



## Rationale

"Inclusion is about all learners and about taking action to remove barriers to participation and learning."

Edith Cavell Primary School is a fully inclusive school where children experience an extensive curriculum and where vulnerable pupils are taught alongside their peers.

Through appropriate and inclusive provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and stimulating learning experiences to access the curriculum and basic skills.

At Edith Cavell, all staff shares the responsibility for identifying and assessing the needs of all pupils to ensure they reach their full potential, by making adequate and appropriate personalised provision for children that allows them to access and participate in the life of the whole school.

The Head teacher, Senior Leadership Team, Inclusion Leader, SEND Support Staff and Governors ensure that teaching and non-teaching staff are fully supported and given the appropriate and relevant training in order to successfully achieve this.

This inclusion policy is an amalgamation of three targeted areas:-

- Children with Special Educational Needs and Disability (SEND)
- Children for whom English is an Additional Language (EAL)
- Most Able and Talented Pupils (MAT)

This policy and all SEND information can be found on the school's website:-

<https://www.edithcavellprimary.co.uk>

Here published school SEND information about the implementation of the governing policy for pupils with SEND can be found. The information published is updated annually and any changes to the information that occurs during the year are updated as soon as possible, as set out in the Special Educational Needs and Disability Regulations (2014).

This information is also made available to parents in the form of a reader-friendly leaflet that is made available at the School Entrance and details:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEND and assessing their needs
- arrangements for consulting parents of children with SEND and involving them in their child's education, arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes



- To ensure that appropriate procedures are in place for the recognition, identification, and assessment of a pupil's learning needs and interests.
- To ensure that adequate records follow the pupil through the school and these records are clear, factual, relevant, and up to date.
- To involve parents and pupils at an early stage in their child's education and be aware of any provision made for SEND.
- To ensure all staff involved with the pupil are aware of his/her difficulties and of the collective strategies devised to address them.
- To make the expectations of all multi-agency partners in the process clear.
- To identify the roles and responsibilities of staff in providing for children's SEND and any additional needs.
- To involve the pupils in making decisions about their future learning and provision.

## **Key Definitions**

### **SEND**

A child or young person has SEND if they have a learning difficulty or disability which calls for additional special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

### **Disabled children and young people**

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

### **SEND**

Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

### **Definitions of SEND Staff Roles**

If children and young people with SEND are to achieve their ambitions and the best possible educational and other outcomes, including getting a job and living as independently as

possible, local education, health and social care services should work together to ensure they get the right targeted support.

At Edith Cavell we recognise that SEND is a **whole school concern** and so we all have a combined responsibility to adhere to the statutory duties towards children and young people with SEND in light of the guidance set out in the Code of Practice (2014).

### The role of the whole school

**The responsibility of the whole school is to:-**

- use its best endeavours to make sure that a child with SEND gets the support they need - this means doing everything they can to meet children and young people's SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision
- inform parents when they are making special educational provisions for their child
- prepare a written SEND information report
- ensure that the quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff
- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for SEND pupils and track their progress towards these goals
- keep under review the additional or different provision that is made for SEND pupils
- promote and champion positive outcomes for all children

### The role of the Inclusion Leader

The Inclusion Leader is Lorna Stanton who manages the co-ordination, strategic development and implementation of this policy. Mrs Stanton, Assistant Head teacher and SENDCO, works closely with the Senior Leadership Team, Mrs Dennis (SENDCO Assistant/ Safeguarding Team), Mrs Cavill (Learning Mentor), and all teaching and support staff to successfully: -

- co-ordinate the provision for and develop and implement the responses to children's special needs
- support and advise colleagues and parents/carers
- contribute to and manage the records of all children with special educational needs
- monitor the school-based 'assess - plan - do and review' graduated response and analyse subsequent data that is generated as part of this process
- complete the documentation required by outside agencies and the Bedford Borough Council;
- act as the link with parents so that they are actively involved in their child's education;

- create and maintain personalised resources and a range of teaching materials to enable appropriate provisions to be made
- collaborate jointly with external agencies and other support agencies such as SEND Specialist Advisory Teachers
- attend professional study groups (PSGs) and keep up to date with SEND related research guidance
- monitor and evaluate the special educational needs provision and report to the governing body
- manage and delegate a range of resources and interventions (human and material), linked to children with SEND.

