



Ark Byron Primary Academy

INCLUSION (SEN, G&T, EAL) POLICY



POLICY INFORMATION

Named personnel with designated responsibility for the Inclusion Policy

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2015/16				Joshua Perry

Policy review dates (frequency of review: Joshua Perry)

Review Date	Changes made	By whom
June 2016		

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
		Joshua Perry

Dates of staff training for this academic year

Dates	Course Title	Staff

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I INTRODUCTION

ARK Byron Primary Academy adopts the following definition of Inclusion:

“Inclusion is a Sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work.”

Miller and Katz (2002)

The Inclusion Policy is an overarching policy which supports the mission and aims of our English as an Additional Language (EAL), Gifted and Talented (G&T) and Special Educational Needs and Disability (SEND) procedures. The policy is also linked to many other academy policies such as the: Curriculum, Differentiation, Equal Opportunities, Health and Safety, Behaviour, Anti-Bullying, Child Protection, Racial Equality, Admissions and Exclusion.

1.1 Aims

- 1.1.1 We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This is achieved by:

- a Designing a curriculum to promote a full range of learning, thinking and life skills.
- b Providing a balanced and relevant curriculum, where the emphasis is on depth before breadth.
- c Using flexible and responsive teaching and learning styles.
- d Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- e Developing a close partnership with the whole community, particularly parents/carers.

- 1.1.2 We aim to be an inclusive academy and offer equality of opportunity to all groups of pupils within the academy.

These groups include:

- a Boys and girls.
- b Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees.
- c Pupils who have English as an additional language.
- d Pupils who have Special and Additional Educational Needs.
- e Pupils who are Gifted and Talented.
- f Pupils who are Looked After children.

- g Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress.

1.1.3 We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- a Setting suitable learning challenges.
- b Responding to pupils' diverse learning needs.
- c Overcoming potential barriers to learning and assessment.

1.1.4 We aim to provide a happy, healthy and safe academy by:

- a Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- b Providing high quality pastoral care, support and guidance.
- c Safeguarding the health, safety and welfare of pupils.
- d Listening and responding to the concerns of children and parents/carers.
- e Taking care to balance the needs of all members of the academy community.

1.1.5 We secure inclusive education for our pupils by reviewing and evaluating what is done:

- a Does each pupil achieve as much as they can?
- b Are there differences in the achievements of different groups of pupils?
- c What is in place for pupils who are not achieving their potential?
- d Are our actions effective?
- e Are all our pupils happy to be in school?

1.1.6 All members of our academy community are valued and are offered wide ranging opportunities to enable high standards of achievement. All policies within the academy support inclusion and are reflected in the Academy Improvement Plan.

1.2 Entitlement

1.2.1 All pupils at ARK Byron Primary Academy are entitled to receive:

- a A full and warm welcome, acceptance and real opportunities to make positive relationships with their peers and adults.
- b Respect from their peers and adults.
- c A broad, balanced and relevant curriculum which meets any needs they may have.

- d Support to develop their independent learning skills and independence within the academy community.
- e Access to as full a range of learning opportunities as possible including collaborative learning with their peers.
- f Appropriate, timely and effective support and access to resources and advice to assist in overcoming potential barriers to learning.
- g Learning experiences that provide appropriate challenges and high expectations.
- h A learning environment that promotes positive attitudes to gender, disability, and racial, social and cultural diversity.

1.3 Response to Individual Needs

1.3.1 ARK Byron Primary Academy will endeavour to ensure that:

- a Contributions by all pupils to the work of the academy are valued.
- b Positive images of an inclusive education are presented at all times.
- c Work which provides personalised learning is appropriately differentiated and takes account of different learning styles.
- d Approaches are used that develop the strengths and attitudes of pupils to ensure effective inclusion and participation.
- e The Academy works with external professionals to enhance the provision offered at ARK Priory Primary Academy e.g. ARK HO, Social Care and CAMHS
- f Pupils are included as fully as possible in all discussions concerning their progress both with parents/carers and any involved professionals, and are given full opportunities to identify targets and evaluate their own progress towards them.
- g Effective support appropriate to the individual pupil's needs is provided.
- h We actively involve parents/carers in the decision making with regard to additional provision. Parents/carers have to give their consent before any referral proceeds.
- i Specialist support will be available to those students who are experiencing difficulty in achieving their targets. This happens as part of enrichment booster classes. Targeted intervention programmes are also used across the academy and can mean some withdrawal from lessons, but this is kept to a minimum where possible. It can also be provided through LSA support within lessons. Specialist support can be made available where necessary for those students who have specific learning difficulties such as Dyslexia, Dyspraxia, Attention Deficit Hyperactive Disorder (ADHD) and Speech and Communication Disorders. This can be provided by specialists or LA advisory teachers.

1.4 Implementation

1.4.1 ARK Byron Primary Academy

- a Is committed to the principle of being an inclusive academy.
- b Will promote active involvement of the pupils, parents/carers, staff, Governors and the wider community in this process.
- c Provides ongoing training for all staff which forms part of the Academy Improvement Plan.
- d Will ensure that arrangements for planning, implementation, funding, monitoring and evaluation are clearly defined.
- e Will ensure that prior to any inclusion, an audit of the academy premises is carried out to ensure that provision is suitable and that all necessary Health and Safety considerations have been taken into account.
- f Will work collaboratively with the LA SENCOS to overcome problematic issues.
- g Will provide a secure and stimulating environment to meet the needs of its pupils.
- h Will be flexible in meeting the unique individual needs of its pupils.
- i Will ensure that the academy calendar provides sufficient time within the academy year for the necessary planning, evaluation and reporting procedures prescribed by the Code of Practice.
- j Will ensure that appropriate assessment and support arrangements are in place to monitor the progress of pupils.
- k Will ensure that the language used within the academy is appropriate and monitored regularly.
- l Will provide resources which offer positive role models.
- m Will develop a wide range of support and advice from external agencies and will consult with such agencies to assess and support pupils where necessary.
- n Will ensure that our Equal Opportunities Policy reflects the high priority we place on inclusion for all pupils at the academy.
- o Will share our good practice and learn from others.

2 ENGLISH AS AN ADDITIONAL LANGUAGE

2.1 Philosophy

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As an academy, we are aware that bilingualism is strength and that EAL pupils have a valuable contribution to make.

2.2 Aims

- a In reference to the Equality Act 2010 ARK Byron Primary Academy does not discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Bilingual pupils have an equal right of access to all areas of the curriculum.
- b New Positive Action provisions allow ARK Byron Primary Academy to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.
- c We aim to give bilingual pupils the opportunity to use their own experience, language and culture to enhance their learning within the National Curriculum, as well as creating opportunities for all pupils to increase their knowledge of other languages and cultures.
- d We aim to address the specific and individual needs of bilingual pupils to ensure integration within the life of the academy.
- e We recognise the need to promote the use of mother tongue as an essential part of the child's linguistic and cognitive development.
- f We aim to create an environment, which is welcoming to parents and which promotes full involvement in their children's learning.
- g We aim to prepare all children for living in a multicultural society.

2.3 Context of School

On entry to the academy, information is collected about the child's ethnic and linguistic background, previous educational experience, and their family and biographical background.

The Inclusion Manager/EAL coordinator is the designated member of staff who monitors policy and procedures.

2.4 Key Principles of Language Acquisition

- a EAL pupils are entitled to the full National Curriculum programmes of study and all teachers have a responsibility for teaching English as well as other subject content.
- b Access to learning requires attention to words and meanings embodied in each curriculum area. Understanding of vocabulary is not assumed but made explicit.
- c Language develops best when used in purposeful contexts across the curriculum.
- d Teachers, support staff and more fluent peers play a crucial role in modelling uses of language.
- e Knowledge and skills developed in learning a first language aids the acquisition of a second language.
- f A clear distinction should be made between EAL and Special Educational Needs.

2.5 New Arrivals

- 2.5.1 New arrivals include those who have transferred from another school in the UK and those who have recently arrived from abroad. Some may join the school at non-standard admission times. They will have widely differing language needs and previous educational experiences. Some will be literate in their home language while others may have had little formal schooling. How they settle into school life will have a significant impact on their future as learners and the place they are able to take in society.
- 2.5.2 A proportion of newly arrived pupils and their families may have experienced conflict or be seeking refuge from war or persecution. This, in itself, could have an impact on their ability to settle into school and to access learning. In addition, there may be gaps in their schooling which will become evident over time.
- 2.5.3 Other factors that may directly or indirectly affect a child's ability to learn are uncertainties for the family about:
 - a Immigration status (the family may be awaiting a decision on an asylum application).
 - b Housing (the family may have been placed in temporary, short-term housing and may be re-housed some distance from the school).
- 2.5.4 Families may be reluctant to divulge details of their immigration status; we understand it is important that the academy builds up a trusting relationship with the parents/carers to reassure them that such information remains confidential and is required for the sole purpose of meeting the educational, emotional and social needs of their child.
- 2.5.5 For data collection purposes the following groups can be identified as being of a refugee background:
 - a Those at any stage of the asylum process.

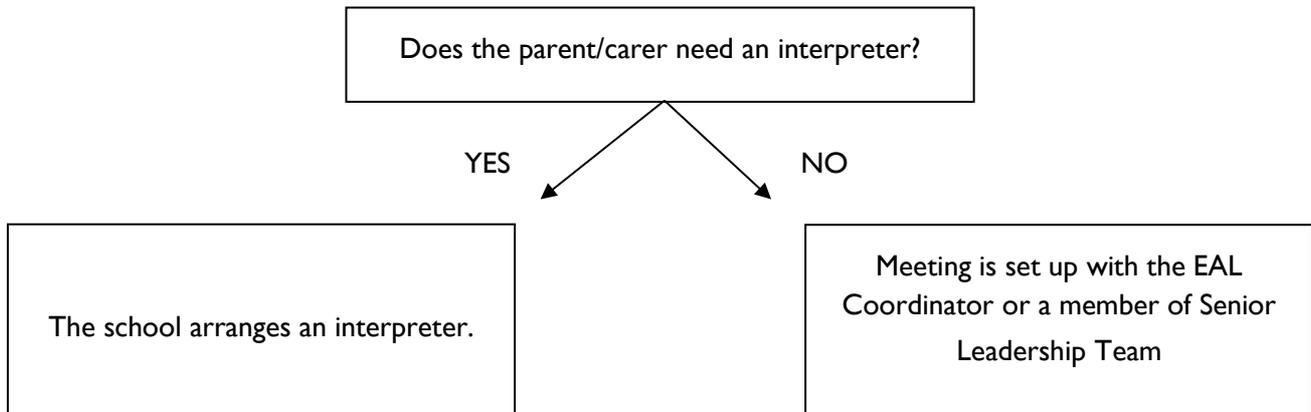
- b Those who have been granted refugee status in the UK.
- c Those who have been granted refugee status in another European country and have moved to the UK as European citizens.
- d Children born in the UK to parents from a refugee background.
- e Unaccompanied minors.

2.5.6 ARK Byron Primary Academy focuses on the positive contributions made by new arrivals and mobile pupils.

2.5.7 Provision for pupils is based on a meaningful assessment of their prior knowledge and experience as well as their English language proficiency.

