
Registry No: XXXXX
Document Title: Inclusion Policy
Issue: updated 3rd September
2019

Lead person reviewing
policy: Gemma Harvey
Approved and ratified by
LGB: 24.11.19

Ashby Fields Primary School



Document Name: Inclusion Policy 2019.Docx

Contents

1.	Introduction	4
2.	School Aims	4
3.	Aims of the policy	4
4.	Legislative compliance	4
5.	Identification and provision	6
	STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.....	6
6.	Identification and Assessment at Stage 1.....	7
7.	Curriculum access and provision for vulnerable learners	7
8.	Monitoring and evaluation	7
9.	Stage 2 – Additional SEND support	8
10.	Stage 3: Statement of Special Educational Needs or Education Health and Care plan	8
11.	Assessing and Reviewing pupils progress and the effectiveness of our educational provision for pupils with Special Educational Needs	9
12.	Specialist equipment	9
13.	Social, emotional and mental health needs.....	9
14.	Roles of key people.....	11
	Headteacher.....	11
	Inclusion Leader	11
	Class teacher.....	12
	Inclusion Governor.....	12
	Additional staff.....	13
15.	Working with outside agencies.....	13
16.	Transition arrangements.....	14
17.	Inclusion of pupils with English as an additional language.....	14
18.	Admissions	15
19.	Provision.....	15
20.	Parental support	16
21.	Inclusion of pupils who are Looked After in Local Authority Care	16
22.	Inclusion of pupils who are more able and/or talented.....	16
23.	Identification.....	17
24.	Provision.....	17
25.	Links with other agencies.....	18

Ashby Fields Primary School



Document Name: Inclusion Policy 2019.Docx

Appendix B; Change Log.....**Error! Bookmark not defined.**

1. Introduction

At Ashby Fields Primary school we recognise that at some time during their school experience, many children will have a need for special support and possibly a specifically designed programme of work beyond the usual differentiated provision within the classroom. Where a child needs support and intervention which is **additional to or different from** that which is usually provided within the classroom, it is considered that this child has special educational needs. For some children this may occur over a short period of time while for others, it will last for their whole school life.

In drawing up this policy reference has been made to the 2014 Special Educational Needs and disability Code of Practice which sets out very clearly the duty all schools have to provide for all children to ensure they meet their full potential.

Our school ethos- Our school nurtures aspiration, curiosity, creativity and resilience in a safe, caring and inclusive environment where learning is at the heart of all we do.

2. School Aims

To educate, inspire and enrich our future generations by:

- Creating an enthusiastic, happy and friendly working environment
- Valuing and nurturing each individual
- Encouraging children to be creative, confident, courageous and ambitious learners
- Promoting and celebrating personal success for all
- Fostering collaboration and positive relationships between school, home and the community
- Developing a sense of self and respect for others, the community and the wider world
- Central to everything we achieve at our school are core values of Friendship, Forgiveness, Courage, Patience, Independence, Tolerance, Honesty, Love, Responsibility, Respect, Self-belief, Happiness

3. Aims of the policy

- To ensure all children with Special Educational Needs and disabilities and children with English as an Additional Language are identified at an early stage of their schooling and receive the support and intervention they need.
- To work with sensitivity towards the complete integration of all children including those with special needs and English as an additional language, into the full life and work of the school.
- To work with parents and outside agencies to provide appropriate provision and support for individual children.
- To ensure that the roles of all staff within the school are clear and that all staff are clear about their responsibilities towards children with special needs and children with EAL.

Within this policy Pupil premium, Special Educational needs (SEND), English as an additional language (EAL), Looked after children (LAC), Ethnic Minority (EM) and Talented and More able (GT) groups of children will be defined using the term vulnerable learners/children.

4. Legislative compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

Ashby Fields Primary School



Document Name: Inclusion Policy 2019.Docx

SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001)
September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEND Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

The name and contact details of the Inclusion Leader and Deputy Head teacher

Mrs Gemma Harvey

gharvey@ashbyfields.co.uk

01327 310068

The name and contact details of the Senior Inclusion Assistant

Mrs Caroline Grant

Cgrant@ashbyfields.co.uk

01327 316947

The name and contact details of the Inclusion and Safeguarding Governor

Alison Solomon asolomon@ashbyfields.co.uk

Then name and contact details of the Pupil Premium Governor

Caroline Campbell ccampbell@ashbyfields.co.uk

Alison Solomon asolomon@ashbyfields.co.uk

The name and contact details of the Ethnic Minority Achievement Co-Ordinator.