### **The role of the SENDCO Assistant**

The responsibility of the SENDCO Assistant is to successfully:

- assist the Inclusion Leader in leading the provision for SEND within school
- manage appropriate resources for SEND and Learning Support and ensure that they are used efficiently, effectively, and safely
- develop personalised curriculum resources to ensure that pupils identified with SEND have the required levels of support
- support the Inclusion Leader in managing the implementation of an inclusive curriculum
- to work with the Learning Mentor to develop and implement policies, plans, targets, and practices
- support and sustain effective SEND teaching, evaluating the quality of pupils' achievement, and setting targets for improvement
- provide all those with involvement in Special Needs and Learning Support the support, challenge, information, and development necessary to sustain motivation and secure improvement in teaching
- to lead and support SEND classes and small groups as allocated.

### **The role of the Class Teacher**

The responsibility of the Class Teacher is to successfully

- remember that every teacher is a teacher of SEND
- have high aspirations and expectations of children with SEND
- provide high-quality teaching that is differentiated and personalised that will meet the individual needs of the children in their care
- target appropriate support for children who need help with the four areas of SEND: communication and interaction; cognition and learning; social, emotional, and mental health; and sensory and/or physical needs
- plan for children's full participation in learning, and in physical and practical activities
- help children to manage their behaviour and to take part in learning effectively and safely
- help individuals manage their emotions, particularly trauma or stress, and to take part in learning.

### **The role of the Teaching Assistant**

The responsibility of the Teaching Assistant is to successfully:

- develop a knowledge of a range of learning support needs and develop an understanding of the specific needs of the pupils to be supported
- supervise and provide particular support for pupils, ensuring their safety and access to learning activities
- take into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example: clarifying and explaining instructions; ensuring the child is able to use equipment and materials provided; assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation; meeting physical needs as required whilst encouraging independence; assisting with the development and implementation of provision maps and EHCPs; developing appropriate resources to support the children
- Lead interventions where applicable in 1:1 and small group situations as directed by the Class Teacher or Inclusion Leader

### **The role of the Learning Mentor**

The responsibility of the Learning Mentor is to successfully:

- address the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential
- work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages e.g. punctuality, absence, emotional stress, challenging behaviour, and abuse.
- liaise regularly with staff to identify learners who would benefit from mentoring
- help support and encourage learners who are underperforming due to their disadvantages
- implement strategies in supporting learners to boost their self-esteem and conduct confidence-building activities;
- listen to and help learners resolve a range of issues that are creating barriers to learning
- draw up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress carefully
- monitor attendance and punctuality of learners
- advise parents on behaviour strategies and parenting skills; networking with other learning mentors and teachers and relevant external agencies
- liaise with relevant professionals and individuals when necessary, e.g. educational psychologists, the police, and social services
- organise drop-in 'offload' sessions for parents and carers, where they can talk about a particular issue
- maintain accurate records of evidence and tracking
- help with transition for learners moving to or from other schools.

### **The role of the SEND Governor**

The responsibility of the SEND Governor is to successfully:

- understand how the responsibilities for SEND provision are shared within the school

- meet the Inclusion Leader on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy
- observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life
- take opportunities to meet and talk with parents of SEND children
- keep informed about developments in the area of SEND, nationally, locally, and within the school
- be familiar with the SEND policy and involved in its review and development
- provide support and encouragement for staff with SEND responsibilities and champion their role within the school
- provide a channel of communication between the SENDCO and the governing body
- discuss the outcome of school visits with the Inclusion Leader and the head teacher
- report on a termly basis to the full governing body on the implementation of the school's SEND policy

### **The role of the Parent or Carer**

The responsibility of the parent or carer is to:

- give useful insights into how to improve services and outcomes for their child
- support the child using suggested strategies that are outlined on the provision map document
- liaise with the school regularly to feedback on key information
- attend Parent Information or teacher meetings on a termly basis
- provide their views on their child's learning and well-being
- work in partnership with the school and outside agencies where necessary.