2.5.8 Support is available for parents/carers of new arrivals to familiarise themselves with the new education system of which their child is now part.

2.6 ARK Byron Primary Academy procedure for mid phase admissions



During the admission meeting

- Meeting is conducted by the EAL Coordinator.
- Interpreter is present where necessary.
- Parent /carer and child are given information about the school e.g. the school prospectus, home/school agreement, school routines, school uniform, entitlement to free school meals etc.
- Parent/carer gives the school information about the child's prior schooling, including strengths, interests and any areas of concern
- Home language, country of origin and refugee status is established.
- Parent/carer and child are given a tour of the school and asked to return on an agreed day.



- Copies of the completed admission form are passed to appropriate members of staff.
- Staff are informed of the start date and information is shared as appropriate.
- The class teacher prepares classroom equipment for the new pupil.
- The buddy team is prepared for their responsibilities (see Appendix 3).



The first few days

- The EAL Coordinator takes the pupil to the classroom where he /she is introduced to their class and teacher.
- The pupil is introduced to their buddy team and time is given for getting to know each other, perhaps another tour of the school.
- The pupil is given his or her reading bag and any other classroom equipment.
- The pupil is assigned to numeracy and literacy groups appropriate to his or her academic ability and experience.

2.7 Admission meetings

- 2.7.1 ARK Byron Primary Academy will collect basic information about newly arrived pupils on first contact with the family. However, it is beneficial for both school and family to share more detailed information (see Appendix 2). This information will be collected by the class teacher or the EAL coordinator.
- 2.7.2 Parents/carers will be given the following information:
- a School start and finish times.
 - b Class timetables, PE days etc.
 - c The school's expectations regarding homework, uniform, behaviour etc.
 - d Opportunities for parental participation.
- 2.7.3 If appropriate, parents/carers can be given information about other services available, such as English classes for adults.
- 2.7.4 Translated letters for parents can be found at: www.primaryresources.co.uk/letters/

2.8 New Arrivals Buddy System

On their first day in school the new pupil will be assigned a 'buddy' group of children who will be responsible for looking after them both in the classroom and at play and lunch times, showing them the key parts of the school such as the toilets and the dinner hall. The buddy children will wear special badges supplied by the EAL co-ordinator, to highlight their role to other staff and pupils in the school. Where possible the new pupil should be taken to meet the Head and Inclusion Manager, the Office Staff and the Senior Mealtimes Supervisor. In the case of newly arrived EAL pupils, the school will aim to pair them with a buddy who speaks the same home language (see Appendix 3). Teachers will also use circle times and resources such as books and songs to welcome new pupils (see Appendix 4).

2.9 Accountability for New Arrivals

Once a new child has been put on roll:

- 2.9.1 The office staff are responsible for:
- a Informing the class teacher about the new pupil and their expected start date.
 - b Contacting the parents of the new pupil and arranging an interview with them with the class teacher or the EAL coordinator.

2.9.2 The Inclusion Manager or EAL coordinator is responsible for:

- a Booking an interpreter if one is required.
- b Liaising with the class teacher after the interview has taken place.

2.9.3 The class teacher is responsible for:

- a Ensuring that the pupil has a named peg and a named tray.
- b Choosing the buddy group children and ensuring that the new pupil has been introduced to key members of staff.
- c Liaising with the SENCO/EAL co-ordinator if any concerns arise about the pupil's learning and development after the initial settling in phase.

2.10 Planning and Assessment

2.10.1 When a pupil arrives in our classrooms, we need to look at what they can do in their first language (or the language they have been educated in) **as well as** what they can do in English. One of the priorities of ARK Byron Primary Academy is to ensure that all EAL learners achieve their potential within the mainstream classroom. One way in which this can be achieved is to ensure that the assessment of EAL learners is based upon the principle of inclusion in which there is a common method of assessment for all pupils.

2.10.2 The introduction and use of the Westminster Stages of English is underpinned by the same principle of effective assessment for all pupils and:

- a Recognises what pupils can do and rewards achievement.
- b Is based on different kinds of evidence.
- c Reflects what has been taught and learned.
- d Is reliable and manageable, both in terms of time and in providing meaningful information, which can be used by other professionals in order to inform teaching and learning.

2.10.3 Children with EAL, who are in Nursery or who have not yet reached Stage One of the Westminster Stages, are assessed using Priscilla Clarke's Stages of Early Bilingual Learning. This Document supports teachers in recognizing and valuing the initial stages of Language Acquisition and in giving strategies to support teaching (see Appendix 5).

2.10.4 All pupils, regardless of how much English they speak, will be assessed within the first 2 weeks of arrival. This will support their learning and will provide a valuable baseline from which the school can begin to track their progress and make appropriate provision.

- 2.10.5 General Assessments are carried out twice a year; once at the end of Autumn term and then again in Summer 1. For pupils newly arrived and/or early learners of English, assessment may be more frequent. Schools will use this assessment information to inform target setting.
- 2.10.6 In many cases the class teacher or EAL Coordinator carries out the initial assessment on new arrivals with follow up assessments carried out and information recorded by classroom teachers as part of the normal assessment procedure for all pupils (see Appendix 2).
- 2.10.7 All EAL pupils are entitled to assessments as required. Staff have regular liaison time to discuss pupil progress, needs and targets and progress in the acquisition of English is regularly monitored. Targets for EAL pupils are challenging, appropriate and reviewed on a regular basis. When planning the curriculum, the staff take account of the linguistic, cultural and religious backgrounds of the pupils.
- 2.10.8 Within each class, EAL pupils will have targets set both individually and when possible as a group. These group targets will be displayed on the weekly planning grid and incorporated into whole class teaching and learning.

2.11 Teaching and Learning Strategies

- a Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- b Key language features of the curriculum are identified, such as vocabulary.
- c Enhanced opportunities are provided for speaking and listening, and use made of drama techniques and role play.
- d Additional visual support is provided, e.g. posters, pictures, photographs, use of gesture.
- e Additional verbal support is provided, e.g. modelling, repetition, peer talk.
- f Where possible, learning progresses from the concrete to the abstract.
- g Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

2.12 Special Educational Needs and Higher Attaining Pupils

The majority of EAL pupils needing additional support do not have SEN. Should SEN be identified then EAL pupils should have equal access to school's SEN provision. If EAL pupils are identified as high attainers, they should also have equal access to school's provision.

2.13 Parental/Community Involvement

We strive to encourage parental and community involvement by:

- a Endeavouring to take initiatives to make ARK Byron Primary Academy a welcoming and friendly place for all parents and visitors.
- b Providing a welcome induction meeting with the Headteacher and Class Teacher when they arrive.
- c Using plain English and interpreters where necessary.
- d Recognizing and encouraging the use of first language.
- e Helping families to understand how to support their child at home, especially by continuing the development of their first language.
- f Identifying linguistic, cultural and religious backgrounds of the children and establishing contact with their wider community when appropriate.

3 GIFTED & TALENTED

Whole-academy procedures

3.1 What is a G&T learner?

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). DCSF May 2008.

- a **Gifted** describes learners who have the ability to excel academically in one or more curriculum subjects.
- b **Talented** describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

3.2 What we believe about G&T learners:

- a G&T learners will make three sub-levels of progress per year as a minimum requirement.
- b G&T learners are not a homogenous group. They come from all backgrounds and have a wide range of gifts and talents.
- c G&T provision stems from outstanding classroom practice and excellent subject and/or specialist knowledge.
- d G&T learners are a discreet group within the academy and just as SEN pupils are provided with extra support and guidance, so G&T learners require and are entitled to the same.
- e G&T extension is not simply about doing more of the same within a lesson or activity; it is about providing tasks that have greater cognitive demand and that allow learners to demonstrate different ways of thinking.
- f G&T learners and their parents/carers need to be fully involved in planning provision and in reviewing its impact.
- g G&T learners, along with everyone else, need to be provided with opportunities to demonstrate expert thinking and problem-solving skills.
- h G&T learners require opportunities to demonstrate leadership and planning.
- i G&T learners require opportunities to compete at county and national level.
- j G&T learners benefit from individual curriculum pathways that may allow for early entry and additional subject options.

3.3 The G&T Register

3.3.1 **Gifted and Talented** learners will be placed on a register that will allow for termly and annual monitoring as well as analysis of progress rates and success of interventions and extensions.

The register will be stored in CMIS and viewed by teachers through CCR. The progress of G&T students will be looked at termly through the ARK Byron Primary Academy progress reports.

Students listed as G&T will also have the details of subjects they are considered G&T in. Their G&T status can be analysed alongside information about their gender, ethnicity, FSM, EAL, SEN.

3.3.2 The academy will run a 'shadow' register to allow for monitoring and support of pupils who have either come off the official G&T register or who display potential but who do not yet meet the academy requirements for the G&T register as outlined in Table 1.

3.3.3 It is vital to realise that in many academies, certain groups of students are under-represented as Gifted and/or Talented. **G&T Learners are not precocious achievers with impeccable behaviour** and some gifted and/or talented pupils do not fit the preconceived picture of the able child.

3.4 Identification

It is the job of every teacher in the academy to identify and nurture talent. G&T learners are not just identified through attainment in national summative exams - potential excellence needs to be identified and teased out if every pupil at ARK Byron Primary Academy is to excel.

Ways of identifying G&T students (See Table 1):

Data	Extra-curricular	Other
<p>The top 5% of the ability range nationally in external academic exams – SATs.</p>	<p>Success in county and national level events, for example:</p> <ul style="list-style-type: none"> • Chess • Debating • Dance • Sport 	<p>Teacher nomination.</p> <p>Parental information/feedback on students' interests outside of the academy.</p>
<p>The top 10% (approx) of students in each subject</p>		

<p>measured through internal assessment.</p> <p>Some exceptional proficiency in a non-core subject – PE, Art , ICT, Music.</p>	<ul style="list-style-type: none"> • Music • Art • Drama 	<p>Transition/transfer records and pre-entry interview with pupil and parent/carer.</p> <p>EAL/New arrival assessment pack.</p>
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Table 1 – Methods for determining G&T students

3.5 Monitoring and Accountability:

3.5.1 Termly review:

- a **Class Teacher level** - each Class Teacher will look at the progress of G&T students when reviewing each assessment and ask:
 - i. Are G&T pupils on track to make three levels of progress?
 - ii. Are some teachers securing greater G&T progress than others within a Class Teacher/area?
 - iii. Are there any teacher/Class Teacher nominations for addition/removal from G&T/Shadow register?
 - iv. Are there any pupils who require short-term interventions?
 - v. Class Teacher will be responsible for providing analysis of G&T students' progress to the line manager after each assessment cycle and updating their G&T provision accordingly.

- b **Whole-academy level** - there will be a termly review of the G&T cohort progress at whole-academy level:
 - i. Is it in-line with predicted data?
 - ii. Are certain groups underperforming?
 - iii. Are certain subjects underperforming?

