

The NSB Trust

Inclusion Policy
including EAL Policy (Appendix A)

To be reviewed annually

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1. Introduction

This inclusion policy provides details of how the Trust will support students with a Special Educational Need or Disability (SEND). Appendix 1 provides details of how the Trust will support students identified as having English as an Additional Language (EAL).

The Inclusion Team has a primary role focusing on students who are either not making age-appropriate progress or who have a diagnosed Special Educational Need or Disability (SEND).

A child has a learning difficulty or disability if they have:

- greater difficulty in learning than the majority of children of their age.

and/or

- a disability which prevents or hinders them from making use of educational facilities or provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to students' diverse learning needs
- aims to help students overcome potential barriers to learning

In accordance with the SEND Code of Practice 2014 (revised 2015), four broad categories of need are identified:

- communication and interaction
- cognition and learning
- sensory and/or physical needs
- social, mental and emotional health

Whilst it is clear that the purpose of identification is to work out what action the Trust school needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just their special educational needs.

Each school will always take needs that are NOT SEND but that may impact on progress and attainment into account, including but not limited to:

- attendance and punctuality
- health and welfare
- EAL
- being in receipt of Pupil Premium
- being a Looked After Child (LAC)
- being the child of service personnel

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly. Special educational provision means educational provision

which is additional to, or different from, the provision made generally for students of the same age in a mainstream school.

In compliance with the SEN Code of Practice, 2014 (revised 2015) and SEN reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto a Trust school's inclusion database (Edukey). Should a student require provision that is additional and different they are placed on the inclusion database under one single category, namely SEN Support. Their provision will be identified and progress monitored.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND.

The NSB Trust is committed to providing the conditions and opportunities to enable any student with SEND and/or underachieving to be included fully and be successful in all aspects of school life. The Inclusion Team within the Trust and across Trust schools supports the stated ethos of the Trust through the Trust inclusion policy.

This policy has been created to ensure compliance with the Department for Education's SEND Reforms, which address measures outlined in the Children and Families Act (2014). The Act includes changes to the support and services that children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014.

This policy has been created in liaison with the Executive Headteacher, Headteachers, Trustee with responsibility for SEND, members of the Senior Leadership Team, and staff, with due regard to the input of parents and students with SEND.

The Policy has been written with reference to:

Special Educational Needs Code of Practice: September 2014 DfES 581/2001 (revised 2015)

Schools SEN Information report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015) Safeguarding and Child Protection Policy

Accessibility Plans of Trust Schools

Teachers Standards (2012)

United Nations Convention on Rights of the Child (1991)

Education and Childcare during COVID-19 Guidance (2020)

PIVATS: Northamptonshire County Council Revised Edition 2002

SEN Toolkit: DfES 558/2001

The SEN Co-ordinator's File: pfp Publishing Ltd 2001

SENDA 2001: Disability Rights Commission

Making Sense: Information Advice and Support Service (IASS) 2014

The Special Educational Needs and Disability Regulations (Sept 2014)

The Equality Act 2010

Every Student Matters: A New Role for SENDCOs: R. Cheminai (2005)

Increasing options and improving provision for children with special educational needs (SEN) DfE (2013)

2. Policy objectives

The overarching aim of this policy is to ensure that the needs of students with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23) To this end, we aim to:

- a) assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- b) ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEND
- c) ensure that teaching and learning is multi-sensory
- d) make sure that additional support is well targeted
- e) use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of students' literacy skills has the highest priority
- f) continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money

Through the application of this policy, we wish to:

- ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2014 revised 2015
- work closely with the LA in developing their local offer and complying with locally agreed policies and procedures
- to operate a 'whole student, whole school' approach to the management and provision of support for SEND
- ensure all staff implements the Trust's inclusion policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND
- ensure that there is no discrimination or prejudice
- ensure all students have access to an appropriately differentiated curriculum
- recognise, value and celebrate students' achievements at all levels
- work in partnership with parents/carers in supporting their child's education
- guide and support all school staff, trustees, local committee governors and parents on SEND issues
- meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs
- provide appropriate resources and ensure their maximum and proper use
- involve the student in the process of identification, assessment and provision and to ensure that the student is aware that their wishes are taken into account as part of the process and of the shared responsibility in meeting their educational needs

