



Creating Learners Without Limits

Title	Inclusion Policy (Incorporating Special Educational Needs Policy)
Reviewed	September 2016
Next Review	September 2017
Associated Policies	Teaching & Learning Policy
Send Director	Mrs Suzanne Knight
Originator	Sally Spencer
Approved	

INCLUSION POLICY FOR Victoria Primary Academy

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.

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

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEND Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the academy and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the academy curriculum.
- 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. Differentiated 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.
- Some pupils in our academy may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this early and ensure that appropriate interventions are put in place to support these pupils to narrow the gap.
- Other pupils will genuinely have special educational needs and disabilities and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational and disability needs have the maximum opportunity to attain and make progress in line with their peers.
- Accurate assessment of need and carefully planned programmes, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved academy budget.

Aims and Objectives of this Policy

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

- To provide curriculum access for all
- To secure high levels of progress for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent 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 cooperative 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 Principal and the Board of Directors have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Manager.

The Inclusion Manager’s responsible for reporting regularly to the Principal, the CEO and the Board of Directors on the ongoing effectiveness of this Inclusion policy.

The Academy has robust procedures in place to ensure that the academic progress and wellbeing of all pupils from a variety of groupings are monitored, tracked and analysed

All staff in our academy have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the Assistant Principal with responsibility for Inclusion is:

SALLY SPENCER spencers@victoriaprimaracademy.org.uk

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As an inclusive academy we do not seek to closely define the special educational needs and disabilities for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed.

In admitting pupils with special educational needs and disabilities we would expect to have informative discussions with both the pupil's family, previous school and the Local Authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the academy devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the academy's needs make that a necessity. As a mainstream academy, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

We like to keep in touch with the families

Staged arrangements

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

- All learners will have access to quality first teaching.
- All learners will have access to carefully differentiated learning or approaches directly related to the academy curriculum which is part of our good practice in making teaching and learning accessible to pupils learning at different rates. This may involve pupils who are underachieving and have been identified by the academy as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual academy curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-academy provision map which outlines and monitors all additional intervention across the academy. The whole academy provision map enables the academy 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-academy 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:

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- the analysis of data including baseline assessment, Foundation Stage Profile scores, “A Language in Common” assessment, Phonic assessment, other whole-academy pupil progress data, attainment data from KS1/2 SAT’s
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children’s progress over time,
- 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 academy’s devolved budget or in receipt of High Needs funding. This provision map is updated after progress data is analysed through meetings between the teachers and Inclusion Manager.
- 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.
- 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 academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- EAL support
- further differentiation of resources,

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
- ongoing assessment of progress who have accessed intervention groups.
- work sampling
- scrutiny of planning.
- informal feedback from all staff.
- pupil voice
- pupil progress tracking using assessment data (whole-academy processes)
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils’ progress

Stage 2 Additional SEND Support

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

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

- Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND register (above) and, in addition to this, will have an Annual Review of their statement/plan. All Statemented pupils have now transferred to EHC plans.
- Our academy will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Planand 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.

Roles and Responsibilities

Principal

- the Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Principal will delegate the day to day implementation of this policy to the Inclusion Manager
- the Principal will be informed of the progress of all vulnerable learners and any issues with regard to the academy's provision:
 - analysis of the whole-academy pupil progress tracking system
 - maintenance and analysis of a whole-academy provision map for vulnerable learners
 - pupil progress meetings with teaching teams
 - regular meetings with the Inclusion Manager
 - discussions and consultations with pupils and parents/carer

Inclusion Manager

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

- maintenance and analysis of whole-academy 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 academy's devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs and disabilities
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disabilities
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map alongside the Y6 lead.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners
- review and revise interventions for all vulnerable learners who are being tracked on the academy's provision map
- 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 SENCO network meetings and training as appropriate

- liaising closely with a range of outside agencies to support vulnerable learners

Class teacher

- liaising with the INCLUSION MANAGER to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a 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 academy's SEND register. Some of these pupils may require advice/support from an outside professional.
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities.
 - 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 differentiated curriculum offer and strategies”. (SEND Code of Practice 2013)
 - 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 and Disabilities

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The academy's generic processes for tracking the progress of all pupils
 - Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)
- As an inclusive academy, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the academy.
- 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 academy (e.g. educational visits, extra-curricular activities), particularly where a voluntary

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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 differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or Senior leaders carry out observations of teaching and learning in classrooms, particular 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 our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- In accordance with Section 6 of the SEND Code of Practice 2014, our Special Educational Needs Coordinator/ Inclusion Manager is a qualified teacher. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The Inclusion Manager and Designated Teacher for LAC will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the academy accessing services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to the CEO of the Board of Directors on the efficacy of these arrangements (including value for money). Our academy will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our academy employs staff of the highest calibre.
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our academy will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the academy will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality

Victoria Primary Academy

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assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the academy will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the academy can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services (IASS) available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- for those pupils with special educational needs and disabilities, monitor their success at achieving the targets on their passport and Annual Review paperwork.
- Our academy will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - CAF team
 - CAMHS
 - Educational Psychology Service
 - Northamptonshire Parent Partnership Service (IASS)

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- NCC Sensory Impairment service
 - Local NHS services
 - Targeted Prevention Team
 - Education Entitlement Service
 - Early Years SEND support service (Including Portage team)
 - Multi-agency safeguarding hub
 - Parental Support groups
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- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
 - Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
 - We have a clear point of contact within the academy who will coordinate the support from outside agencies for each pupil. Most often this will be the Inclusion Manager or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.
 - We will ensure smooth transition into our academy from the previous phase of education and from our academy into the next phase of education.
 - We will ensure early and timely planning for transfer to a pupil's next phase of education. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator, usually the Inclusion Manager.
 - Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
 - Pupils and parents will be encouraged to consider all options for the next phase of education and the academy will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Admission Arrangements

No child will be refused admission to the academy on the basis of his or her special educational need, disability, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the academy, as agreed with the Local Authority*)

Victoria Primary Academy

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Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and Inclusion Manger, then, if unresolved, by the Principal. The Director with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the HAT complaints procedure (see separate HAT Complaints Policy)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/SEND/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service : Contact Number : 01604 636111

<http://www.npps.info/>

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

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

The local Authority Northamptonshire County Council has made available to Parents and professionals a website drawing together all of the services they have available. For many this is a difficult to negotiate website due to the amount of information it contains. Using the keyword search can be helpful, or academy can point Parents in the right direction.

The Local offer can be found at

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

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 academy by respecting that diversity and reflecting it in our academy environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our academy 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 academy curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a academy 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 academy.

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:

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' 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
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for pupils may be given through: teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Progress of EAL pupils will be monitored against both A Language in Common and against National Curriculum indicators - as appropriate. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENDCO. Provision will be recorded and monitored for effectiveness using the academy's provision map, in line with standard practice for all vulnerable learners in the academy. 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 academy and approach the academy regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the academy by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key academy information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our academy 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 academy :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of academy
 - 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, for Victoria Primary Academy this is the Inclusion Manager. 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 the academy
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

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

Inclusion of pupils who are very able and/or talented

In this section the term 'very 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.

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|-------------------------------|--|
| • 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 academy, 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 academy 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.

Identification

Before identifying any child 'very 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 'very 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 academy does not necessarily mean that in another school or context the child would be identified.

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A very able or talented pupil would 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

Provision

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

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

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

This policy will be reviewed annually.

Date for September 2017