3.5.2 Annual review:

- a **Class Teacher level** - each Class Teacher will carry out an annual review of G&T provision with a focus on progression as part of their Class Teacher Improvement Plan for the year:
 - i. Is the G&T cohort as a whole making more sustained progress over time than the rest of the year group?
 - ii. Are any groups within the cohort not making the required progress in a subject?
 - iii. Are some teachers securing greater progress than others?

- iv. Heads of Class Teacher will be responsible for providing analysis to their Line Manager of the progress of the G&T cohort, the accuracy of their identification and an Action Plan for the following year to address short-comings and improve provision.
- b **Whole-academy level** - there will be an annual review of G&T provision carried out by the Lead Teacher for G&T.
- i. Are G&T learners making more progress in some subjects compared to others?
 - ii. Is the progress meeting the Academy target of three sub-levels,
 - iii. Is progress above similar pupils in similar academies/colleges?
 - iv. Are some groups under-achieving/under-represented?
 - v. Analysis of cohort progress against targets will lead to a review of provisions and any inadequacies addressed through SLT/G&T Lead Teacher Action Plan and SEF (See Target Setting, Assessment and Reporting Policy and Calendar).
 - vi. Is the G&T register up to date and representative of the whole-academy community?
 - vii. Is the shadow register up to date?
- c **Parental involvement** - the Academy will also involve parents/carers in a yearly review of G&T provision and use this feedback from an annual questionnaire to inform planning and SEF by asking, what extra opportunities/support do they require to support their child?

Class Teacher review process



Class Teachers will answer the following questions at the **end of each term**.



- Are G&T pupils on track to make three sub-levels of progress by the end of the year?
- Are some teachers securing greater G&T progress than others within a Class Teacher/area?
 - Are there any teacher/Class Teacher nominations for addition/removal from G&T/Shadow register?
- Are there any pupils who require short-term interventions?

Whole-school review process



G&T Lead Teacher will answer the following questions at the **end of each term**



- Is the progress of the G&T cohort well above the rest of the cohort?
- Are certain groups within the G&T cohort underperforming?
 - Are certain subjects underperforming?
- Are there any Class Teachers that require extra support/training?
- Are there any pupils who require a more individual approach?

Class Teacher review process



Class Teachers will answer the following questions at the **end of each year**



Is the G&T cohort as a whole making more sustained progress over time than the rest of the year group?

Are any groups within the cohort not making the required progress in a subject?

Are some teachers securing greater progress than others?

Class Teacher will be responsible for providing analysis to their Line Manager of the progress of the G&T cohort, the accuracy of their identification and an Action Plan for the following year to address short-comings and improve provision – or as a section in DIP.

Whole-school review process



G&T Lead Teacher will answer the following questions at the **end of each year**



Are G&T learners making more progress in some subjects compared to others?

Is the progress meeting the Academy target of three sub-levels.

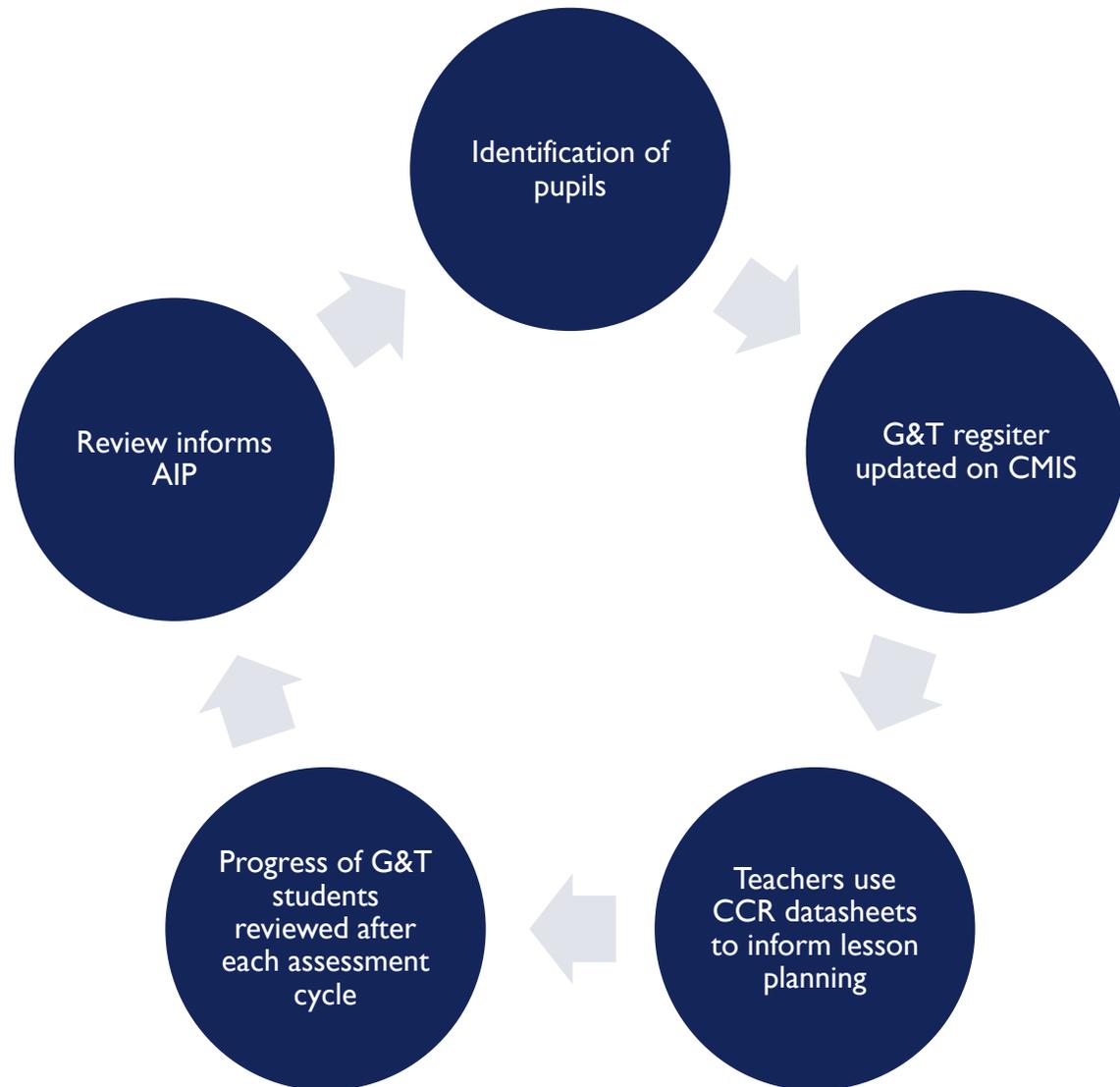
Is progress above similar pupils in similar schools/colleges?

Are some groups under-achieving/under-represented?

Analysis of cohort progress against targets will lead to review of provision and any inadequacies addressed through the Academy Improvement Plan and SEF.

Is the G&T register up to date and representative of the whole-school community?

Is the shadow register up to date?



3.6 Provisions at Academy level (See Table 2)

Gifted	Talented
Use of the ARK Schools network to allow for increased curriculum opportunities.	Use of artists/musicians in residence.
Young Applicants in Schools and Colleges Scheme (YASS) for very able pupils KS2 (Top 5% nationally).	Sports mentoring programme.
Visiting speakers, workshops, dedicated area of the VLE/Chat rooms.	Specialist instructors to run after-academy enrichment.
Student G&T learners will also sit on the Teacher G&T Learning Community as part of their Learning Detectives role (see T&L policy).	G&T learners will be able to take part in specialist activities and clubs. These clubs will not solely be the preserve of academic subjects but will be co-constructed by the pupils. This will allow the academy to reach Gifted or Talented students who might not otherwise have the opportunity to shine in school. Examples might include film editing, web design, gardening.
Vertical pupil mentoring over time so Y5/6 G&T mentoring KSI G&T and reviewing their progress.	Vertical pupil mentoring over time so Y5/6 G&T mentoring KSI G&T and reviewing their progress
Use of teachers/adults as a ‘learning coach’ to a group of G&T learners. Use of the learning conversation to allow G&T learners to review their own progress.	Use of teachers/adults as a ‘learning coach’ to a group of G&T learners. Use of the learning conversation to allow G&T learners to review their own progress.
Over time coaching/mentoring training for G&T pupils to allow for vertical mentoring/across the ARK Schools network.	Audit of parents/carers as part of pre-entry interview with a member of SLT - What specific skills/knowledge to the parents/carers of G&T pupils have that the academy can use to support G&T attainment.
Audit of parents/carers as part of pre-entry interview with a member of SLT - What specific skills/knowledge to the parents/carers of G&T pupils have that the academy can use to support G&T attainment.	ARK Priory Primary Academy will run workshops to enable parents/carers to understand the needs of their child and to allow for optimum levels of home support. For example with extended reading or independent learning opportunities.
Ark Byron Academy will run workshops to	

<p>enable parents/carers to understand the needs of their child and to allow for optimum levels of home support. For example with extended reading or independent learning opportunities.</p>
<p>EAL support sessions with language access – lunchtime and after-academy support. Many Advanced Bilingual Learners (ABL) plateau before reaching their full potential due to Cognitive Academic Language problems. The Academy will run support classes for this group of pupils as part of our enrichment programme. The focus will be on enabling EAL learners to develop the language understanding they need in order to demonstrate higher-level thinking that they can do in their First Language.</p>
<p>Use of external agencies to extend the student voice and to allow G&T learners a real voice in the wider community.</p>
<p>Class Teachers will offer the study of different subjects and the opportunity for in-depth research and collaboration; not necessarily at examination level as part of after school enrichment. For example - creating links with universities giving the students some research/extended writing opportunities.</p>

Table 2 – G&T provisions

Class Teacher level provision

3.7 Planning



A. Curriculum pathways:

- A list of pupils is compiled each year for early entry/extra exams. For example early entry such as statistics or MFL; after-school extra languages or sports/music provision and qualifications.
- The possibility of compressing KS2 and accessing KS3 and beyond

B. Assessment for Learning:

- Use of G&T learners to lead 'Inter-Peer' revision sessions within the Academy and across the ARK network.
- Academy marking policy used to ensure that teacher feedback engages and stretches G&T learners by requiring them to respond to feedback – either orally or in writing – using Bloom's Taxonomy as a framework for guiding questioning within the feedback.

C. Engaging learners in their own learning:

- Monthly review of a lesson with their teacher and setting of development point for that teacher – enabling G&T learners to develop new ways of working as well as providing them with a real voice.
- Use of G&T learners as 'Learning Detectives' and 'Lead Learners' to enhance Teaching and Learning. Pupils are trained in lesson observation and coaching skills and then review lessons and provide feedback to teachers.
- Engaging G&T learners in a dialogue about their own provision = enabling them to select and make decisions about which strategies to use to improve their achievement = weekly lesson review with teacher and setting of development for that teacher – see T&L policy.
- The use of self-directed learning for G&T pupils to demonstrate creative and lateral thinking = devising their own opportunities to demonstrate mastery – see T&L policy.
- Use of subject-specific coaching to enable G&T learners to demonstrate expert thinking and application of understanding. Run by the Class Teacher and/or G&T lead teacher.