- to provide a Special Educational Needs and Disability Co-ordinator (SENDCo) in each Trust school who will oversee and work with the Inclusion Policy
- to provide support and advice for all staff working with students who have SEND
- support students with SEND to develop their personality, talents and abilities to the full (UNCRC Article 23)
- encourage all students with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

In order to meet the special educational needs of our students, we must:

- identify those students who are underachieving or who have SEND as soon as possible
- provide an appropriate time-bound and targeted intervention at a suitable level when a student is identified as having SEND
- ensure interventions have a target for progress
- ensure students in receipt of provision have a named key worker who will be responsible for overseeing intervention and co-ordinating those involved
- use a variety of teaching styles and alternative opportunities for learning to allow students with SEND to access the National Curriculum
- use resources effectively to support students with SEND
- assess and keep records of the progress of students with SEND
- review provision in the light of progress made and work towards independence without the need for support
- work with outside agencies who provide specialist support for students with SEND inform and involve the parents of students with SEND so that we can work together to support students
- encourage active involvement by the students themselves in meeting their needs
- provide on-going training for all staff and specifically those within the Inclusion Team working with students with SEND

3. Co-ordinating provision

All class teachers, the SENDCo(s) and the Inclusion Team carry out an on-going process of assessment, planning and review that recognises each student's strengths as well as areas for improvement. A rigorous tracking system is in place to identify students who are not making the expected level of progress. Exemplar strategies which are used to enable access for all students to the National Curriculum are indicated below:

- differentiation of the curriculum to match tasks to ability
- grouping within class where appropriate and setting across a year group of students according to ability to ensure that tasks are suitably matched to ability
- use of a range of teaching styles which recognise the individual learning strengths and weaknesses of the students in the class
- accessibility to resources to support students with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through senior groups visiting younger groups as part of an intervention programme, paired reading and "buddy" systems, Sixth Form mentoring programmes
- use of positive behaviour management strategies within the classroom and as part of the each school's Behaviour Policy
- access to a vast array of extra curricular clubs and to the social life of the school
- in-Service training for all staff on the needs of students with SEND

- staff mentoring of Year 7 cohort in term 1 and 2: literacy focus
- staff mentoring of Year 11 in term 3 and 4: exam success focus
- withdrawal group and/or 1:1 support by the Inclusion Team
- in-class observations
- in-class directed and targeted support as part of an intervention
- 1:1 targeted programmes of intervention
- access support for physical difficulty or as part of transition from one key stage to another

At each Trust school, through regular contact with our feeder Primary school settings and by assessment on Transfer Day and at the start of the Year 7, using the CATS and the LUCID Exact baseline screening tests or other appropriate tests, including the STAR reading tests.

Through the school year we monitor and track the progress of all students by an on-going process of planning, teaching and assessment (the latter is termly). Students with a SEND or who are underachieving may be identified as having a need at any stage of this process during their school life.

4. A graduated approach to support of SEND across the Trust

At Trust schools all teachers are responsible and accountable for the progress and development of all students in their class including where students access support from specialist staff and members of the Inclusion Team. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. 'Quality First' teaching is a priority of Trust schools. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the schools' SENDCo to ensure that students are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Trust schools can be found in the School Offer in the SEND section of each school's website and on the local authority website <https://www.sendlocal-offer/>

5. Reasons for further intervention

We recognise that there is a wide range of SEND amongst students and that we must match the level of intervention to each student's needs. We have adopted the graduated approach set out in the 2014 SEN Code of Practice (revised January 2015) *Assess, Plan, Do, Review*, where the level of intervention increases whenever adequate progress is not being made.

The reasons for consideration of further intervention are one or more of the following:

- levels of termly assessment show a negative point score from one term to another and as a trend over the year
- a student is working at a level below the national expectation for that year group
- the attainment gap between the student and their peers is getting wider
- a previous rate of progress is not being maintained
- little progress is being made even when teaching approaches and resources have targeted a student's identified area of weakness
- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes

- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After Students, in liaison with Virtual School and Social Services
- for a student who is new to the school, records from the previous school indicating that additional intervention has been in place
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills other adults concerns from medical services, Educational Psychologist, Student Services or other similar agencies

6. The levels of need

The Trust's Graduated Response consists of three levels:

On-Alert (SEND Triage)

This refers to students who may, for some reason, have fallen behind and require some additional input to catch-up. A student in this category may have one of more of the following indicators:

- be at risk of not meeting their targets
- currently working at a standard below National expectations and their targets will not bring them above this level
- new entrants to the school whose needs are still being assessed
- currently have barriers to their learning. For example: their behaviour is disruptive; there are attendance/lateness issues; concerns over their mental health; the family is currently experiencing challenges; they have EAL (English as an Additional Language).