### **The role of the Pupil**

- To have a voice
- To reflect on their learning and communicate what they enjoy about school, what they find difficult, what their strengths and interests are and what they would like to learn about.

### **The role of Bedford Borough Council**

#### **The Local Offer**

Under the SEND Code of Practice (0-25years), local authorities **must** publish a Local Offer, setting out in one place information about provisions they expect to be available across education, health, and social care for children and young people in their area who have SEND or are disabled.

Bedford Borough Council's Local Offer can be found here:-

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

#### **Building Access**

Reasonable adjustments are made to allow all pupils to access their learning and provide them with the resources they need to be able to participate fully in school life. All children are



encouraged to participate in and offered the opportunity to access extracurricular activities and also the wider school life. This is further outlined in the school's Equal Opportunities policy and the Accessibility Plan and policy.

### **Resources**

Five percent of the school budget plus additional funding from the LA through funding for pupils who have statements of special educational needs or an Education Health Care Plan (EHCP) is allocated to providing additional resources for SEND pupils.

The Inclusion Leader and Head teacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs or Education Health Care Plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

Teaching Assistants are allocated to support children with Education Health Care Plans, those with additional needs and vulnerable pupils. Additional hours are used to support small groups of children in classrooms and meet their additional needs as appropriate (please see EAL policy).

### **Identification, assessment and provision of SEND**

As stated in the SEND Code of Practice (2015), early identification of special needs is vital. Therefore, the class teacher works collaboratively with the parents at the earliest opportunity to discuss and act upon any concerns and enlist their active help and participation. The school recognises that the active participation of both parents and pupils is imperative in order to have a clear approach to identifying and responding to SEND.

The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

The class teacher, Inclusion Leader and Assistant SENDCO assess and monitor the children's progress in line with high-quality teaching, existing school practices and following or requesting advice from outside professionals where applicable.

### **First Response**

The first response to such progress should be high-quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, should assess whether the child has SEND.

While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

For some children, SEND can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. An 'initial concern' is filled out by the class teacher and parent and given to the Inclusion Leader.

In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

For the assessment and identification of vulnerable children, a range of methods are used at both individual and curriculum levels in addition to teacher assessments. The use of checklists and progression tools are used to make comparisons with typical development norms.

Following assessment by class teachers in collaboration with parents, a sensitive decision may be made about whether or not the child is making adequate age-expected progress. These concerns are discussed with parents and then the Inclusion Leader works alongside teachers to acquire all the relevant information in order to plan for future support of the child and monitor and review the actions the school has decided to take in terms of **provision**. Any additional strategies used to support the child are then documented on a provision map. The school applies a graduated "assess- plan- do- review" response to meet children's SEND.