Mrs Gemma Harvey gharvey@ashbyfields.co.uk

01327 310068

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

Mrs Gemma Harvey gharvey@ashbyfields.co.uk

01327 310068

The name and contact details of the safeguarding leaders

Mrs Jacqui Johnson (Head teacher) head@ashby.northants-ecl.gov.uk

01327 310068

Mrs Gemma Harvey (Deputy Head teacher) gharvey@ashbyfields.co.uk

01327 310068

Mrs Joanne Kane (Assistant Head teacher) JKane@ashbyfields.co.uk

01327310068

Mrs Caroline Grant (Senior Inclusion Assistant) Cgrant@ashbyfields.co.uk

01327 316947

5. Identification and provision

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All children will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed

6. Identification and Assessment at Stage 1

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

- The analysis of data including entry profiles, Foundation Stage Profile scores, 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 development over time,
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners including clear identification of pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated at least on a termly basis and is monitored by the Senior Inclusion Assistant and the Senior Leadership Team.
- 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. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

7. 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 pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- Pre and post tutoring sessions
- further differentiation of resources,
- buddy systems
- Individualised targets

8. 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 Inclusion Leader and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Scrutiny of work
- Scrutiny of planning.
- Informal feedback from all staff.
- Gathering pupils views on learning and areas for development
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring children's targets, evaluating the impact of these on pupils' progress.

- Attendance records
- Regular meetings about pupils' progress and learning between the Inclusion Leader/Deputy Head teacher, Assistant Head teacher and the Head teacher
- Head teacher's report to parents and governors
- Monitoring by Lead Governors for Inclusion, Safeguarding, SEND and Pupil Premium reporting to LGB.

9. Stage 2 – Additional SEND support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is **“additional to”** or **“different from”** the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEND 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 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 2014, is as follows:
 - We now use target tracker sheets to set individual targets. They are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our trackers 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. The targets will aim to address the underlying reasons why a pupil is having difficulty with learning.
 - Our trackers will be accessible to all those involved in their implementation; parents, child/ren and staff members. Parents can ask to see these at any time.
 - Our targets will be based on informed assessment and will often include the input of outside agencies,
 - Our trackers have been devised so that they are manageable and easily monitored and will be monitored and evaluated regularly. Targets will be changed when needed and will be monitored by the Inclusion team.
 - Targets will be arrived at through :
 - Discussion between teacher and Inclusion team
 - Discussion, wherever possible, with parents/carers and pupil

- Discussion with another professional if this is deemed necessary.

10. Stage 3: Statement of Special Educational Needs or Education Health and Care plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for **High Needs Block Funding**
An Education Health and Care Plan
and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND 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.

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

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The school's generic processes for tracking the progress of all pupils
 - Ongoing evaluation of the effectiveness of interventions through the tracker sheets and termly updates on the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Statements/Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)

12. Specialist equipment

- Sometimes we may need to purchase specialist equipment for a child with specific needs. 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.

13. Support for improving social, emotional and mental health development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

- At Ashby Fields Primary School we are committed to ensuring children feels safe and secure in school and develop good self-esteem and well-being. We use a range of assessments to obtain children's views about school and learning and through analysis, identify vulnerable learners and put support in place to meet their social and well-being needs. This could be based on any of the following areas:
 1. Confidence in learning
 2. Self esteem

In addition to this we may also use some commercialised assessments to look at children's well-being levels, strengths and difficulties and emotional development. We are then able to personalise the support needed and base targets on specific needs.

For those children identified as vulnerable in this area, we offer time to talk cards. Children can use these to post into our box which is checked on a daily basis. If the child's card has been posted a member of the Inclusion team will ensure they speak to the child on a 1:1 basis.

If a teacher is concerned about a child's social, emotional and mental health needs they will be identified to the Inclusion team or a senior member of staff. **These vulnerable children may have behaviour support plans written to outline specific strategies used for individual children.**

Children may also have access to breakfast and lunchtime nurture groups to support them during social times and less structured times of the day. These children would be identified via the pupil progress meetings or a referral process.

Mental health is also studied as part of our PSHE curriculum and we are a 'Bucket' school based on the concept of filling others buckets by being positive, helpful, caring etc. We study mental health as part of the National Mental Health Awareness week each year.

Our PSHE is tailor made to work on the specific needs of our children. We teach children how to identify their emotions and feelings, express them effectively and appropriately in a safe way. We have worry eaters in each class to support children to speak out about worries or difficulties. The teacher checks these on a daily basis and respond to concerns.

At Ashby Fields we use Restorative Justice to solve difficulties that arise between peers or between a member of staff and a child. We feel it is incredibly important to facilitate a listening environments, allowing the child and those involved in a situation to express their thoughts and feelings and allow them to discuss consequences and how to resolve situations. We ask those involved set questions:

1. What happened?
2. What were you thinking?
3. How did you feel?
4. Who do you think has been affected?
5. What do you think should happen now? How can we resolve this?

14. Roles of key people

Head teacher

- The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Leader/Deputy Head teacher
- 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 delivered by the Inclusion Leader/Deputy Head teacher
 - pupil progress meetings with individual teachers
 - regular meetings with the Inclusion Leader/Deputy Head teacher
 - discussions and consultations with pupils and parents
- The Head teacher at any time can decide to hold meetings with parents with children who are on the SEND list. Where the Head teacher takes the lead, the Inclusion leader/Deputy Head teacher may not be involved in the meetings but will liaise directly with the Head teacher regarding the individual's needs.