D. Extension and enrichment – after school:

- Each Class Teacher will be required to draw up a menu of extension opportunities resulting in external validation/qualification that demonstrate accelerated progress that G&T learners will be expected to reach by the end of each Key Stage.
- Music and sport outreach programmes as part of enrichment at the Academy.

Classroom level provision

The following strategies, along with the G&T lesson planning checklist, should be used at the lesson planning stage and written into the appropriate part of the lesson plan.

3.8 Planning objective-led lessons

All lessons will be planned using the Academy lesson plan and learning will be framed within the lesson objectives, devised using the 'Framing Lesson Objectives' sheet.

Teachers will use the lesson objectives to evaluate pupil progress and to review learning before planning the following lesson to take account of this. Through the lesson plan individual pupils requiring extra challenge will be named and the strategies employed to stretch will be outlined.

3.9 Use of targeted teacher questioning to stretch and engage

Using Socratic questioning across the academy will enhance all learners' critical thinking. There also needs to be space for student generation of questions.

Teacher questioning and modelling will be used to enable understanding and to check for misconceptions. The use of questioning will also create opportunities for dialogue between teacher and pupil and between groups of pupils. For further explanation of effective questioning see the T&L Policy. In particular G&T students need to be asked and ask questions that look for alternatives, create new hypotheses or challenge the teachers or classes stance. The use of questioning should challenge G&T students to develop confidence in articulating their point of view and in reviewing their answers against set criteria – either developed by themselves or externally.

3.10 High expectations for all students

Every teacher at ARK Byron Primary Academy will have the highest expectations for every student. Students will be expected to take responsibility for their own learning, to work independently and to use the VLE on their own or in small groups without direct input from the teacher. The Academy operates a 'No excuses' policy and all staff must enforce this (see Culture and Ethos document).

3.11 The use of enquiry questions to engage and challenge

G&T students should be encouraged to develop and grapple with their own Enquiry/Fertile questions and then to pose different ways of answering them. For further details on enquiry questions and lesson planning see T&L Policy. G&T students should be enabled to pose their own research questions and map their own way through a Fertile Question.

3.12 Pupil choice in planning and delivery, and demonstration of mastery

G&T learners need to be allowed to choose and develop their own performances to display mastery/understanding. This goes hand in hand with the T&L Policy. For example, if answering a history enquiry question on the causes of the First World War, some learners may choose to make a movie, others design a web-site, whilst others may write a song or have a chat style debate.

3.13 Allocation of roles within lessons/group work

Opportunities for G&T Learners to be given lead roles in group work and to take responsibility for organising how groups go about constructing answers to lesson and enquiry/fertile questions. The grouping of pupils in a lesson should be fluid and adaptable, both between lessons and within the same lesson - Pupils of all abilities can benefit from working at different times in groups which might be formed on the basis of similar ability, mixed ability, friendship, interest, or sex.

3.14 Pupil co-construction of success-criteria and use of peer-review and re-drafting

Alongside pupils displaying independence in choice of assessment pieces/performances, G&T learners should be allowed to play a lead-role in constructing the success criteria for an Enquiry question end-product and to work alongside classmates in reviewing and re-drafting work before the final assessment piece/deadline.

3.15 Use of new technologies to allow for choice and demonstration of mastery

New technologies will be incorporated into lesson planning. With relation to G&T learners, new technologies allow multiple opportunities for students to display understanding in a variety of ways. New technologies also create the ideal conditions for small group work with G&T learners working as coaches and 'critical friends' to others in their group.

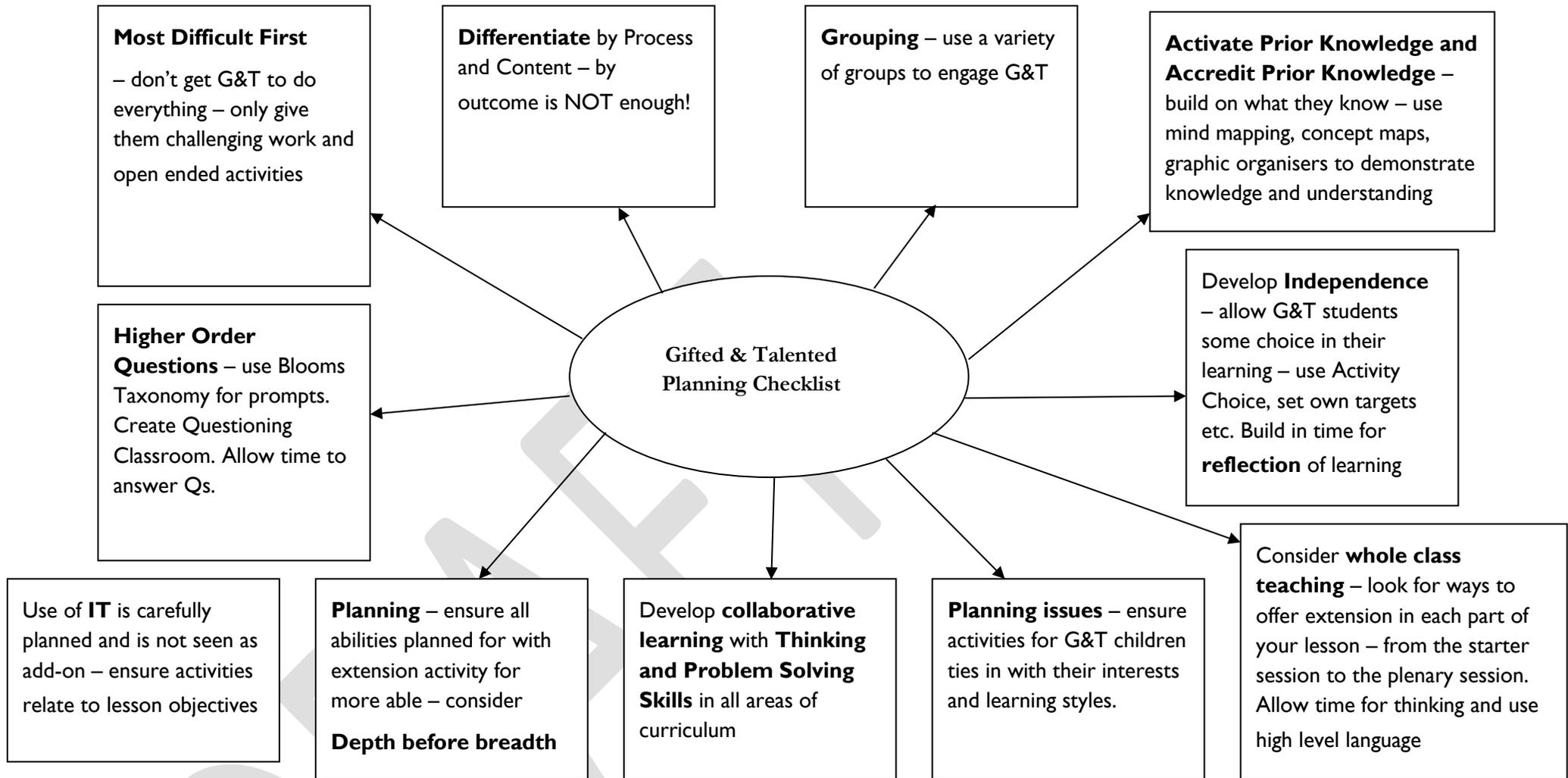
3.16 Create opportunities for critical thinking

G&T pupils should be challenged to give reasons for opinions and answers, to draw inferences and make deductions using the precise language of the subject discipline they are engaging with. G&T learners should be expected to justify their beliefs and statements through the use of precisely selected evidence and be forced to look at and explain several sides of the same argument or possible answer.

3.17 **Assessment data**

Use of assessment data by classroom teachers on a termly basis to ensure the G&T cohort are making progress greater than rest of the class. Pupils set individual targets in each subject – see the T&L Policy and earlier points on target setting and review by pupils.

G&T Lesson planning checklist



What do Ofsted look for in an Outstanding lesson for G&T learners?

<p>I Outstanding</p>	<p>Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</p>	<p>1.3 Opportunities ensure that G&T learners consistently demonstrate exceptional achievement.</p> <p>3.1 G&T learners are inspired to apply intellectual initiative and creative interpretation to subject study.</p> <p>5.2 Resources challenge G&T learners to explore new areas, develop new skills, and to cross subject disciplines.</p> <p>4.2 Specialised, focused support is provided for G&T underachievers and those with exceptional ability or talent.</p> <p>2.1 There is strong understanding of how G&T learners achieve excellent performance and of the range of activities that contribute to high attainment.</p> <p>5.1 Teachers and other adults routinely share strategies to improve meeting learner needs and well-being.</p> <p>4.3 Assessment uses predictive data from other subject areas.</p> <p>5.1 Learning targets are planned to G&T learners' stage of learning rather than chronological age.</p> <p>6.1 Lesson and activity intentions are positively influenced by learners and teaching assistants who are pro-actively involved in planning and lesson delivery.</p> <p>4.2 Classroom practice regularly requires G&T learners to reflect on progress against their targets and to determine the direction of their own learning.</p> <p>5.2 Planning is provisional and flexible to the progress and style of learners.</p>
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4 SPECIAL EDUCATIONAL NEEDS AND DISABILITY

4.1 Fundamental Principles

- 4.1.1 At ARK Byron Primary Academy, in accordance with the Revised Code of Practice 2001, we recognise that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 4.1.2 Disabled children and young people, and children and young people with special educational needs (SEND), are covered by a range of statutory provisions. For example, they may be disabled as defined by the Equality Act 2010 or have SEND as defined in the Education Act 1996. Children with SEND and disabilities will be provided access to a broad and balanced curriculum, including enrichment activities. **The educational aims for pupils with SEND and Disabled pupils at ARK Priory Primary Academy are the same as those for all pupils.** We are ambitious and aspirational for all our pupils, irrespective of need or disability.
- 4.1.3 *‘School-aged children are defined as having SEND if they have a significantly greater difficulty in learning than the majority of children of their age which calls for additional or different educational provision to be made for them.’*
(Green Paper - ‘Support and aspiration: A new approach to special educational needs and disability – A consultation’)
- 4.1.4 ‘There is significant overlap between disabled children and those with SEND; research suggests that around three-quarters of disabled children also have SEND.’ However, this does not mean that all disabled children have SEND, not does it mean that all children with SEND have a disability.
- 4.1.5 *“The term SEND encompasses a wide range of types of need. The established categories of SEND are: specific learning difficulty, moderate learning difficulty, severe learning difficulty, profound and multiple learning difficulty, behavioural, emotional and social difficulties, speech, language and communications needs, hearing impairment, visual impairment, multi-SENdsory impairment, physical disability and autistic spectrum disorder”*
(p.19, paragraph 29. Green Paper - ‘Support and aspiration: A new approach to special educational needs and disability – A consultation’)

- 4.1.6 We understand that children can be defined as having a disability if they are prevented or hindered from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority (see Education Act 1996). We also take account of the definition provided by the Equality Act 2010, which states that: 'A person has a disability if: they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'
- 4.1.7 All teachers at ARK Priory Primary Academy are responsible for children with disabilities and SEND and are accountable for their progress. Teaching at ARK Priory Primary Academy is inclusive as this is a whole academy policy.
- 4.1.8 We are committed to meeting the needs of pupils with SEND and disabilities and evaluating their progress.
- 4.1.9 We recognise that the needs of pupils with SEND and disabilities will normally be met in a mainstream school or setting.
- 4.1.10 The views of the pupils will be sought and taken into account.
- 4.1.11 Parents and carers have a vital role to play in supporting their child's education.
- 4.1.12 The use of the term SEND is avoided and will be replaced by Pupil Support, except in more formal contexts, so as to dissipate preconceived ideas and prejudices. In Primary, there is no distinct SEND department. However, there is a dedicated person with responsibility for SEND.
- 4.1.13 Pupils with SEND are generally referred to as pupils on the Register of Concern.
- 4.1.14 The term Pupil Support has been adopted recognising the wider work of the academy in supporting every aspect of support that all children may need from time to time, to help them with their learning.
- 4.1.15 Whole academy policies take account of the revised Code of Practice (2001) and the Principles contained in "Removing Barriers to Achievement" (2003), and the Inclusive Education Programme. They also take account of the Disability Rights Code of Practice for Schools (2002).