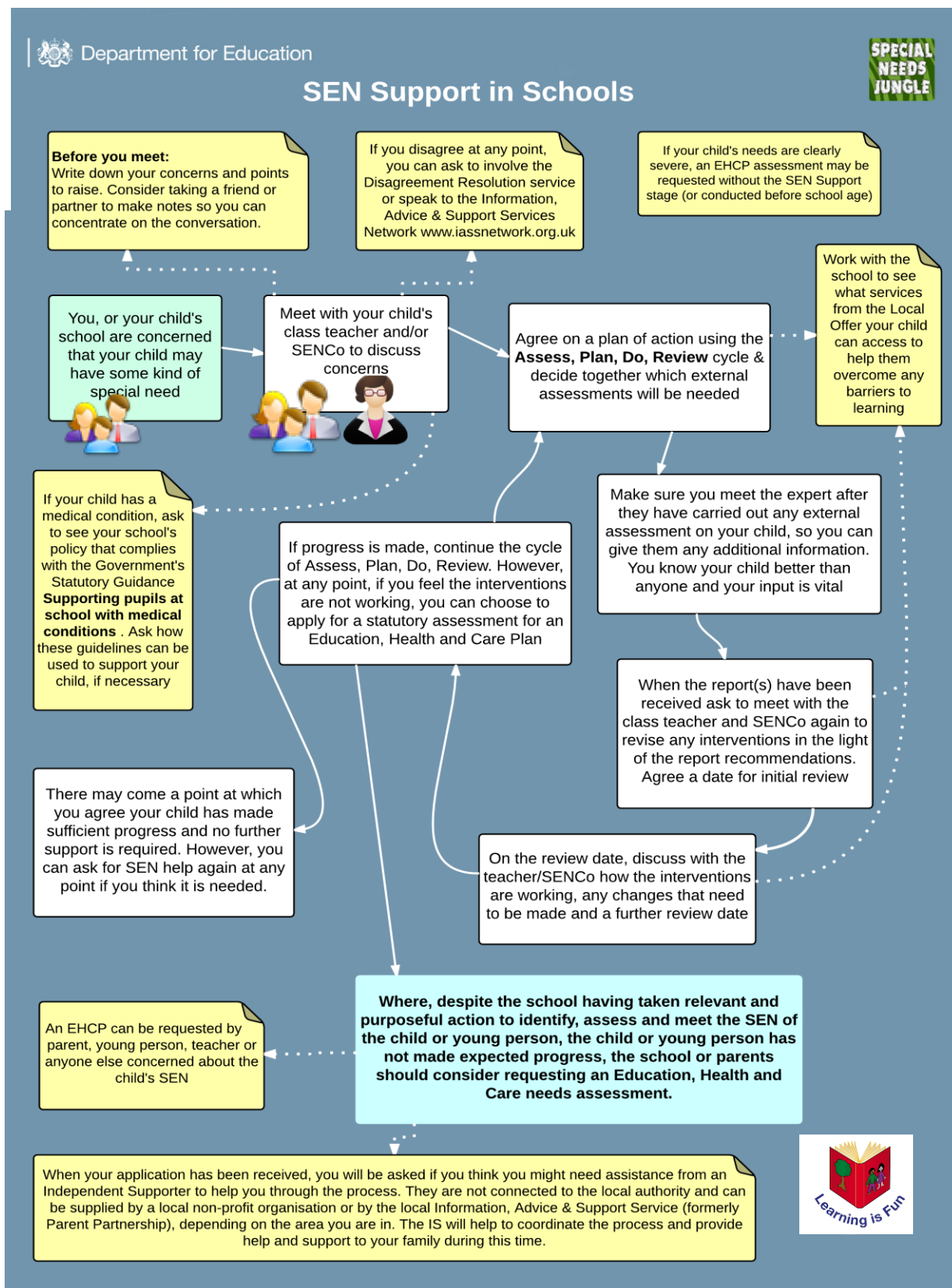
### **Provision mapping**

A provision map is a clear and concise way of documenting the provision that is in place for children related to the four key areas of cognition and learning, communication and interaction, social, emotional, and mental health and sensory and/or physical needs.

A provision map is to enable a child with SEND to progress and should only record that which is *additional to, or different from*, the differentiated curriculum plan that is in place as part of the whole class, high-quality teaching provision.

Where a child has significantly greater difficulty in learning than their peers or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, it is recorded on the provision map by the class teacher and reviewed termly.

Children identified as having SEND receive "SEND Support" which can be evident in various forms (see below).



## Request for an Education Health Care Plan (EHCP)

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs Assessment (EHCNAF)

The majority of children and young people with SEND will have their needs met within a local mainstream school but some children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provisions in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provisions to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health, and social care, and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests, and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health, and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health, and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

When considering whether an EHC needs assessment is necessary, the LA considers whether there is evidence that, despite the school having taken relevant and purposeful action to identify, assess, and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

Further information on the process can be accessed by reading Bedford Borough's Local Offer (see page 10) or found in this printable document:

[https://bbcdevwebfiles.blob.core.windows.net/webfiles/Files/AS013\\_15\\_A5\\_SEND\\_Leaflet\\_5\\_PRESS.pdf](https://bbcdevwebfiles.blob.core.windows.net/webfiles/Files/AS013_15_A5_SEND_Leaflet_5_PRESS.pdf)

## **Record Keeping, Documentation, and Reports**

The school retains the following relevant documentation:

- a copy of the pupil's signed provision map is placed in the SEND files in the office and a copy is kept in the class SEND file
- a record is kept of any meetings with parents or professionals
- any reports or formal assessments completed by the school or by outside agencies or requests for formal assessments are placed in both class and central SEND files as evidence

This information is shared with parents and outside agencies as appropriate.