All class teachers are required to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENDCo and parents which will include problem solving, planning support and strategies for the individual students.

Students at this level of need are not recorded on the school's inclusion database and, in line with the Code of Practice, the school ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

7. SEND support

Students are placed on the inclusion database at this level after assessment and consultation between the SENDCo and Class Teacher when it is established that they have a significant learning difficulty and need provision that is additional and different.

At this point, parents/carers will be informed of the decision and the school will continue to work in partnership with them, listening their views and those of the student, and involving them proactively in planning and decision making. This will take the form of Assess-Plan-Do-Review Cycle.

Assess

- teacher's high quality, accurate formative assessment and experience of child
- student progress, attainment and behaviour
- development and attainment in comparison to peers
- views and experiences of parents
- the child's own views
- if relevant, assessments, views of and advice from external services

Plan: a plan will be drawn up by SENDCo & class teacher in consultation with parents and child. It will include:

- the outcomes agreed for the next half term
- the support and interventions to be put in place
- the expected impact on progress, development or behaviour
- a clear date for review
- the plan to be recorded on the student's record
- a copy to be given to the parents

Do

The class teacher remains responsible for working with the child on a daily basis and works closely with members of the Additional Intervention Team or specialist staff to plan and assess the impact of the interventions.

The SENDCo supports the teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

Parents will be invited to attend meetings with the SENDCo and their child to monitor/ review the effectiveness of the support and the impact on the child's progress.

Parents will be given copies of all notes recorded at the review.

8. Involving specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age-expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

9. Education, Health and Care Plan (EHCP)

Students who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of a Needs Assessment. This is completed by the SENDCo who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent/carers, child and all professionals involved invited to attend. In addition, students with an EHCP are subject to the Assess-Plan-Do-Review Cycle.

10. Admissions Arrangements

In line with current the school and LA policies, a place at a Trust school is available to a student with SEND provided that:

- a) the parents wish the student to attend the school
- b) the student's special educational needs can be met by the school
- c) other students will not be disadvantaged

d) resources will be used efficiently

The Trust has a duty under the Special Educational Needs and Disability Regulations 2014 (SENDA) not to discriminate against a disabled student:

- in the arrangements that they make for determining admission of students to the school. This includes any criteria for deciding who will be admitted to the school when it is oversubscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers students admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled (Equality Act 2010)

11. Accessibility and Access to the school environment

Northampton School for Boys is on a mostly level site with easy access to all areas including lift access in each building to different floors, for students with mobility or visual problems. There are a small number of individual rooms without such access but none of these mean that a specific subject, facility or learning resource is denied to students as adaptations to the timetable will be made so that only accessible rooms are included. See the Accessibility Plan on the school website for further information.

Northampton School is on a level site with easy access to all areas including lift access in the building to different floors, for students with mobility or visual problems. See the Accessibility Plan on the school website for further information.

12. Identification and assessment / transition

Students are internally assessed early to see if they have difficulties which might eventually impact on their ability to complete exams under normal arrangements.

Following this analysis and identification an intervention programme is created to enable the student to make more rapid progress within these targeted areas of need. The aim is to be able to complete exams under normal arrangements.

If progress is, nevertheless, insufficient to remove the need for additional provision then formal assessment and the exam board's approval is sought, for modified access arrangements.

Our approach is often seen by students as "CAN DO" rather than "CAN'T DO".

13. The graduated response and the Pastoral Management Team

Identified Concerns Universal offer:

If a teacher is concerned about some aspect of a student's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the student is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that student using Quality First teaching strategies.

If a student is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the student overcome the problems.

When a teacher is concerned about a student's physical or mental well-being, they will share their concerns with the SENDCo and the staff who have responsibilities for pastoral, medical and student-care issues.

SEN Targeted Support:

If a student continues to make inadequate progress despite the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The initial response of the class teacher will be to involve their Curriculum Team Leader or the Year Team Leader who will reassess that the universal interventions have been met. To move to a targeted intervention the Curriculum Team Leader or Year Team Leader will refer the student to the Student Welfare Panel who will examine all evidence across a range of subjects and decide the most appropriate intervention.