Inclusion Leader/Deputy Head teacher

In accordance with Section 6 of the SEND Code of Practice 2014, Mrs Harvey is a qualified teacher and has obtained the statutory accreditation to conduct the role of Inclusion Leader.

In line with the recommendations in the SEND Code of Practice 2014, the Inclusion Leader will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for all vulnerable learners.
- Co-ordinating provision for all vulnerable groups of learners
- Liaising with and advising teachers
- working collaboratively with teachers to plan for and teach vulnerable children with additional needs as part of mainstream teaching practice
- Managing other classroom staff involved in supporting all vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Overseeing the initial and on-going assessment records on all children with EAL
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for all pupils on the vulnerable learners' provision map
- Monitoring the school's system for ensuring that targets, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- Evaluating regularly the impact and effectiveness of additional interventions for all vulnerable learners (including those with special educational needs)

- Meeting **at least** termly with each teacher, Assistant Head teacher and the Head teacher at our pupil progress meetings to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map including reviewing the linguistic progress of children learning EAL and establish next steps in learning
- Liaising and consulting sensitively with parents and families of pupils on the vulnerable groups list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers. The Head teacher, Deputy Head teacher or Senior Inclusion Assistant may also meet with the parents.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Attending EMA Co-coordinator network meetings and training as appropriate.
- Attending area SENDCO 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.

Class teacher

- liaising with the Inclusion Leader/Deputy Head teacher to agree :
 - which pupils in the class are vulnerable learners
 - Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
 - Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list.
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely **“additional to” or “different from”** those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2014)
 - Ensuring work stations and tray tasks are used to embed key skills in areas of need.
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Inclusion Governor

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget and Pupil premium budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of provision for all vulnerable groups within the school

- Helping to review the school's Inclusion Policy on provision for vulnerable learners
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice
- Meeting the school's Inclusion Leader/Deputy Head teacher on a termly basis, to learn about the school's provision map and monitor the implementation of the Inclusion policy
- Observing first-hand how the school ensures that vulnerable learners are actively involved in all aspects of school life.
- Keeping informed about developments in the area of SEND, Pupil premium and EAL, nationally, locally, and within the school.

Additional staff

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development 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 pupils 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 Head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).
- 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.

15. Working with outside agencies

- 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 – school nurses, occupational health, physiotherapists
 - Targeted Prevention Team
 - Education Entitlement Service
 - Multi-Agency Safeguarding Hub
- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils 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 pupil 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 Inclusion Leader/Deputy Head teacher, Senior Inclusion Support Assistant or Designated Teacher for LAC.

16. Transition Arrangements for Children on the SEND list

- 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 pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to those pupils with EHC plans. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.
- A transition plan will be produced, to support the child and family.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits from their designated school.
- Pupils 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.
- Any parent whose child is on the SEND list can request a meeting to discuss transition at any phase of transfer. For example year to year, cross phase or transfer of school.

17. Inclusion of pupils with English as an additional language

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.

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.

18. Admissions

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

19. Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL will be completed using the schools baseline assessments. The QCA 'A Language in Common' will be used to support teaching and learning where the child is scoring below expectation.
- a further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language
- Pupils will be placed in sets and groups which match their academic ability. Pupils will not be placed with SEND pupils unless SEND is indicated.
- 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: pre and post tutoring sessions; teaching support on a 1:1 or small group basis, peer group support.
- Progress of EAL pupils will be monitored in line with the schools tracking system. 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 Inclusion Leader/Deputy Head teacher. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

20. 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 which can be found on our school website.

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

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. **At Ashby Fields our designated teachers are Mrs Gemma Harvey, Mrs Jo Kane and Mrs. Jacqui Johnson.** The responsibilities of our designated teachers 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 three times per year.
 - 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, at least twice a year.
 - 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.

22. Inclusion of pupils who are More able and/or talented

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

Physical talents - sports, games, skilled, dexterity

Visual/performing abilities - dance, movement, drama

Mechanical ingenuity - construction, object assembly (and disassembly), systematic, working solutions

Outstanding leadership - organiser, outstanding team leader, sound judgments

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 more able and/or talented children.

23. Identification

Before identifying any child 'more 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 'more 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 more able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

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

24. 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;
- the opportunity for children to progress through their work at their own rate of learning.

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.

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, specialist teaching and partnership with primary and secondary schools.

25. Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 364770

Education Entitlement Team: Contact number: 0300 126 1000

IASS (Parent support service) <http://www.iassnorthants.co.uk/Pages/home.aspx>

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

Primary Behaviour Outreach Support: Maplefields 01536 424090

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Local authority local offer: www.northamptonshire.gov.uk/localoffer Contact number: 03001261000

This policy was reviewed in September 2019 and will be reviewed annually by the governing body.