## **Evaluating the success of provision**

Provision is cyclically monitored on a termly basis:

- through the performance management process by ensuring the implementation of the Inclusion policy
- through analysis of provision maps, data, and regular assessments
- through monitoring and evaluating the progress of pupils
- by analysis of accurate, current, and relevant data
- by ensuring the necessary information on S.E.N. is available
- by establishing regular opportunities for conferencing with both parents and children
- by the Inclusion Leader meeting with the SLT to discuss the outcomes of Pupil Progress Meetings
- by teachers recognising all children are part of the whole school community
- by recognising that all children are part of an inclusive ethos and any barriers to learning are removed to allow pupils to access a full school life
- by ensuring that all pupils are making progress but when this is not shown to be the case appropriate action is taken

## **Staff Training**

Needs are identified through Performance Management procedures and as part of the Inclusion development plan.

INSET and staff meeting opportunities are planned to ensure staff can meet the particular needs of pupils and extend their repertoire of skills by offering good practice and new resource approaches.

Other training opportunities that arise are offered to key staff according to their skillset and the children that they support, for instance, Speech and Language training provided by the Speech and Language Therapy Team, Sensory Processing provided by the Occupational Therapy team.

## **Links with other professionals**

The school is in regular contact with outside agencies that help in the assessment and monitoring process of SEND children.

These include; - Assessment and Monitoring Team, Autism Advisory Service, Educational Psychology Department, Behavioural Support Service, Learning Support Service, Speech and Language Therapist, Hearing Support team, Early Help team, Educational Welfare Officer, School Nurse, CAMH - Child and adolescent Mental Health and CHUMS Child Bereavement/ Wellbeing Service.

The Inclusion Leader also has opportunities to liaise and network with other Inclusion Leaders and SENDCOs from local primary schools at the annual SENDCO conference, SEND Collaboration meetings, and when supporting the transition of pupils from/to other settings.

### **Complaints**

Should there be a wish for a complaint to be made, the normal procedure in the Complaints Policy should be followed unless the child is under Statutory Assessment.

# Children for whom English is an additional Language (EAL)



## Introduction

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 a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make.

The term "EAL" is used when referring to pupils for whom English is not the first language and this is providing a considerable barrier to their learning. When a child is exposed to another language they may have difficulties using one language fluently.

This policy sets out the school's aims, objectives, and strategies with regard to meeting the needs and celebrating the skills of EAL and bilingual pupils and helping them to achieve the highest possible standards to allow all pupils to be nurtured, feel ambitious, and to achieve success.

## School Context

At Edith Cavell Primary School 35% of our school children are EAL and over 27 different languages are spoken and shared.

## Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976)
- To welcome and value the cultural, linguistic, and educational experiences that pupils with EAL bring to our School community.
- To help EAL pupils to become confident and fluent in oracy, reading, and writing in English so that they are able to fulfill their learning potential.

- To encourage and enable parental support in improving children's attainment and learning
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the curriculum that promotes the School's "ambitious, achieving and nurturing" community ethos.
- To monitor pupils' progress systematically and use the data in decisions about classroom management, curriculum planning, and additional interventions or resources.
- To maintain pupils' self-esteem and confidence by acknowledging and giving value to their skills and interests in their own languages, alongside English.