A Key Worker (Inclusion Team staff member) will be appointed to oversee the student's support and progress.

Relevant staff and the Key Worker will look at the evidence of inadequate progress and decide on the most appropriate strategies which are additional to, or different to those already being provided in the classroom to help the student to make progress.

Should a change of provision not have an impact/be inappropriate, a review or plan for targeted intervention will take place with the long-term aim of:

- a) reducing the amount of help the student requires to overcome their learning obstacle
- b) continuing with the existing level of help with new targeted interventions being set
- c) increasing the level of intervention if there has been little progress

SEN Support and Specialist Interventions:

If a student continues not to make adequate progress at SEN targeted Support the Key Worker will liaise with the Pastoral Management Team and will ask for help from specialists outside school. This is in addition to the extra support the student is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse, Specialist Support Service, NGAGE, CAMHS, The Virtual School or the Local Authority's Education Inclusion Partnership Team. With their help strategies which are additional to or different from those at SEN Support will be sought for a finite intervention.

14. Requesting statutory assessment for an Education, Health and Care Plan

If the student continues to not make progress, the school, through the Headteacher and SENDCo, can make a request to the Local Authority EHC Team to make a request for a needs assessment of the student's SEND. If the Local Authority agrees, it collects information from all those who have been involved with the student including evidence or reports written by external agencies, alongside educational advice written by the SENDCo. From this the LA EHC Team decides whether the student needs an Education Health and Care Plan of SEN to meet their needs and if they agree will proceed on the EHC assessment pathway.

The Education Health and Care Plan is a legally binding document which sets out the provision for each student. Each year the school must hold an Annual Review of the EHCP for those students who have been given one, inviting the parents and all the outside agencies involved with the student to assess the student's progress. A representative from the LA may also attend these reviews. Some students, particularly those with physical disabilities, sensory impairments or serious medical conditions may also have a Care Plan and, if appropriate, a Moving and Handling Plan drawn up by the Trust and specialists from the NHS.

15. Liaison within school

The SENDCo shares information about students with SEND with

- class teachers
- support staff
- members of the Senior Leadership Team
- members of Inclusion Team
- Curriculum Team Leaders
- Year Team Leaders
- staff who facilitate assessments
- The co-ordinator for medical needs
- child protection and safeguarding staff

16. Staff training arrangements for SENDCo and members of the Inclusion Team

Within the Trust there is an on-going programme of professional development training for all members of staff. The Trustees are also informed of courses on disability and SEND issues and are invited to attend. The SENDCo attends network meetings on SEND issues run by the LA. They also attend school training sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect students with SEND. The SEND information report is shared annually with Trustees.

The Inclusion Team also attend courses specific to their field through school training sessions specifically for their needs, and external courses when appropriate. The SENDCo and members of the Pastoral Management Team lead training sessions for Trust staff on specific SEND issues during the school year. These focus on individual students, types of need and making Universal provision effective. The SENDCo also provides training for the Trust's SCITT trainees.

18. Links with other schools

Members of the school Inclusion Team and the SENDCo arrange visits to the primary setting when they are informed of a student with SEND or who is a LAC student is transferring to a Trust school from KS2 to KS3. When a student already has an EHCP they are usually invited to attend the student's Annual Review in Year 6 held during the summer term before transition to secondary school. During the transition year SEND and identified students with significant needs will make a number of additional visits to Trust schools beyond the normal transition arrangements during the summer term. Specialist members of the Inclusion Team will be initially involved at this stage.

19. Partnership with parents

Parents of students with SEND are kept fully informed of the provision and targeted interventions that are being made for their child. Parents are invited to review progress towards the targets at the Parents' Evenings and at review meetings if their child has an EHCP. Each school will operate collaboratively with parents with an open-door policy.

Information about the Information Advice and Support Service (IASS) is available from the SENDCo. The SENDCo brings the organisation to the notice of parents whenever possible.

20. Complaints

If parents believe that their child has a learning difficulty or behavioural issue at a Trust school which has not yet been identified by the school, or if they are unhappy with the intervention and provision the school is making for their child with SEND, they should talk first to the SENDCo and/or the Year

Team Leader. If the parents think that the student should be given more support they should raise their concerns with the SENDCo and the member of the Senior Leadership Team responsible for Student Welfare. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the Trust's governor responsible for SEND.

