Green Shoots Partnership

Respect Reflection Responsibility Resilience

Inclusion Policy

Our Vision

Green Shoots Partnership is a nurturing federation with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our Partnership Values, we grow confident individuals who aspire to shape the future.

Meadowside Primary School

Great Doddington Primary School

Last Updated: September 2025

INCLUSION POLICY FOR Green Shoots Partnership

Legislative Compliance

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

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

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

At Green Shoots Partnership we strongly believe that early identification of any additional need is vital. Many of the children who join our school have already attended an early education setting and some children join us with their needs already assessed. In any case all our children are assessed when they join our federation, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide adapted learning opportunities for all the children within the federation and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our

responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

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

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

The Executive Head Teacher and the Governors have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disability (SEND) Co-ordinators.

The SEND Co-ordinators monitor the progress and provision of all children on the SEND register. This involves, SEND learning walks, book scrutinies, talking with the children about their views on their progress and the support they receive, parental feedback and termly meetings with teachers and support staff. Data and progress of individuals is tracked closely. Liaison with parents is given high priority. The federation's provision map writer is also used to evaluate the effectiveness of provision. They have a strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. They are responsible for reporting regularly to the Executive Head Teacher and the governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy.

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

All staff in the federation have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities

towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Green Shoots Inclusion Team

Clare Mills: SENDCo

Vicky McGregor: SENDCo

Zoe Line: Deputy SENDCo

Lucy Winrow: Pastoral Support Manager

Lisa Glide: Inclusion and Behaviour Assistant

Jannette Wood: Inclusion Assistant

We have a team of 1:1 TA's supporting specific pupils.

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

Clare Mills and Vicky McGregor

In agreeing our staged arrangements, the federation has considered the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

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

SEND Code of Practice (2014: Para 1.24)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision. ***Ofsted SEND Review 2010***

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level" (p68) ***SEND Code of Practice 2014***

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

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

Identification and Assessment at Stage 1

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment (EAL), reading ages and other whole school pupil progress data.
- classroom-based assessment and monitoring arrangements (the graduated approach cycle of assess, plan, do and review model)
- following up parental concerns
- tracking individual children's progress over time, including EAL
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of top up funding such as Early Help Locality funding and Educational Health Care Plans. This provision map is an online working document accessed daily and discussed regularly through meetings between the teachers, inclusion team, Executive SEND Co-ordinator and SEND Co-ordinator.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

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

- teachers adapt work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support/individual withdrawal
- bilingual support/access to materials in translation
- further adaption of resources
- homework/learning support club
- pastoral intervention support
- Inclusion Passport Reviews

Monitoring and Evaluation

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

- classroom observation by the Executive SEND Co-ordinator, SEND Co-ordinator and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews with the Executive SEND Co-ordinator and SEND Co-ordinator
- informal feedback from all staff
- pupil interviews when setting new Inclusion Passport targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-federation processes)
- monitoring Inclusion Passports and Inclusion Passport targets, evaluating the impact of Inclusion Passports on pupils' progress
- attendance records and liaison with Education Inclusion Partnership Team (EIPT), where appropriate
- regular meetings about pupils' progress between the SEND Co-ordinators, Executive Head Teacher and the Heads of School.
- Executive Head Teacher's report to governors

STAGE 2 Additional SEND Support

- Pupils will be offered additional SEND support when their needs require intervention which is "additional to" or "different from" the well-adapted curriculum offer for all pupils in the federation, ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the federation's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional Early Help Locality funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has been, or will need to be, spent on a pupil within any one financial year, to meet his or her special educational needs, an application will be made to the Local Authority, about the success criteria and SEND Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health and Care Plan.

- Where a pupil is in receipt of Early Help Locality Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Inclusion Passport is required.
- Our approach to Inclusion Passports, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
- Our Inclusion Passports are a planning, teaching and reviewing tool, which enables us to focus on areas of development for pupils with special educational needs. They are working documents, which can be constantly refined and amended.
    - Our Inclusion Passports will only record that which is ***additional to*** **or** ***different*** *from* the adapted curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
    - Our Inclusion Passports will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".
    - Our Inclusion Passports will be based on informed assessment and will include the input of outside agencies.
    - Our Inclusion Passports have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
    - Our Inclusion Passports will be time-limited – at (at least) termly review, there will be an agreed "where to next?"
    - Our Inclusion Passports will have a maximum of three medium term SMART targets set for or by the pupil.
    - Our Inclusion Passports will specify how often the target(s) will be covered.
    - Our Inclusion Passports will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
    - Targets for an Inclusion Passport will be arrived at through:
    - Discussion between teacher, SEND Co-ordinators or Deputy SENDCo.
    - Discussion, wherever possible, with parents/carers and pupil.
    - Discussion with another professional (after long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
    - Our Inclusion Passports will be reviewed at least termly by class teachers in consultation with the SEND Co-ordinators or Deputy SENDCo.