### **Whole School Ethos and Vision to support EAL pupils successfully**

Classrooms need to: -

- adopt and celebrate the school's 'language of the half term'
- be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities and cultures
- recognise and value the child's mother tongue
- identify the pupil's strengths and interests and use these to encourage them to transfer their knowledge, skills, and understanding of one language to other situations
- recognise that pupils with English as an additional language will need more time to process and answer both orally and in written formats
- provide appropriate reading materials that highlight different ways in which English may be promoted and enjoyed
- give newly arrived children or "New to English" children time to absorb English (there is a recognised 'silent period' when children understand more English than they use - this will pass if their self-confidence is maintained)
- make sure that the correct use of English is modelled and emphasised with pictorial support and gestures
- use collaborative, multi-sensory learning approaches in lessons to accommodate different learning styles e.g use of a range of visual, computer-based, and physical resources
- ensure that vocabulary work is meaningful and covers the technical as well as the everyday meaning of keywords
- ensure that there are effective opportunities for talking, and that talking is used to support and develop writing
- build on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults e.g. talk partners, use of ICT media such as sound tins and recording devices
- provide support to extend vocabulary e.g. by use of an EAL vocabulary book, personalised vocabulary reference book
- provide a variety of writing in the children's home language as well as in English, according to their needs for instance bilingual story texts



- provide opportunities for children to hear their home languages as well as English and as appropriate.

## **Assessment**

On entry, pupils for whom English is an Additional Language are identified during the school's registration and admissions process.

Teachers are supported by the school's Inclusion Leader, Learning Mentor and EAL Teaching Assistant in completing a 'New to English Initial Pupil Form' as a way of collecting key information about the child and their previous schooling experience before they start at Edith Cavell Primary. This helps to provide staff with an insight into potential barriers and gives an indication of needed resources such as a communication fan.

The child's basic English language is then assessed by teachers or EAL Teaching Assistants by completing a priority checklist which focuses on assessing children's understanding of the basic areas of early English such as the alphabet, numbers, colours, time (days of the week, months, seasons), greetings and basic conversation, vocabulary (words at school and home, objects, places) and use of grammar. This assessment is completed after an initial settling-in period.

Once the priority checklist has been completed, the needs of the child are identified from the gaps and targeted intervention work is planned for that child according to their need.

Interventions may be carried out in class (through guided play or guided classroom support) or in the form of 1:1 or small group work according to the individual needs of the child.

In order to effectively monitor the progress of children that are identified as having EAL, the school uses the EAL Assessment Framework created by NASSEA (The Northern Association of Support Services for Equality and Achievement) for EYFS, KS1, and KS2.

This Assessment Framework is broken down into steps and tracks the child's speaking/listening and understanding, reading, and writing. This assessment also matches the DfE Proficiency Scales that are revised termly as part of the census data collection.

The DfE Proficiency in English scales range from code A (new to English) to Code E (fluent).

## **Access and support for EAL pupils**

All pupils will follow the full school curriculum. The school will provide differentiated texts and personalised resources that suit the pupils' ages and levels of learning. ICT will be used extensively across the curriculum to support and encourage language development and appeal to all pupils for instance through the use of class computers, laptops, and learning pad resources.

Where appropriate, EAL pupils will be supported in the classroom to enable the pupil to complete tasks with increased understanding, and when needed language will be modelled

through play for instance in the Early Years settings. Staff place a large emphasis on pre-learning for EAL pupils in order to help build their knowledge in readiness for themed lessons.

### **Responsibilities**

Making sure that EAL learners are provided with a rich and stimulating learning environment and experience is the collaborative responsibility of all staff and parents, as part of an inclusive school community.

### **Inclusion Leader**

It is the responsibility of the Inclusion Leader to:

- celebrate EAL in school and together with the MFL lead, promote languages spoken
- oversee the initial assessment of pupils' standard of English as necessary and support teaching practitioners on their assessments where necessary
- give guidance and support to set achievable targets and plan appropriate work for EAL learners
- monitor standards of teaching and learning of pupils with EAL
- regularly report to the Head teacher and Governors on the effectiveness of the above and the progress of EAL learners
- monitor progress and identify learning difficulties that may be masked by EAL by scrutinising data and the impact of interventions
- network with other schools and key professionals e.g. Goldington Green Academy, Speech and Language Therapy Team, and share good practice and resources
- provide up to date staff training opportunities to staff
- lead and deploy interventions and personalise resources where necessary
- delegate the school's Learning Mentor and EAL Teaching Assistant to support the children with the most needs identified
- liaise with The EAL Advisory Teacher and attend Professional Study Groups termly to receive advice and good practice
- promote EAL on the school's website to be more accessible to parents
- provide regular staff training on successful support strategies
- use the EAL budget to buy resources to support language acquisition such as talking postcards recording devices and physical objects
- work in accordance with the school's School Development Plan
- feedback to Governors based on evaluated interventions and pupil progress data.