4.2 Aims and objectives

- 4.2.1 To identify and assess all pupils with SEND or disability and ensure appropriate educational, pastoral, physical and developmental provision for their needs.
 - 4.2.2 To enable all pupils regardless of SEND or disability to have access to, and benefit from, the whole academy curriculum and extra-curricular activities providing a reasonable adjustment can be provided to enable this access.
 - 4.2.3 To provide a learning environment in which all pupils feel valued and have equal opportunity to be included in all activities.
 - 4.2.4 To promote the idea, and therefore the practice, that all teachers share the responsibility for the education of all the children in their academy.
 - 4.2.5 To facilitate liaison between staff and external agencies, so that there is a greater understanding of, and differentiated provision for, pupils who have SEND.
 - 4.2.6 To promote an active respectfulness from all students towards students' educational needs and disabilities.
 - 4.2.7 To ensure that no student is discriminated against by the academy in any aspects of academy life (see Appendix 6).
- 4.3 Additional educational support:
- 4.3.1 **Early identification** - we identify children who have SEND through screening and assessment when they join the academy and, if there is a cause for concern, at any other time.
 - 4.3.2 **Review and response** - all children identified as having SEND have a specific learning plan which is reviewed every six weeks and adjusted to meet their needs.
 - 4.3.3 **Forensic teaching** - we train our teachers to understand the needs of every child and to regularly, systematically and thoroughly review their progress. We expect all teachers to be teachers of every child and to adjust their teaching to enable all children to make progress. Meeting the needs of children with SEND is a whole academy responsibility; accountability at every level ensures we reduce the number of children on our SEND registers and who are excluded from our schools.

- 4.3.4 **High impact intervention** - we support the use of high impact teaching programmes and techniques to enable those who have fallen behind and those with identified needs to make the required progress.
- 4.3.5 **High expectations** - all children, regardless of SEN, are expected to make progress in line with the academy's expectations. Children with statements of SEND are given the support and challenge they need to make the best possible progress.

4.4 **Strategic Planning and Target Setting**

- 4.4.1 The Governors of the academy will have a nominated SEND Link governor who takes a particular interest, on behalf of the Governing Body, in the way the academy manages its provision for pupils who are on the Special Educational Needs Code of Practice. The role also involves informing the governing body of initiatives related to SEND.
- 4.4.2 The day to day manager of provision of special educational needs is the Inclusion coordinator. However, the strategic responsibility is shared between the Headteacher and the Inclusion Coordinator. The Headteacher has delegated day to day responsibility for SEND to the Inclusion coordinator.
- 4.4.3 The Inclusion Coordinator leads the Pupil Support Team, made up of Learning Support Assistants and specialist teachers. The Headteacher manages the Inclusion Coordinator.
- 4.4.4 The Assistant Head line manages the LSAs.
- 4.4.5 An SEND register and inclusion map is compiled each year. This is submitted to the Senior Leadership Team and forms an integral part of the Academy Improvement Plan which outlines whole-academy development.

4.5 **Monitoring and Implementation of the Pupil Support Policy and key responsibilities**

4.5.1 **The role of the Inclusion Coordinator:**

- a Manage the day-to-day operation of the Pupil Support Policy.
- b Working closely with staff, parents/carers and other agencies.
- c Co-ordinating provisions made for individual children in receipt of Pupil Support.
- d Provide related professional guidance to colleagues.
- e Maintaining the academy's register of concern and overseeing the records of all students on the register.

- f Seek effective ways of overcoming barriers to learning.
- g Analyse and assess pupils needs.
- h Contribute to in-service training.
- i Liaise with LA SENCOS and ARK central with regard to SEND issues.
- j Liaise with the other Local Authorities with regard to any transferred pupils.
- k Manage the Pupil Support Team including meetings, ensuring that accurate minutes of all meetings are kept and disseminated to the Headteacher.
- l Line management of Learning Support Assistants.
- m Liaising with, advising and supporting all staff and pupils, informing staff of current issues.
- n Co-ordinating provision for pupils with SEND both in school and externally.
- o Liaising with parents and carers and developing ways to improve parental awareness and partnership.
- p Delivering and co-ordinating newly qualified teacher and departmental training.
- q Liaising with external agencies.
- r Arranging and chairing review meetings including Annual Reviews and IEP Meetings.
- s Monitoring the provision for pupils on the Code of Practice in terms of planning, writing and delivery of Group and Individual Education Plans as appropriate.
- t Attending meetings arranged by the LA and disseminating information to staff.
- u Liaising with the SEND Inclusion Link Governor.
- v Raising awareness of the Pupil Support Policy.
- w Liaising with secondary and other schools to ensure a smooth transition for pupils on the Code of Practice and that information is passed on.
- x Liaise with Headteacher.
- y Ensure that assessments and submissions for Special Arrangements for Examinations and Key Stage Assessments are carried out.
- z Liaise with class teachers.

4.5.2 The role of the Headteacher:

- a Support identification of pupils with SEND.
- b Line manage the Inclusion coordinator.
- c Oversee and monitor the impact of the any interventions, internal or external.
- d Collaborate when completing investigations into incidents of serious poor behaviour and consult with the Headteacher when making decisions about action.
- e Liaise with the Inclusion Coordinator in the provision of differentiated targets and strategies to meet the needs of pupils.
- f Monitor the progress of pupils with SEND and contribute to progress/IEP Reviews.
- g Oversee Pastoral Support Plans and behaviour contracts.
- h Ensure the Inclusion Coordinator keeps up to date on all issues pertaining to SEND.
- i Liaise with the Inclusion coordinator to update and review the register of concern.
- j Review the progress of pupils and in collaboration with the Inclusion coordinator to decide future action.

- k Ensure that SEND issues are discussed at SLT meetings.
- l Ensure that all issues pertaining to inclusion are addressed.
- m Collaborate with the Inclusion Coordinator in meeting parents/carers and external agencies in review or planning meetings regarding provision or action that needs to be implemented.

4.5.3 Learning Support Assistants:

- a At ARK Byron Primary Academy non-teaching staff that support pupils across the curriculum are known as Learning Support Assistants.
- b The Learning Support Assistants are employed as part of the Pupil Support Team and will endeavour, at all times, to promote the inclusion of all pupils. At ARK Byron Primary Academy, Learning Support Assistants provide support for the pupil, support for the teacher, support for the curriculum and support for the academy. In turn the academy is responsible for supporting the Learning Support Assistants in fulfilling the expectations of their role, through the provision of training and involvement in the academy's Performance Management Programme.
- c At ARK Byron Primary Academy the Learning Support Assistants work closely with those pupils identified on the SEND Register as having special needs. They also have a role in supporting pupils identified as being a cause concern for any reason.

4.5.4 The Role of the Learning Support Assistant:

- a Participate fully in the life of the academy, attending Briefings, whole network INSET, whole Academy INSET and whole Academy events.
- b Supervise and assist individuals and small groups of pupils under the management of the teacher.
- c Develop pupils' social skills.
- d Assist teachers in the furtherance of agreed education plans and programmes and in the care and behaviour management of pupils.
- e Promote pupils' independence and self-help skills.
- f Explain instructions and motivate pupils to remain on task.
- g Undertake basic literacy and/or numeracy skills work with pupils on a 1:1 or small group basis as directed by the Line Manager.
- h Make and maintain appropriate resources under the direction of the Line Manager.
- i Participate in the running of break and lunchtime/after school clubs and activities to support pupils' learning.
- j Assist in the supervision of pupils around the academy and at break and lunchtimes as directed by the Line Manager.
- k Give guidance and assistance to pupils in their homework and course work as appropriate.

- l Monitor the progress of targeted pupils using the agreed record keeping systems.
- m Provide evidence for and assist in the setting of targets for IEPs.
- n Attend Planning Meetings and Annual Reviews for pupils for whom they act as Key worker.
- o Liaise with the Subject teacher and Form tutor, whenever possible, with regard to the provision of support and materials for target pupils.
- p Work with outside agencies as directed by the Line Manager
- q Attend departmental meetings.
- r Attend courses to further their professional development.
- s Maintain strict confidentiality at all times with regard to pupils.

4.5.5 **As part of their work with pupils on the register of concern, LSAs will:**

- a Take responsibility for designated pupils with SEND.
- b Ensure that pupils with SEND are included as fully as possible.
- c Involve the pupil as much as possible in decisions regarding the learning process, support and target setting.
- d Assess the learning needs of pupils and give advice or set targets for IEPs in accordance with the Code of Practice and all related documents.
- e Be responsible for the writing, monitoring and evaluation of Individual Education Plans or Academy Targets for pupils as directed by the Inclusion coordinator.
- f Be responsible for the planning, delivering, assessing and recording of support given to pupils in line with Department Record Keeping Procedures and to ensure that these are in good order.
- g Support the learning of pupils with SEND in a variety of ways to meet the needs of the pupil: e.g. 1:1 support in class/withdrawal, small group in class/withdrawal or team teaching with the subject teacher.
- h Prepare Annual Review Reports for pupils at School Action Plus or with Statements of SEND, in line with the Annual Review Procedures.
- i Assist in transition support from Primary to Secondary
- j Give advice on assessment in particular areas of the curriculum, and in relation to examinations.
- k Support the Inclusion Coordinator in writing reports and applications for Access Arrangements.
- l Liaise with External Agencies as directed by the Inclusion coordinator.
- m Provide advice and guidance on such specific/specialist SEND techniques as might be required.
- n Identify training needs and attend courses to develop professional expertise to meet the needs of pupils on caseload.

4.5.6 **As part of their work with Teachers, LSAs will:**

- a Liaise with subject teachers of pupils on their caseload to advise and support in the appropriate differentiation of work for pupils to ensure the inclusion of all pupils.
- b Work collaboratively with subject teachers in a variety of ways: 1:1 support, small group, team teaching and in modelling a variety of teaching styles appropriate to the needs of pupils with SEND.
- c Support subject teachers in making reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled.
- d Support subject teachers in making reasonable adjustments to ensure that pupils who are SEND are not put at a disadvantage in comparison to pupils who are not SEND.