21. The Inclusion Team

The SEND Trustee has regular contact with the SENDCo and the Senior Leadership Team of each Trust school to keep up-to-date with, and monitor the school's SEND provision.

The SENDCo is responsible for the arrangements for SEND provision and intervention throughout the school. The SENDCo:

- has responsibility for the day to day operation of the SEND policy
- maintains an inclusion database and ensures that the records on students with SEND are up-to-date
- works closely with the Senior Leadership Team, the teaching staff and members of the Inclusion Team in coordinating targeted interventions and provision for SEND students.
- manages the staff employed to work with individual students with SEND throughout the school
- liaises with the staff within school who have specific responsibilities such as those for child protection, student premium, attendance and family support issues
- is the co-ordinator for medical needs
- works closely and communicates regularly with the parents of students with SEND
- liaises with outside agencies to gain advice and support for students with SEND • contributes to in-service training for staff on SEND issues

The Trust employs specialist support staff and further support staff to assist the SENDCo in delivering targeted interventions to students highlighted as struggling to achieve; having significant difficulty accessing the curriculum; or with a defined SEND or Student Premium identified need. Some work across the Trust whilst other members of the Inclusion Team are based specifically in one Trust school. Inclusion Team interventions take place throughout each school.

The Inclusion Team deploy staff as follows:

- Social Emotional and Mental Health Leader
- Autistic Spectrum Disorder Leader
- Literacy Intervention Leader
- Numeracy Intervention Leader
- Transition Intervention Leader
- Autistic Spectrum Disorder Mentor
- Social, Emotional and Mental Health Mentors, including a trained Emotional Literacy Support Assistant (ELSA) and additionally a mentor who has oversight of the LAC students in school and who reports to the SLT link teacher for LAC students

- Learning Mentor (LM)
- School based counsellors

The Inclusion Team works with individual students and with small groups on very specific and targeted intervention programmes. They meet with the SENDCo and Inclusion management team each week to plan and review, and to adapt the learning programmes, provisions and targeted interventions they are delivering. They also plan and oversee reactive interventions of work for individual students which may become necessary within their specific field.

In Key Stage 3 the Inclusion Team supports students identified as not having made expected progress, by teaching literacy and numeracy skills to small withdrawal groups and individuals. The Team also carry out diagnostic assessments of individual students if appropriate to assess needs. The team records the provision of interventions to ensure monitoring and evaluation is completed and relevant information is fed back to parents.

The Inclusion Team also works closely with outsourced specialists who work within the school environment. These specialists provide interventions. Specialists include agencies such as the School Nurse. The Trust's Inclusion Team staff work closely with a variety of Local Authority agencies and private organisations to support students and their families who are having difficulties. Each SENDCo meets regularly with the SEMH Leader and Mentors to monitor student progress of highlighted students with Student Premium and SEND.

21. Monitoring and evaluation of the Inclusion Policy

Evidence of the effectiveness of this policy will be shown by:

- on-going teacher and Inclusion Team observations of the student in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the student's needs
- records and evidence of the student's work showing progress towards curriculum objectives
- evidence of progress towards targets at relevant SEND reviews
- evidence of meeting the targets set for any interventions
- more age-appropriate scores on standardised testing term by term
- records and evidence of the student's progress towards improving behaviour
- bespoke assessment tools used in each specific field of the Inclusion Team
- discussion at an appropriate level with the student about their progress
- discussion with parents about the student's progress
- discussion with outside agencies about the student's progress
- successful requests for additional funding at High Needs Block Funding and Top Up Funding.

Each Trust school will review annually the Inclusion Policy and related support arrangements. The outcome of this review will inform the School Improvement Plan and the SEND Annual Information Report which will be published on each Trust school's website.

21. Appendix 1: EAL Policy

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all students with EAL at the Trust are given the best chance possible to reach their full potential.

Aims and Objectives

- welcome the cultural, linguistic and educational experiences students with EAL contribute to the school
- ensure strategies are in place to support students with EAL
- enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential

Our objectives are to:

- provide a welcoming atmosphere for newly arrived students with EAL
- assess the skills and needs of students with EAL
- gather accurate information regarding children's backgrounds, cultures and abilities
- equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL
- use all available resources to raise the attainment of students with EAL.
- systematically monitor students' progress and adapt policies and procedures accordingly.
- ensure all children's languages, cultures and identities are represented in classrooms and throughout the school
- maximise opportunities to model the fluent use of English.
- ensure students with EAL are acknowledged for their skills in their own languages.