### **Class Teacher**

It is the responsibility of the Class teacher to:

- provide a language-rich environment, modelling the use of language with gestures and visuals where needed
- plan for personalised learning opportunities across the curriculum

- be knowledgeable about pupils' abilities and needs in English and other subjects
- keep up to date digital termly EAL records using the NASSEA tracker
- use this knowledge effectively in curriculum planning, classroom teaching, use of resources, and pupil grouping
- celebrate the skills and individualities of all children within their care
- liaise with the Inclusion Leader, Learning Mentor, and EAL Teaching Assistant regularly
- use the 'Teacher EAL Survival Guide' as a reference for advice, resources, and support ideas, and look at <https://ealresources.bell-foundation.org.uk/teachers/effective-teaching-eal-learners>
- celebrate EAL learners in their classrooms

### **EAL Teaching Assistant**

Plan and carry out targeted interventions (small group work, 1:1, 1:2, or working alongside a class) and

- produce and maintain use of personalised EAL resources and monitor the use of the central EAL area e.g. create picture fans, flashcards
- provide advice to staff and support the learning of EAL pupils
- communicate with parents through letters and supporting teacher meetings in person
- work in accordance with the Class teacher and providing valuable feedback on pupil progression
- complete language descriptors and evidence in EAL files
- liaise with Inclusion Leader during weekly feedback meetings
- complete initial pupil information collection sheet and 'new to English' priority checklist
- support identified EAL pupils and parents using their mother tongue if needed
- translate written information such as letters and posters for parents to access.

### **Head Teacher**

It is the responsibility of the Head Teacher to ensure that:

- all involved in teaching EAL learners liaise regularly
- parents and staff are aware of the school's policy on pupils with EAL
- relevant information on pupils with EAL reaches all necessary staff
- training in planning, teaching, and assessing EAL learners is available to staff following the school development plan
- targets for pupils learning EAL are set and met on a timetabled basis
- the effectiveness of the teaching of pupils with EAL is monitored and assessed regularly
- EAL learners are celebrated and feel valued.

# Most Able and Talented (MAT) Learners



## Aims

Edith Cavell Primary School aims to provide quality educational experiences in order to meet the individual needs of all our pupils through first quality teaching. Therefore, it is important that the needs of the 'most able' and 'talented' (MAT) pupils should be recognised and strategies developed for their identification, support, and learning motivation.

We are committed to raising the attainment and aspirations of academically MAT pupils. We aim to provide flexible provision, within an inclusive framework that sets out to provide appropriate quality teaching and learning opportunities for all pupils. Every child has a valid contribution to make.

Our pupils will have the opportunity to be involved in enrichment activities and receive support in order to achieve their full potential and raise their aspirations and attainment by developing their:

- ability to learn
- range of knowledge
- core skills such as problem-solving
- creativity
- task commitment
- intellectual curiosity
- specific talents

At Edith Cavell Primary School, 'Most Able' and 'talented' pupils are defined as follows:

### Most Able pupils

*The term 'Most Able' refers to children who achieve, or have the ability to achieve, significantly above average (exceeding) in one or more of the National Curriculum subjects.*

## Talented pupils

*Talented refers to those children who achieve, or have the ability to achieve, **significantly above average** (exceeding) in foundation subjects such as art and design, performing arts, and physical education.*

## Identification

To ensure a consistent and accurate identification process, a variety of methods will be employed which will identify individual MAT pupils.

In accordance with NBST, identification is a process of teacher instinct, characteristics of children, and data.

Edith Cavell will collect information about students from a variety of sources:

- Teacher recommendation
- Parental information
- Peer observation
- Records of achievement data
- Formal tests and national curriculum attainment levels that show children are ahead of their chronological age as an indicator
- Extra-curricular activities involvement

This process will result in an identified cohort of pupils who represent the Most Able pupils in each year group/class according to their academic ability or particular talents. This could also include pupils who are currently underachieving but have the potential and may need specific support.