4.5.7 The Role of the Class teacher:

- a To have a knowledge of individual pupil needs of pupils in their form / class on the Code of Practice.
- b To use identified strategies to meet pupil needs with regard to inclusion.
- c To monitor progress of all pupils in the form, in line with assessment procedures at ARK Byron Primary Academy.
- d To monitor progress towards the targets set in IEPs.
- e To undertake Target Setting and Reviews for pupils on the Code of Practice in the form group.
- f To contribute to reports.
- g To ensure that the pupils are aware of their own targets.
- h To liaise with the Inclusion Coordinator and Head of Year using appropriate forms regarding any issues or concerns.
- i To identify new needs that emerge.

4.5.8 The Role of the Subject/Phase leader:

- a To ensure that SEND is on the agenda of every departmental meeting.
- b To ensure that Inclusion forms part of the Departmental Policy.
- c To ensure appropriate teaching and learning strategies are in place to meet the needs of all pupils.
- d To ensure that differentiation forms part of the planning process for every teacher in the department.
- e To ensure that subject teachers liaise and inform subject leader of pupils causing concern.
- f Provide schemes of work and resources to the Pupil Support department for pupils to complete when relocated or internally excluded.
- g To collaborate with subject teachers in ensuring that a differentiated curriculum is implemented to meet the pupil's needs.

- h To ensure that a record of intervention strategies forms part of the planning process in order that lessons provide all pupils the opportunity to succeed, in line with the Disability Rights Code of Practice for Schools (2002).
- i To monitor the pupil's progress under the specified time-scale with the subject teacher and to liaise with the Inclusion Coordinator.
- j To collaborate with the Inclusion Coordinator in reviewing pupil progress and in the decision to take further action.
- k In collaboration with the Inclusion Coordinator to meet with the parent or carer to inform them of the steps being taken to meet the pupil's learning needs.
- l To ensure that teachers in the Department bring to the attention of the Inclusion Coordinator names for any pupil already on the Code of Practice who is causing concern.

4.5.9 The Role of the Class Teacher:

- a To identify the needs of pupils with SEND.
- b To liaise with the Subject leader to discuss strategies to support the pupil causing concern.
- c Provide work to the Pupil Support department for pupils to complete when relocated or internally excluded.
- d To take account of pupils' and parents'/carers' views.
- e To plan individually or with another adult for the differentiation of activities and tasks to ensure that the curriculum is accessible to all pupils in line with the Disability Rights Code (2002).
- f Effective classroom management including the management of Learning Support Assistants.
- g Providing access/copies of lesson planning, including learning outcomes for LSAs
- h To work collaboratively with LSAs.
- i To provide evidence of pupil progress through assessment and record keeping.
- j To suggest individual targets for IEPs.
- k To provide opportunities for pupils to work towards the targets set for them in the IEP, within the context of the subject where appropriate.
- l To monitor and evaluate pupil progress and to provide feedback to the Inclusion Coordinator.
- m To inform the Inclusion Coordinator about any pupil already on the Code of Practice who is causing concern.

4.6 Identification, Assessment and Review

A procedure for the identification, assessment and review of pupils, follows the guidance in the revised Code of Practice, and forms the basis of the academy's Graduated Response to pupil needs.

4.6.1 The Initial Concern

- a Concerns about a pupil may be raised by parents, carers, any member of staff or professional involved with the pupil, or occasionally, by the pupil.
- b The relevant **Initial Concern Referral Forms** should be completed and passed to the Inclusion Coordinator.
- c The parent must be informed and consulted by the Inclusion Coordinator about any concerns raised and should be invited to contribute to discussions regarding differentiated strategies to support their child and must be notified of the Review date.
- d A copy is filed in the Inclusion Coordinator's Office and the name of the pupil and review date is logged.
- e The Inclusion Coordinator in consultation with the Headteacher sets a Review Date, and parents/carers and pupils are invited to attend along with any relevant staff or professionals.
- f Prior to the Review Meeting the academy will audit the pupil's academic progress, personal development and, in particular, any issues that may be affecting the pupil's progress in school, by asking colleagues to complete a round robin. The following information will be collated:
 - i. Current levels, grades and test scores as appropriate.
 - ii. Indication of progress.
 - iii. An outline of differentiated strategies used to support the pupil in accessing the curriculum and an evaluation of their success.
 - iv. Comments on the behaviour or any other appropriate aspect of the pupil's performance.
 - v. An indication of the pupils' level of competency in named specific skills.
 - vi. Feedback from the pupil.
- g Opinions of all will be valued and carefully considered.
- h At the review a decision will be taken as to whether any further action is required, possible outcomes include:
 - i. That no further action is necessary.
 - ii. Continue to monitor the pupil for an agreed period of time with a view to all parties agreeing to conduct a further review of the pupil's progress.
 - iii. Place the pupil at School Action or School Action Plus if external agencies are involved.
 - iv. For those pupils recorded as School Action Plus, an IEP will be drawn up by the Inclusion Coordinator.

4.6.2 Triggers for School Action

There are many reasons why the decision that a Graduated Response to the pupil is now required. With the agreement of parents/carers, a pupil will be placed at School Action if at least one of the following applies:

- a Despite differentiated and personalised learning opportunities there is little or no progress in developing English or mathematics skills.
- b There are continuing on-going communication/interaction difficulties, which impede progress, despite the implementation of a differentiated curriculum and support
- c There are continuing on-going persistent emotional and/or behavioural issues, which are not ameliorated by management techniques and the differentiated strategies employed.
- d The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and support.

4.6.3 School Action (A)

School Action is the provision that will be made by the Academy to meet the pupil's needs. This provision will reflect the wide variety of needs of pupils placed at School Action. In order to monitor provision and pupil progress the following will now take place:

- a An SEND File will be set up to include all SEND documentation pertaining to the pupil.
- b The pupil will have access to academy based provision, as appropriate to their needs. For example, HW club or lunch time club in the Pupil Support Department.
- c Staff will be notified through SEND Bulletin that the pupil has been added to the Code of Practice Register.
- d Teachers will be expected to identify intervention strategies for their individual lesson planning which is monitored through observation.
- e LSAs where possible, are deployed to support SA pupils.
- f LSAs will be written into subject teacher's interventions.
- g Parents/carers will be kept informed of all interventions and support.

4.6.4 Triggers for School Action Plus

Concerns may be raised about pupils who fail to make adequate progress in spite of the provision at School Action. Where it is felt appropriate the school or Parent/Carer may wish to make a referral to an outside agency. Concerns will be raised at the review or at a meeting called for this purpose. All pupils will have their IEPs reviewed at least twice a year, in line with the assessment points at the end of each term.

Referrals to external agencies, made with parental agreement, will be made if at least one of the following applies:

- a There is still little or no progress in the development of English or mathematics skills, despite access to school-based provision.
- b National Curriculum levels are substantially lower than that expected despite access to school-based provision.
- c There are continuing, on-going communication issues, despite access to school-based provision.
- d There are continuing ongoing behavioural issues that have not been ameliorated at School Action, despite access to school-based intervention.
- e The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and despite access to school-based provision.

4.6.5 School Action Plus (P)

A pupil is placed at School Action Plus when the Academy's graduated response is supported and enhanced by the advice and/or provision of specialists from an external agency. e.g. an Educational Psychologist, Speech and Language Therapist. The protocol states that:

- a An SEND File will be set up, if not already in place, to include all SEND documentation pertaining to the pupil. If already in place, the re-categorisation of the Pupil as SA+ will be recorded on their file.
- b Parents will be consulted regularly and invited to bi-Annual Reviews.
- c Teachers will be consulted regularly regarding pupil interventions and progress.
- d An Individual Education Plan will be drawn up using targets identified by some or all of the following: the pupil, teachers or specialists.
- e The pupil will have access to school based provision, as appropriate to their needs.
- f The pupil will have access to external provision/advice, as appropriate to their needs (this may be in the Academy or out of Academy support.).
- g Staff will be notified through SEND Bulletin that the pupil has been moved to School Action Plus on the SEND Register.
- h IEP is made available to all staff involved with pupil.
- i Teachers will be expected to identify intervention strategies for their individual lesson planning which is monitored through observation.
- j LSAs where possible, are deployed to support SA+ pupils.
- k LSAs will be written into teacher's interventions.

4.6.6 Triggers for Statutory Assessment

In some circumstances, it may be deemed necessary to seek a Statutory Assessment. ARK Byron Primary Academy follows guidelines given in the revised Code of Practice. The criteria for seeking Statutory Assessment are laid down by the LA responsible for the pupil. The importance of close liaison with parents/carers is recognised during the Statutory Assessment process. The Inclusion

Coordinator, in liaison with all involved with the pupil submits a request for Statutory Assessment.

4.6.7 Statutory Assessment

When a pupil is issued with a Statement of Special Educational Needs the Academy has a legal duty, with the support of the Academies division and in liaison with the LA, to make reasonable adjustments in order to meet the provision outlined in the Statement.

Following the formal presentation of a Statement of Special Educational Needs, the Inclusion Coordinator will:

- a Undertake to co-ordinate provision for the pupil based on specification written in the Statement.
- b Hold an initial planning meeting with the Parent(s)/Carers and all involved professionals and within 6 weeks of the Final Statement issue date.
- c Allocate the pupil to a Learning Support Assistant, if appropriate, and ensure that all support, as specified in the Statement of SEND, is put in place for the pupil.
- d Ensure that a pupil profile is written and available for all staff.
- e Oversee the formulation of an IEP.
- f Ensure that the IEP is delivered and monitored.
- g Liaise with and ensure access to external agencies as appropriate.
- h Co-ordinate the Annual Review, inviting parents/carers and all professionals involved in the pupil's education.
- i Ensure that we have received the necessary funding from the LSA

4.7 Review Procedures

The review process is viewed as an ongoing process and occurs at all levels of day to day academy operation and management. The review of pupils on the Code of Practice is carried out in line with guidelines in the Revised Code of Practice 2001.

4.7.1 School Action Plus Reviews

- a For all pupils at School Action Plus a Planning Meeting will be held during the pupil's first few weeks in the Academy.
- b Annual Reviews for pupils at School Action Plus will sometimes coincide with the Annual Parents' Evening. For some pupils reviews may also be timed to anticipate key events in the pupils' school career.
- c The parents/carers are invited to meet with the Inclusion Coordinator or designated member of the Pupil Support Team.

- d Pupil progress is discussed in the light of the Annual Report to Parents, assessments and tracking data used in the Academy.
- e Reports are written by specialist teachers and requested, if appropriate, from external agencies currently involved with the child.
- f Parent/carer and pupil opinions are invited and considered carefully.
- g Pupil progress is discussed in the context of recent reports and academy tracking and assessment data.
- h Progress towards the targets set for the pupils on the IEP are evaluated and, if appropriate, new targets set.
- i One of the following outcomes to the Review will be agreed with the parent/carer and the pupil:
 - i. The pupil continues to be supported at School Action Plus.
 - ii. The provision for the pupil is revised to meet current needs.
 - iii. Parents/carers and academy agree to a referral to an additional External Agency.
 - iv. The pupil moves to School Action having been discharged from all external agencies.
 - v. Support for the pupil is no longer necessary and the pupil moves to being monitored at School Action for an agreed period of time.