Resources and Teachers

Each Trust school will have a named teacher responsible for overseeing the provision for EAL students. Their responsibilities include:

- co-ordinating the efficient timetabling of students with EAL

- overseeing the assessment and targeting of children with EAL
- ensuring the procurement and appropriate use of resources to support students with EAL
- aiding staff in effective communication with parents and finding translators where appropriate
- exploring various possibilities to ensure important information is shared with parents

All staff members have a responsibility to ensure the development of students with EAL by using quality first teaching. They will meet this responsibility by:

- ensuring all written work includes the technical requirements of language as well as the meaning
- providing a good model of spoken English
- where possible, using a variety of types of text to explore their subject and through the varied use of English
- ensuring the inclusion of students with EAL in their classrooms
- identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student

Inclusion

The Trust utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- there is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge
- appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem
- the language development of students is the responsibility of the entire school community
- mainstream and support departments will work together to ensure optimal outcomes are achieved.
- diversity will be valued and classrooms will be socially inclusive
- teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning
- schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge
- where large groups of students with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve students' understanding of English

Classroom practice

- teachers use quality first teaching methods
- teachers have high expectations of all students, regardless of gender, ethnicity, social background or English ability
- classroom activities will be matched to students' needs and abilities
- teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function and clarify meanings accordingly

Where possible, the following practices will be utilised to improve students' literacy:

- utilisation of the student's first language expertise
- the provision of writing frames
- the use of props

Language skills will be developed through:

- collaborative activities involving spoken communication
- feedback opportunities and conversations
- good models provided by peers

Active participation will be encouraged by:

- grouping students in mixed ability groups to develop language skills
- 'expert' readers and writers present in each group to provide assistance and model language particularly within the Personal Development Programme.

Access to the curriculum

The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- the language and learning demands of the curriculum are analysed and support is provided
- visual support is utilised to provide greater understanding of key concepts
- there are opportunities for students to use their first language in the classroom
- the support requirements of students with EAL are identified and the support is made available
- staff training will be delivered annually to support delivery of the curriculum to EAL students

Working with parents and carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL. To aid this partnership, the Trust school will:

- actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions
- provide interpreters for meetings when needed
- ensure the language used in letters to parents is clear and straightforward
- where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear
- where necessary, ensure translations of school documents are carried out and provided to parents of students with EAL
- encourage parents to attend Parents' Evenings and participate in school functions
- invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate
- encourage parents to become involved with homework through shared reading schemes and language-based homework
- plan activities in a way that ensures they do not clash with religious/community commitments

Special Educational Needs (SEN)

A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school. A proportion of students with EAL may have one or more types of

SEN and it is imperative that this is identified at an early stage. Assessments of SEN of students with EAL will involve EAL specialists along with SEN specialists. Where appropriate, the school will arrange an assessment in the child's first language.

SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy. The Trust will ensure that parents/carers of a student with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Monitoring progress

The monitoring of students' progress is shared between all teachers, both mainstream and EAL support. Individual student profiles are updated following assessments and reviewed on a termly basis to identify and address problems. Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

Policy review

This policy is reviewed annually by the teacher responsible for EAL students and the Executive Headteacher and school Headteachers.

22. Appendix 2: Glossary

AIT	Additional Intervention Team
ASD	Autistic Spectrum Disorder
ASDL	Autistic Spectrum Disorder Leader
ASDM	Autistic Spectrum Disorder Mentor
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
SEMHL	Social Emotional Mental Health Leader
SEMHM	Social Emotional and Mental Health Mentor
HI	Hearing Impairment
INSET	In-Service Training
KS	Key Stage
LA	Local Authority
LM	Learning Mentor
LIL	Literacy Intervention Leader
MLD	Moderate Learning Difficulties
NIL	Numeracy Intervention Leader
PD	Physical Disabilities
PIVATS	Performance Indicators for Value Added Target Setting
PWP	Student Welfare Panel
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
SPLD	Speech and Language Difficulties
TIL	Transition Intervention Leader
VI	Visual Impairment