The pupils identified will be representative of the school as a whole in terms of gender and ethnicity. Identified students are recorded using the school's MAT register. The register is updated and circulated on a termly basis by the Inclusion Leader working closely with teaching staff.

## Curriculum Provision

The central aim at Edith Cavell is to provide **all** of our pupils with positive educational experiences and opportunities which will enable them to discover and fulfil their own potential.

The curriculum will take into account the needs of MAT pupils, through differentiation or extension of tasks, enrichment, and acceleration, making use of all available expertise. The pastoral needs of MAT pupils will be recognised and nurtured by the class teacher's high-quality teaching and the school as a whole.

Differentiation is built into our curriculum planning through:

- Differentiation by outcome (scaffolded success criteria)
- Differentiation by task
- Differentiation by pace

- Differentiation by level of questioning
- Differentiation by resources/materials/equipment
- Differentiation of key skills

There is a commitment to developing extension and enrichment materials which:

- Allow individual responses
- Encourage creativity and imagination
- Satisfy developmental stage rather than chronological age
- Stress process rather than content
- Promote mastery and higher-order thinking skills

Differentiated homework will be made available when appropriate and other activities to complement our curriculum provision may include:

- Opportunities to develop leadership and communication skills
- Where appropriate some pupils may be accelerated through a learning programme
- Extension and enrichment activities as appropriate e.g. local competitions, a fact of the day for the class.

### **Monitoring and Assessment**

The monitoring of MAT pupils will be incorporated into our ongoing monitoring and self-evaluation process including:

- Assessment and tracking of pupil data
- Setting achievable personal targets and monitoring progress regularly
- Review and track pupil progress in discussion with the Head teacher
- Report achievements and celebrate success
- Intervention strategies in place for 'Most Able' learners to further their skills and interest
- Regular reviews of this policy and 'Most Able' action plan outcomes
- Regular reports to the governors and SLT
- Learning walks
- Planning scrutiny
- Book scrutiny

This policy outlines the aims and processes to help identify, monitor, and provide appropriate support to pupils who are identified as MAT.

Edith Cavell has an inclusive approach and will provide support to all pupils and provide a challenging learning environment to reach the pupils' potential in all areas.

The Inclusion Leader is responsible for monitoring the effectiveness and impact of this policy and when necessary, making suggestions for how it can be enhanced and updated further.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunities for all children and demonstrates our commitment to providing an environment in which all children are enabled to realise their potential.

### **Responsibilities**

The Inclusion Leader will: -

- ensure this policy is put into practice and regularly reviewed
- share information with staff and provide training opportunities
- liaise and support teachers to identify MAT pupils
- maintain and update the MAT register as necessary
- support and challenge Subject Leaders to meet the needs of MAT children
- ensure the curriculum meets the needs of MAT learners
- support teachers in meeting the needs of MAT children by providing advice and resources
- liaise with parents and carers and outside agencies
- ensure use is made of external support and opportunities
- feedback to Head teacher and SLT
- attend Professional Study Groups (PSGs) and network with MAT Coordinators from other settings to share good practice and organise enrichment events
- encourage children to take part in additional opportunities and competitions such as Bedford Modern's Junior Art Competition or Enrichment afternoons at neighbouring schools

The Class Teacher will: -

- be responsible for accommodating MAT learners through quality first teaching and planning to widen the learning of pupils by tailoring lessons to accommodate for different learning styles and broaden basic skills
- encourage children to take an ownership of their learning through enrichment opportunities
- liaise with the Inclusion Leader for advice and support on ideas for extending learning and further opportunities
- provide a stimulating and challenging learning environment
- give children regular and constructive verbal and written feedback to extend learning further
- personalise lessons and resources to interest and enthuse children's talents in an enterprising way
- to celebrate the talents of children and boost self-esteem
- liaise with parents
- signpost children to appropriate extra-curricular opportunities to further develop their skills and interests.

## **Complaints**

The school aims to be fair, open, and honest when dealing with any complaint. All complaints are given careful consideration and dealt with as swiftly as possible. There is a clear procedure for complaints found in the school's Complaints Policy.