

## Silverstone CE Primary School

### Inclusion Policy

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: SEN Regulations

#### Introduction

The following policy has been written in line with the 2014 SEN Code of Practice. It reflects the School's commitment to provide the best possible education for all children. The contents of the Policy will be kept under regular review and will reflect any national, county or school changes.

SENDCo – Mrs Cassie Bodman-Knight  
SEND Governor – Mrs Carolyn Lovell  
Headteacher – Mr James Bloomfield

#### Legislative Compliance

This policy complies with the guidance given in: Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).

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
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

#### Inclusion Statement

Silverstone CE Primary endeavours to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Our teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school 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 Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Our staff focus on individual progress as the main indicator of success. Silverstone CE Primary strives to make a clear distinction between "underachievement" – often caused by a poor early experience of

learning - and special educational needs. Some pupils in Silverstone CE Primary 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 achieve 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 at Silverstone CE Primary School 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, 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 enabling children to form relationships with all.

## **Assessing children with a possible SEN**

### The Trigger for School Interventions for children with mild SEN:

- A decision made following testing, assessment or parental concerns that shows that current differentiation of class work is not sufficient to ensure adequate progress.
- A decision by the SENDCo following discussions between class teachers and parents indicate that further intervention is necessary.

### The SENDCo in consultation with the class teacher will:

- Review all the available information and collect any additional information from any other appropriate agencies.
- Decide whether to seek/plan further advice and/or support the class teacher to draw up an individual education plan (IEP) including specific targets if additional strategies beyond quality first teaching are required.
- Make arrangements for monitoring progress and set a review date.

## **External School Interventions for children with mild SEN**

The SENDCo will take a leading role, working closely with the pupil's teacher and sharing responsibility for the pupil with external specialist services relevant to the pupil's needs.

### The SENDCo (in consultation with the Headteacher and class teacher) will:

- Review all the available information and contact appropriate external advisory agencies.
- Consult parents and obtain their permission to submit a referral form.
- Collect any additional information from any other appropriate agencies
- Decide whether to seek further advice from other agencies
- Support the class teacher to draw up an IEP to include specific targets.
- Make arrangements for monitoring progress and set a review date.

## **The trigger for children with moderate to severe SEN:**

- A decision taken at a school support review
- A decision taken by all parties, including the Headteacher, that action with external support is necessary.

## **Education Health Care Plan for a child of Special Educational Needs**

The conclusion may be reached that, having interventions in place to meet the learning needs of the pupil, the pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The school may therefore draw the pupil to the attention of the Local Authority (LA) with a view to a formal assessment.

The School will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents and where possible the pupil, on the earlier stages of assessment, action and support to date
- Any relevant medical information

- Review of each IEP indication decisions made as a result of progress towards targets
- Evidence of involvement of outside specialists.

In agreeing these staged arrangements, the school has taken into account 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)***

*“Special educational provision is educational or training provision that is **additional to** or **different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

***SEN Code Of Practice (2014)***

*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 SEN 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 SEN, should simplify the process of planning the right help at school level” (p68)*

***SEN Code of Practice 2014***

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

- All learners will have access to quality first teaching.
- 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.
- Some vulnerable learners will have access to early interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils’ identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, 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, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children’s 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 SEN Support from the school’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCo.
- 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 school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- early and further interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age tutors
- homework/learning support club

### **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 SENDCo, EMA 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 SENDCo/EMA co-ordinator
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records and liaison with the Educational Inclusion and Partnership Team
- regular meetings about pupils' progress between the SENDCo/EMA co-ordinator and the head teacher
- head teacher's report to parents and governors

## Stage 2 - Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school 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 SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).
  - In keeping with all vulnerable learners, intervention for pupils on the SEN 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 SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit 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 SEN Descriptors published as part of the local offer.
  - On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
  - Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
  - Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
    - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
    - Our IEPs will only record that which is **additional to or different from** the differentiated curriculum plan which is in place as part of provision for all children. 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 IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
    - Our IEPs will be based on informed assessment and will include the input of outside agencies,
    - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
    - Our IEPs will be time-limited –at the termly review, there will be an agreed “where to next?”
    - Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
    - Our IEPs will specify how often the target(s) will be covered
    - Our IEPs 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 IEP will be arrived at through :
      - Discussion between teacher and 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 IEPs will be reviewed at least termly by class teachers in consultation with the 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 SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care PlanWe will also ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN 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.

### **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.

#### **Ethos**

Silverstone CE Primary strives 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 welcoming and respecting the enrichment that linguistic and cultural diversity brings to our school community.

#### **Admissions**

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

#### **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 where it is below English NC Level 2

- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be set tasks which match their academic ability. Pupils will not be assumed to have an SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated 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 & 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, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC Year 2) and against National Curriculum indicators. 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 school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN 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

Silverstone CE Primary 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 name of the current designated teacher at our school is given at the end of this inclusion policy). 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 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.

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

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

For primary -Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

## 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 external provider (eg: sport) 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 school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map and an overview document.

## Provision

Teachers at Silverstone CE Primary 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 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 differentiation.

We offer some extra-curricular activities for our children. Opportunities include a range of sporting and musical clubs.

## Management of Inclusion within our school

The Headteacher and the Academic Governance Committee (AGC) have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENDCo role). 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 school 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.

### Headteacher

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the AGC will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo) and Ethnic Minority Achievement Co-ordinator
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through discussions with the SENDCo regarding:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners
  - pupil progress meetings with individual teachers
  - regular meetings with the SENDCo/EMA Co-ordinator
  - discussions with pupils and parents

### Special Educational Needs and Disabilities Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo 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 SEN support from the schools 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
- liaising with parents of children with SEN, in conjunction with class teachers
- 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 SEN 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.
- monitoring the school's system for ensuring that Individual Education Plans, 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 Individual Education Plans).

- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Collating data and meeting 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 SENDCo to ensure that these meetings occur).
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENDCo network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners,

### **Ethnic Minority Achievement Coordinator**

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the SENDCo, 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
- in collaboration with the SENDCo, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENDCo, 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
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

## Class teacher

- liaising with the SENDCo/EMA co-ordinator 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 school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/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 working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

## Continual Professional Development

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENDCo and EMA Coordinator 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 school development plan and annual schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

### **The name and contact details of the SEN and Ethnic Minority Achievement co-ordinator:**

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### **The name and contact details of the Designated Teacher for Looked After pupils:**

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