4.7.2 Annual Statement Review

- a For all pupils with Statements a Planning Meeting will be held during the pupil's first few weeks in the Academy.
- b The Annual Review is held near the anniversary of the issue date of the Statement.
- c The Inclusion Coordinator consults LA SENCOS and advises LSAs of Annual Review dates.
- d The Inclusion Coordinator invites parents/carers and all external agencies to attend Annual Review and requests appropriate reports from external agencies involved with the pupil.
- e Parents/carers and professionals involved are provided with the relevant pro-forma - Professional's View and Parental Advice.
- f For all reviews where amendments to the statement are likely or where specific issues need to be addressed a representative from the SEND Assessment Team and or Educational Psychologist will also be invited.
- g The Inclusion Coordinator/LSA circulates pupil report requests to all members of teaching staff.
- h LSA ensures that the Pupil View form is completed.
- i Six weeks prior to Annual Review the Inclusion Coordinator collates all written advice from teaching staff into the Annual Review School report using the Teaching/ Support Staff Views report form.
- j Four weeks prior to Annual Review the Inclusion Coordinator submits a report.
- k Two weeks prior to Annual Review the Inclusion Coordinator sends all reports to parents/carers and all invited parties.
- l One week prior to the Annual Review the Inclusion Coordinator confirms meeting with parents/carers.

4.7.3 The Annual Review

- a The Annual Statement Review Meeting takes place and is chaired by the Inclusion Coordinator. The relevant LSA will attend the meeting. A representative of the LA will also be invited.
- b At the meeting reports and pupil progress are considered. Long-term targets are set for the forthcoming year.
- c A new IEP is drawn up by the Inclusion Coordinator with input from the parent and pupil.

4.7.4 Post-Review

- a The Inclusion Coordinator completes the Annual Review Report and submits this together with all reports to the LA within seven days of the Annual Review.
- b A copy of the Annual Review Report and new IEP is given to the parent/carer and to all those invited. The parent/carer is required to sign this document.
- c The LA informs the Inclusion Coordinator and parents/carers of the outcome.
- d All review papers are filed in the pupil's confidential file in the Pupil Support Office. One of the following outcomes to the Review will be agreed with the parent/carer, pupil and the LA:
 - i. Maintain the Statement.
 - ii. The provision for the pupil is revised to meet current needs, the LA is advised of this in the Review Outcome Report.
 - iii. Parents/carers and the Academy agree to a referral to an External Agency.
 - iv. The Statement is discontinued (Ceased) and the pupil moves to an appropriate level of provision, as agreed with all involved.

4.8 Individual Education Plans (IEP)

4.8.1 Academy Target setting

At ARK Byron Primary Academy all pupils participate in a Target Setting process. However, pupils who are recorded as School Action (SA) and School Action Plus (SA+) (meaning they benefit from the intervention of an outside agency) and statemented children have an IEP. It is recognised in the Academy that targets, whether they be IEPs, or targets written as part of the whole-school target setting, are only effective when:

- a Pupils know their targets.
- b Pupils are frequently reminded of them.
- c The targets are regularly monitored and pupils given feedback on their progress.
- d Pupils are given recognition when the targets are achieved.

4.8.2 The Individual Education Plan:

- a Will be in place for all pupils with Statements of Special Educational Needs and for pupils with complex needs at School Action Plus and pupils at School Action.
- b Will be written by the Inclusion Co-ordinator and teacher or relevant LSA, in collaboration with contributions from the parent/carer and pupil.
- c Will be written in such a way as to make the targets accessible and meaningful to the pupil.
- d Will be available on the Academy network to all staff involved with the pupil.
- e Will outline information in the IEP, including:
 - i. Three or four short term targets set for the child.
 - ii. The teaching strategies to be used.
 - iii. The provision to be put in place e.g. ICT literacy programmes such as Lexia or lunch time social club.
 - iv. Short profile summary of the pupil including areas to be developed.
 - v. When the plan is to be reviewed.
 - vi. The outcome of the action taken.
 - vii. Parental contribution.

4.8.3 Teachers will be asked for their feedback against the targets set on the IEP twice yearly. Parents/carers will then be invited back in to the academy and a new IEP will be drawn up, following its review.

4.8.4 SA will mean School Action only. School Action will be met by quality teaching, including detailed interventions in lesson plans, as well as IEPs. These will be reviewed at least once a year and where possible, after each end of term assessment. Those pupils on SA will be monitored by class teachers, as well as a named LSA and the Inclusion co-ordinator. Their needs will be assessed by pupil interviews and identified needs will be met by in class support from LSAs and co-teachers, invitation to Pupil Support Lunch club or Pupil Support homework club and school based interventions as and when required.

4.9 Record Keeping and Monitoring

4.9.1 At ARK Byron Primary Academy we recognise the need to keep records updated. The regular assessment and monitoring of pupil progress is essential to ensure that pupil needs are met and to ensure that all relevant information is accessible to all individuals and agencies involved, through the Inclusion Coordinator. ICT will be used, whenever appropriate, and will play a vital role in the development of effective assessment and monitoring systems and in the management of information. The use of ePortal/ CMIS will reduce bureaucracy and contribute to the improved dissemination of pupil information within the Academy.

- 4.9.2 To ensure appropriate provision is made and to maintain pupil confidentiality, the following broad principles are adhered to:
- a Confidential files on all pupils on the Code of Practice are kept in secure filing cabinets in the Pupil Support Office.
 - b Learning Support Assistants have access to these records.
 - c SEND files/details of pupils who transfer to ARK Byron Primary Academy on the Code of Practice, are read by the Head and Inclusion Coordinator. A note is placed in the main file indicating the location of SEND Records.
 - d All documentation related to Child Protection issues are read by the CP Officer. Pupils removed from the main pupil file and transferred to a secure filing cabinet in the office of the teacher responsible for Child Protection.
 - e SEND Records of pupils causing concern are transferred and a note placed in the main file to indicate this.
 - f All SEND Records of pupils removed from the Concern or SEND Register are returned to the main file with an appended record of the date and reason for removal from the register attached.

4.9.3 The Code of Practice Register

- a The Code of Practice SEND Register is maintained by the Inclusion Coordinator and is available to all teaching staff and TAs.
- b The SEND Register is a working document and is kept constantly under review.
- c A register of pupils causing concern is also kept and regularly updated.
- d The Register will remain strictly confidential.

4.9.4 Confidential Records

Confidential Pupil Records are stored in the Office and contain all records pertaining to the pupil, with the exception of Child Protection records.

The Pupil confidential File contains:

- a A copy of the Statement of Special Educational Needs - for pupils with Statements.
- b Records of reviews including Outcome of Annual Reviews for pupils with Statements of SEND.
- c All information/records pertaining to the needs of a pupil e.g. individual assessments, reports from external agencies, letters etc.
- d All records of support will be filed at the end of each academic year.
- e Pupil Profiles - for pupils with Statements are stored on the network-hard copies will be placed in the pupil file when the pupil leaves.
- f IEPs are stored on the network - hard copies will be placed in the pupil file when the pupil leaves.

4.9.5 Support Records

Pupil Support Records are located in filing cabinets in the Pupil Support Department. These files contain the day-to-day pupil records including:

- a A copy of the current IEP.
- b Current record of support in class including progress made towards targets on IEP.
- c Progress data.

4.10 Admissions and complaints procedures

4.10.1 Admissions

All pupils residing in the LA, who have a statement of Special Educational Needs, have priority, when applying for a place at ARK Byron Primary Academy. ARK Byron Primary Academy has an Access Plan (See Appendix 7) and a Disability Statement.

The admission procedure for students with a Statement of Special Educational Needs includes the following:

- a In respect of admissions we aim to facilitate special arrangements to ensure that disabled or students with SEND who are prospective students are not treated less favourably than any other student for a reason related to their disability.
- b Special arrangements for the admission of students with a Statement of Special Educational Need involve the following:
 - i Visit to ARK Byron Primary Academy by the student and parents/carers.
 - ii Liaise with the Local Authority, regarding the placement.
 - iii Attend Annual Review in previous setting where possible.
 - iv Liaise with parents/carers, the student, and the LA about what provisions will be needed at ARK Byron Primary Academy to ease the transition.
 - v Student Induction.
 - vi Once the offer has been made, parents/carers will be met as part of the interviews and a further meeting will be made with the Headteacher/Inclusion Coordinator.
 - vii Additional arrangements can be made where necessary.

4.10.2 Complaints

Arrangements for considering complaints about SEND provision:

- a A parent/carer who is not satisfied with the SEND provision for his/her child should express concern to the Inclusion Coordinator or relevant member of the SLT.
- b If this does not resolve the difficulty then the parent/carer may request to meet with the Headteacher.

- c If the parent/carer is still not happy then the matter can be referred to the SEND Governor.

4.11 Safeguarding

We recognise that pupils with SEND and disabilities are significantly more at risk of abuse than other pupils; they are three times more likely to suffer abuse than children without disabilities. Therefore, all staff at ARK Byron Primary Academy, including the Learning Support Assistants will be trained to recognise the signs and indicators of Child Abuse. The Headteacher is the designated person. Particular care is made to monitor the wellbeing of pupils with SEND and disabilities.

4.12 Review of Policy and Procedures

"Policies are like the Forth Bridge, always need to be 'painted again'. They must not just be filed, but remain active in practice."

(Cowne, 2000, p.13)

The ARK Byron Primary Academy Inclusion Policy will be reviewed annually by the Inclusion Coordinator and Primary Head.

5 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

6 APPENDIX I – GLOSSARY OF EAL TERMS

EAL stands for English as an Additional Language and recognises the fact that many children learning English in schools in this country already use one or more other languages and are adding English to that repertoire.

Bilingual is used to refer to those children who have access to and use more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

Advanced learner of EAL is a term used to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational success.

Minority ethnic group is used for all those groups other than the White British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups. Most children learning EAL are from minority ethnic groups.

Beginner – those children who have just started to learn English as a second language at school. These include pupils new to the UK and children born here, who have been exposed mainly to the home language prior to starting school.

Recent arrival – those pupils who have recently arrived in the UK. They include pupils who may have experienced schooling in another country and those whose attendance at school has not been consistent.

CSA – Children's Services Authority.

7 APPENDIX 2 – PUPIL PROFILE

EAL PUPIL PROFILE

First Name: **Surname:**

Ethnicity: **Religion:**

Home Language (s): **Male/Female**

Refugee/Asylum Seeker/Traveller/Emigration:

.....
.....

Living With:

.....

Date of Arrival in UK:.....

Age started to learn English:.....

Date started school in UK:.....

Length of Schooling in UK:.....

Previous Schooling Abroad:

.....

Previous Schooling in UK:

.....

Literacy in Home Language:

.....

Extended Period of Missed School

.....

Siblings at School:

.....

SEN:

.....

Additional Information:

.....