STAGE 3 Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a Statement of Educational Needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an annual review of their statement/plan.
- Green Shoots Partnership will comply with all local arrangements and procedures when applying for
    - Early Help Locality Funding
    - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

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

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – Mental Health and Behaviour Guidance: We continually strive to develop these systems to meet the changing needs of some of our pupils.

Where more specialist provision is required, we have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS) and other supporting agencies. We also access the TAHMS materials and training.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEND, and where there are concerns about behaviour; we undertake assessments to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of the Early Help Assessment (EHA) may be appropriate.

In all cases, early identification and intervention can significantly reduce the need for more expensive interventions or sanctions at a later stage.

Support systems for individual pupil need

From time to time some children may display challenging behaviour which may require more individual intervention and support to address. These are children whose behaviour is not easily modified by the Relationships and Regulation Policy putting them at risk of exclusion. In these cases, it is appropriate to develop individualised system as a motivation to improve behaviour. The federation's Inclusion Assistants will be involved to support the child, class teacher and parents at this stage. Parents should be aware of these systems. At this stage the programme will be designed with the following objectives.

1: Stabilise the child's social and emotional well-being

2: Investigate the reasons for the behaviour, drawing on the expertise of outside agencies as appropriate. A Boxall profile will be completed and analysed by the Inclusion and Pastoral Lead.

3: Offer support to the family, for example an Early Help Assessment

4: Give training and support to staff

A Behaviour Support Plan may be required to support good behaviour. This should be agreed in conjunction with parents as it is acknowledged that a strong home/school link is paramount in changing behaviour patterns. All members of staff who have contact with the child will be made aware of the aims of the behaviour plan in order to maintain a consistent approach.

Roles and Responsibilities

Executive Head Teacher

- the Executive Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Executive Head Teacher and the Governors will delegate the day to day implementation of this policy to the SEND Co-ordinators
- the Executive Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this respect through:
    - analysis of the whole-federation pupil progress tracking system
    - maintenance and analysis of a whole-federation provision map for vulnerable learners (could be devolved to another member of the Inclusion Team)
    - pupil progress meetings with individual teachers
    - regular meetings with the SEND Co-ordinators
    - discussions and consultations with pupils and parents

SEND Co-ordinators, supported by the Inclusion Team

- Manage and evaluate the outcomes of intervention programmes and support for children with Special Educational Needs.
- To lead in the promotion of a professional, caring and supportive atmosphere with the school.
- To take responsibility for leadership of Inclusion: SEND, G&T, Social and Emotional Aspects of Learning.
- Plan and assess pupils' learning using knowledge of school policies, schemes of work and the National Curriculum requirements.
- To play a role in ensuring that school policies and practices are adhered to throughout the Key Stages.
- In partnership with the leadership team, monitor and evaluate the quality of teaching and learning throughout the Key Stages.
- Help others to evaluate the impact of their teaching on pupil progress.
- Ensure continuity and progression in the Key Stage through the analysis of pupil performance data, the assessment of progress and support for teachers in the Key Stage with target setting.
- Work with other teaching and learning leaders in school to ensure coherence and consistency in curriculum progression.

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

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the school's devolved budget, those in receipt of High Needs funding and those with Statements of Special Educational Need or Education Health and Care Plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with Educational Health Care plans. Complying with requests from an Education Health and Care Plan Co-ordinator to participate in a review Early Help Locality funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year R to Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that Individual Inclusion Passports, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Inclusion Passports)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)

- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SEND Co-ordinators to ensure that these meetings occur)
- liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SEND Co-ordinator network meetings and training as appropriate
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

Class Teachers are Responsible for:

- liaising with the SEND Co-ordinators and Deputy SENDCo to agree:
- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, teachers will need to write an Inclusion Passport to address a special educational need (this would include pupils with EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those
  normally provided as part of the adapted curriculum offer and strategies*".* (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

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

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
- The school's generic processes for tracking the progress of all pupils
- Monitoring the use of Pivots documents to track children with significant SEND.
- Monitoring of Inclusion Passports and targets set.

- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least half termly evaluation of whether pupils in receipt of Early Help Locality Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need
- Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

Ethnic Minority Achievement

The SEND Co-ordinators oversee the day-today operation of ethnic minority achievement.

• maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's target tracking

• maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds

• advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background

• working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice

• managing other classroom staff involved in supporting ethnic/linguistic minorities

• overseeing the initial and on-going assessment records on all children with EAL

• liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.

• meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning

• evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.

• overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.

• contributing to the in-service training of staff supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- As an inclusive federation, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in adapting the curriculum for vulnerable learners. When subject leads monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in the classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

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

Family Support Manager

Lucy Winrow Clare Mills

Our Family Support Manager works closely with the Executive Head Teacher, Heads of School, SEND Co-ordinators, Deputy SENDCo, Inclusion Assistants, Senior Leadership Team, Class Teachers and Support Staff to ensure the welfare and progress of pupils in their learning and personal development to:

- Maintain high levels of attendance and punctuality, and working to improve it;
- Be the first point of contact for students and families when personal matters affect learning;
- Support students' progress by monitoring attendance and punctuality and acting effectively to improve it;
- Work with agencies in school and beyond to support students and their families;
- Maintain school records on attendance, progress, interventions and communications for evaluation, accountability and statutory purposes;

- Work within school systems on safeguarding and communication to inform senior leaders, progress and wellbeing;
- Work within school systems for pastoral support and intervention, safeguarding and wellbeing;
- Working with and leading lunchtime supervisors, being available for and interacting with students, when needed.
- Understand the importance of inclusion, equality and diversity and to promote equal opportunities for all;
- Uphold and promote the values and ethos of the school;
- Uphold all policies, procedures and codes of practice of the school;
- Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school;
- Participate in workplace learning and development opportunities and work to continually improve own and team performance;
- Undertake such other duties of a similar nature as the Executive Head Teacher and Head of School may reasonably require.

Inclusion of pupils with English as an additional language

Definition

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

Ethos

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

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

Admissions

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

Provision

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

The following provision can be expected:

- initial assessment of EAL to record stage of language acquisition.
- a further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language.
- pupils will be placed in groups which match their academic ability. Initially this may be in a middle-ability group until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEND pupils unless SEND is indicated.
- work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Adapted homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- additional support for pupils may be given through: first language resources and translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, adaptations will be made to access learning at an appropriate level.
- progress of EAL pupils will be monitored against both "A Language in Common". Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

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

Inclusion of pupils who are Looked After in Local Authority Care

Our federation recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school:

    - Placement instability
    - Unsatisfactory educational experiences of many carers
    - Too much time out of school
    - Insufficient help if they fall behind
    - Unmet needs - emotional, mental, physical

- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making

Our federation will work closely with the county's Virtual School (VS) for Children which promotes the educational needs of a Child in Care and monitors admissions, PEP completion, attendance and exclusions.

Inclusion of most able and talented pupils

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

- Physical talents- sports, games, skilled, dexterity
- Visual/performing abilities - dance, movement, drama

- Mechanical ingenuity - construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership - organiser, outstanding team leader, sound judgements
- Social awareness - sensitivity, empathy
- Creativity - artistic, musical, linguistic

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

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

For primary - Based on DFES guidelines, we monitor the children closely in the Foundation Stage and at Key Stage 1, but we only identify very able and talented children once they are in Key Stage 2.

Identification

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

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

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

Each year the federation will draw up a register of most able and/or talented children and this list will be kept under review. Provision for most able and/or talented children will be tracked on the school's provision map. This is co-ordinated by the SENDCos and Deputy SENDCo.

Provision

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

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

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

We teach the children in our classes with appropriate adaptions to meet the needs of all groups of pupils, including more able pupils.

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

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service

https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx

Education Inclusion Partnership Team (EIPT)

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

Information Advice Support Service (IASS)

https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/advice-and-information/474-information-advice-and-support-service-for-special-educational-needs-and-disability-in-northants-iass

Virtual School for Looked After Children

https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx

Primary Behaviour Outreach Support (Maplefields Team)

https://www.maplefields-td.org.uk/index.php/outreach-support/behaviour-outreach-service

Rowan Gate Outreach Service

Rowan Gate Primary School - Outreach Service

See Local Offer website link below for contact details in relation to Early Help Locality Funding Applications and Education Health and Care Plans

https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx