families are invited to participate in to understand how they can support their children.

14. Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect and/or other forms of abuse, 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 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 for looked after children. At Manland this is our Inclusion Leader. The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school,
 - ensuring that children who are 'looked after' have access to the appropriate network of support,
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months,
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals,
 - preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern),

- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team,
- liaising with the child's social worker to ensure that there is effective communication at all times,
- celebrating the child's successes and acknowledge the progress they are making.

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

15. Inclusion of most able pupils

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

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

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment 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 most able children.

Identification

Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify most children once they are in KS2. Before identifying any child as 'most able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'most able' is a judgment 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 more able pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- staff nomination
- assessment results
- specialist teacher identification

Provision

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

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

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

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and mathematics in KS2.

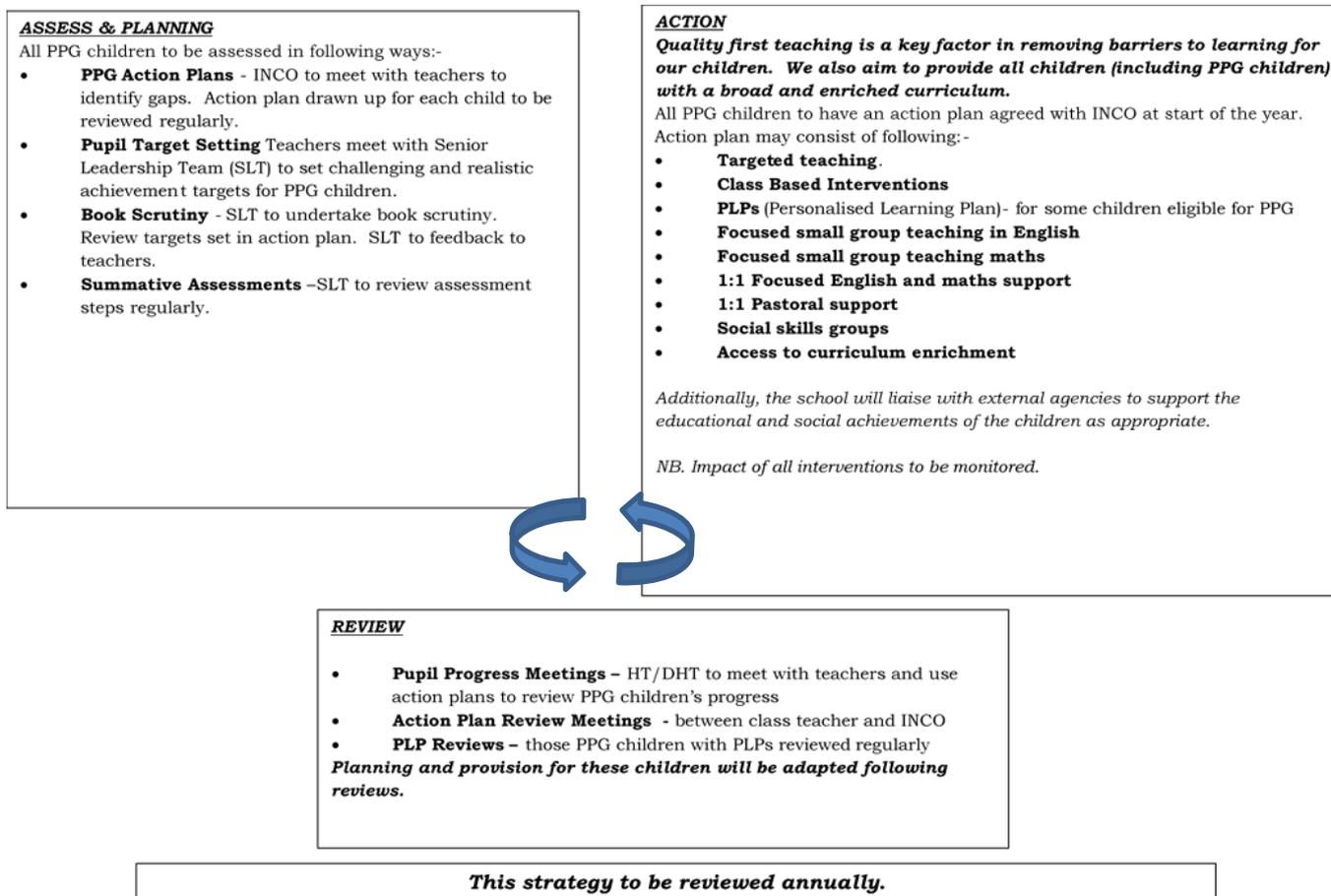
We offer a range of extra-curricular activities for our children. These activities offer more able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities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

16. Inclusion of pupils who in receipt of the Pupil Premium Grant

The aim of our Pupil Premium Strategy is to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference in achievement between them and their peers.

Analysis shows that the barriers to educational achievement faced by eligible pupils of the school can be based on a range of factors including social aspects, learning capacity, relationships and special educational needs and disabilities (SEND).

To address these barriers, the school intends implement the action plan shown below: -



For further information please refer to the Pupil Premium Strategy on our website.

17. Inclusion of pupils with medical needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision. The SEN Code of Practice (2015) is followed. (See Policy)

18. Complaints

The school has a complaints procedure which can be found on the school website.

19. Policies/Documents

- SEN Information Report (Local Offer)
- Anti-bullying Policy
- Behaviour and pupil discipline Policy
- Complaints Policy
- Data Protection Policy

- Equality Scheme (includes Policy and Action Plan)
- Supporting Pupils with Medical Conditions Policy

All other policies are available on the school website or from the school office.

20. Review of SEN Policy

This policy was developed through consultation with staff, governors, parents, carers and pupils. The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.