.....

8 APPENDIX 3 – ARK BYRON PRIMARY ACADEMY BUDDY SYSTEM

All pupils new to the school will benefit from the allocation of buddies.

Buddies can help in a variety of ways, including:

- a Showing the new pupil around the school.
- b Helping with timetable information.
- c Introducing the new pupil to school staff.
- d Introducing other pupils who speak the pupil's first language.
- e Pointing out where things are kept in the classroom.
- f Helping to explain work set.
- g Helping with learning English.
- h Accompanying the new pupil at play/break time.
- i Being a potential friend or gateway to friendship.
- j Supporting a review of how a pupil is settling in.

Buddies will receive certificates so the school community (staff, children and parents) knows about the buddy scheme and accords it the status it deserves.

Buddy teams badges will be used so staff and children know where to go if the new pupil is isolated or there is an issue that needs addressing.

The class teacher will meet regularly with the buddy team to ensure that they are able to meet their duties.

9 APPENDIX 4 - FIRST DAY/BEING A NEWCOMER BOOKS

EY & KS1

Yo! Yes? by Chris Raschka

Orchard Paperbacks

ISBN 0531071081

KS1

The Colour of Home by Mary Hoffman

Frances Lincoln

ISBN 0711219915

KS1

The Name Jar by Yangsook Choi

Dell Dragonfly Books

ISBN 0440417996

KS2

Christophe's Story by Nicki Cornwell

Frances Lincoln

ISBN 1845075218

Coming to England by Floella Benjamin

Puffin

ISBN 0140380817

KS2 & KS3

The Other Side of Truth by Beverley Naidoo

Puffin

ISBN 0141304766

Refugee Boy by Benjamin Zephaniah

Bloomsbury paperback

ISBN 0747550867

www.teachit.co.uk for activities

10 APPENDIX 5 - PRISCILLA CLARK'S STAGES OF BILINGUAL LEARNING

<p>Stage i</p> <p>(Home Language)</p>	<p>Description: When children enter an environment where the language they use to communicate at home is not understood, they may continue to use their home language in the expectation that they will be understood. Depending on the messages the children receive about the use of languages other than English in the setting, this stage is likely to be relatively brief.</p> <hr/> <p>Strategies/Targets</p> <ul style="list-style-type: none"> • Practitioners need to model the use of English by providing a running commentary and by talking through everyone's actions and ideas. • Practitioners need to build on all children's responses. They should interpret the very minimal non-verbal actions or gestures as proper turns in conversations, as with responses in their home language, and use these to provide an English translation. • Planning for the consistent inclusion of bilingual children in small group activities which enable interaction with peers in activities which promote communication is important
<p>Stage ii</p> <p>(Silent or Non-verbal Period)</p>	<p>Description: Many children when they enter an unfamiliar early years setting go through a period which has been observed by a number of researchers as the 'silent' or 'mute' period. Some researchers refer to this as the 'non-verbal period' to emphasise that children may continue to interact non-verbally. During the Silent or Non-verbal period, children need time to acclimatise to the new context and to begin to tune in to the sounds of English in the setting and to begin to know what is expected. During this time children may begin to 'rehearse' the language silently to themselves and in time begin to practise the utterances in 'private speech' until they have the confidence to try out the language for communicative purposes or 'go public'. They require reassurance and encouragement at this time so that they feel they are accepted members of the group.</p> <hr/> <p>Strategies/Targets</p> <ul style="list-style-type: none"> • Continued talking even when children do not respond. • Persistent inclusion in small groups with other children; • Use of varied questions; • Inclusion of other children as the focus in the conversation; • Use of the first language; • Acceptance of non-verbal responses; • Praising of minimal effort; • Expectations to respond with repeated words and/or counting; • Structuring of programme to encourage child to child interaction;

	<ul style="list-style-type: none"> Provide activities which reinforce language practice through role play. (Clarke, 1992 p.17-18)
Stage iii (Repetition and Language Play)	<p>Description: Children begin to use single words or formulaic phrases and repetition during the early stages of learning English. They use formulae and chunks of language as readymade phrases in routine situations. This enables the learners to interact with others. These chunks of language may include memorised sequences in singing rhymes and stories, routine language used at specific times in the setting, for example 'happy birthday', answering the register, asking to go to the toilet.</p>
	<p>Strategies/Targets</p> <ul style="list-style-type: none"> Practitioners should provide opportunities for joining in choral responses, responding in turn-taking discussions which repeat patterns of language, and listening to the interactions of other children with the teacher.
Stage iv (More complex English or productive language use)	<p>Description: Children begin to develop productive use of the additional language which means they can build on and extend the use of single words and chunks of English to produce more complex language. They may combine some of the chunks they have acquired and begin to produce longer and more complex sentences which approximate more closely to the intended meaning.</p>
	<ul style="list-style-type: none"> Planning for the consistent inclusion of bilingual children in small group activities which enable interaction with model peers in activities which promote communication is important.

II APPENDIX 6 - DISABILITY EQUALITY SCHEME

Disability Equality Scheme 2011-14 ARK Byron Primary Academy

Mission Statement

At ARK Byron Primary Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At ARK Byron Primary Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?

- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?

- Are disabled pupils encouraged to participate in academy life? How is this shown through representation in academy events such as class assemblies and the academy council?

- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?

- Is disability portrayed positively in academy books, displays and discussions such as circle time and class assemblies?
- Does the academy take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the academy environment as accessible as possible to pupils, staff and visitors to the academy? Are open evenings and other events which parents or carers attend held in an accessible part of the academy?
- Is information available to parents/carers, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- a People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- b Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, which need to have due regard for the following, when carrying out their functions:

- c Promoting equality of opportunity between disabled people and other people.
- d Eliminating discrimination that is unlawful under the DDA.
- e Eliminating harassment of disabled people that is related to their disability.
- f Promoting positive attitudes towards disabled people.
- g Encouraging participation in public life by disabled people.
- h Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- i Achievement of pupils by disability.
- j Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.).

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents/carers to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, BLANK Academy has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met.

Action plan: 2011 to 2014

Objective	Present position	Action Required (including necessary resources)	Success Criteria	Timescale	Persons responsible
Improving information gathering mechanisms	<p>All parents/carers interviewed. Questionnaires include questions about SEND, disability and medical issues, as well as necessary interventions.</p> <p>This information is used to create a register of concern and plan for interventions and resourcing. However, insufficient information was gathered, particularly around prior interventions.</p>	<p>Amend the following forms:</p> <ul style="list-style-type: none"> • Medical questionnaire (to include details of immunisation, allergies and medical problems). • Induction questionnaire (to include details of school led and external agency interventions). • Parental interview questionnaire (to include details of prior exclusions). 	<p>Details of all disabilities, SENDs and interventions are collected. These are used to identify those pupils who will need 'reasonable adjustments' made to the curriculum and environment in order to promote full access.</p>		
Facilitating the involvement of disabled pupils and pupils with learning difficulties	<p>There is no routine auditing of levels of participation for pupils on the register of concern. However, SA pupils complete a questionnaire and SA+ pupils have two review meetings where their opinions are heard.</p>	<p>Annual audit for relevant pupils about the following:</p> <ul style="list-style-type: none"> • Positions of responsibility held. • Satisfaction /enjoyment levels in different school activities. • Levels of behaviour and anxiety. • Areas of the curriculum 	<p>High levels of participation and enjoyment in all areas of school life</p>		

		<p>which present particular challenges for them or to which they have restricted access.</p> <ul style="list-style-type: none"> • Areas of the school where they have no or impeded access. • Aspirations/ambitions for the future. • Success of transition out of school. • Access to school trips. • Involvement in enrichment activities. <p>This will inform action planning where further interventions are required.</p> <p>All care plans shared with staff and taken account of when writing risk assessments.</p>			
<p>Increasing access to, and progress within:</p> <ul style="list-style-type: none"> • The curriculum 	<p>We currently review progress of all pupils in all subjects three times a year. This is done six times a year in the core subjects. There is a focus on all action, school action and statemented</p>	<p>Progress and sanctions review as done previously. LSAs to take responsibility for a case load of pupils at SA and LS to take responsibility for review of SA+ pupils and pupils who are</p>	<p>Pupils making three sublevels of progress across an academic year</p>	<p>On - going</p>	

	<p>pupils. Sanctions data is also reviewed on a half-term basis. This is all used to plan further interventions within school and by external agencies. All staff are required to write detailed interventions for each pupil on the register as part of their lesson planning. The impact of these will be evaluated as part of lesson observations.</p>	<p>stated. Reading age scores will continue to be assessed twice a year and this will be used to inform their reading group placements and activities. The Pupil support department will continue to consult staff about progress and advise staff about appropriate interventions and strategies.</p>			
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Review Date:

Senior Member of Staff Responsible:

Designated Member of Staff:

Governor Responsible:

12 APPENDIX 7 - ACADEMY ACCESSIBILITY PLAN

Accessibility arrangements to assist the inclusion of pupils with SEND and disabilities

12.1 The following measures are in place to ensure the physical accessibility to students with SEND and Disabilities:

- a One-way system in corridors.
- b Handrails along stairs/steps.
- c Seating plans are organised according to the needs of individual pupils.
- d Disabled car park spaces for transporting visually impaired and physically disabled students.
- e Refuge areas to all staircase landings for emergency access and audio connection to main reception.
- f Inter-active hearing loop installed.
- g Disabled toilets with emergency alarm loop to main reception to summon assistance if required.
- h Medical Room has additional wheelchair access to assist visitors.
- i Lifts to facilitate wheelchair access to all floors, with DDA compliant wide doors, audible landing announcement and tactile operator keys.
- j Ramp into reception to enable wheelchair access to main building.

12.2 The following measures are in place to improve curriculum access for students with SEND and Disabilities:

- a Differentiated content and range of Teaching & Learning approaches to ensure access.
- b Special arrangements made for disabled students to participate in school trips.
- c Facility to enlarge worksheets or change font format.
- d Pupil Support Department runs homework clubs before school, break, lunch-time and after school.
- e Therapy programmes are provided for some pupils who are suffering from emotional and behavioural difficulties (these may be provided by an external team of therapists who work on site).
- f LSAs are assigned to particular groups and individuals to support their learning.
- g Consideration of students specific needs during placement in teaching groups.

12.3 The following equipment may be purchased to assist students to access the curriculum:

- a Individual laptops.
- b Touch screen computers.
- c Colour photocopier to photocopy resources for partially sighted students.

- d Mobile height adjustable desks are strategically placed throughout the building.
- e Use of radio micro links for student with hearing impairment.
- f Literacy software for pupils with a low reading age upon entry.

12.4 Staff and training arrangements to aid inclusion of students with SEND and Disabilities:

- a SENCO training for Inclusion Coordinator.
- b LSA training.
- c Special arrangements/adjustments made to enable disabled/ SEND students to be included in school trips. E.g. additional staff.
- d Liaison with outside agencies:
 - i. Speech and Language Therapist.
 - ii. LA's pre-exclusion officer.
 - iii. SEND advisory teacher.
 - iv. Educational Psychologist.
 - v. School Nurse.
 - vi. CAMHS.