



SEND Policy

Person responsible	Georgina Mawdsley
Governor appointed	Victoria Smith
Date of first draft	March 2022, reviewed annually
Last review	This review March 2026
Date adopted by Governors	
Changes made:	Removed a quote from 2006.
	Removed section about doing our own specialist cognitive assessments such as MALT.
Date of next review	March 2027
Signature of Chair of Governors	

Middlemarch School

Special Educational Needs and Disability Policy

in compliance with
Statutory Instrument: Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

March 2026

By Mrs E Rogers

SEN POLICY FOR MIDDLEMARCH SCHOOL

1.0 Legislative Compliance

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

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

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

2.0 Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide adapted learning opportunities for all children through high quality first teaching within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have 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 unless it has a severe impact on the child’s learning. Some children with EAL may also be found to have SEN on further assessment through school or EMTAS. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.

- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school’s budget.

3.0 Aims and Objectives of this Policy

The aims of our policy and practice in this 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, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in 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 head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Policy to the Special Educational Needs Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

The inclusion of children who have EAL and their achievement is 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 always shown towards all pupils.

SEN co-ordinator; Mrs. Emma Rogers

Assistant to SENDCo; Mrs. Tracey Stokes

SEN Governor; Ms Victoria Smith

Designated Teacher for Looked After Children; Mrs. Georgina Mawdsley

We provide for pupils with a wide range of different needs, this has included, but is not limited to, pupils with:

- Specific literacy/numeracy difficulties
- Autistic Spectrum Conditions (ASC)
- Dyspraxia
- Visual Impairment
- Hearing Impairment
- Speech and language disorders
- Attention deficit hyperactivity disorders

Commented [FP1]: addition

Please read this policy alongside the SEND INFORMATION REPORT

This sets out:

- **Our school's policies for identifying children and young people with SEN and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
- **Our approach to teaching children and young people with SEN**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEN**
- **How our school evaluates the effectiveness of its provision for children and young people with SEN**

The Information Report can be found on our website.

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

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

SEN Code of Practice (2014: Para 1.24)

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

“Achievement for All” (National Strategies: 2009)

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

Ofsted 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

Commented [FP2]: Would it be helpful to add a few recent research/ government documents?

4.0 STAGE 1 – monitoring and early intervention

Supported with well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. Pupils are not added to the SEN register unless they do not make sufficient progress within these interventions over a term. They will be on a monitoring list. Targets are set for the intervention group, but an IEP is not yet in place until placed on SEN register.

- All learners will have access to quality first teaching
- Some learners will have access to carefully adapted activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is an adaptation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on our monitoring list and any provisions they access are detailed on our ‘Provision Map’ site which is where all additional interventions are detailed and monitored 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.

4.1 Identification and Assessment at Stage 1 – monitoring and early intervention

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

- the analysis of data including entry profiles, reading ages and other whole-school pupil progress data such as termly Standardised Scores
- classroom-based assessment and monitoring arrangements (the cycle of assess, plan, do and review).
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder schools on transfer
- information from previous schools where applicable
- information from other services
- Maintaining a log of interventions on 'Provision Map' for all vulnerable learners. This provision map is updated termly by teachers and SENCO
- may include a language assessment where English is not the first language
- Involving an external agency where it is suspected that a special educational need is significant, for example, requesting that STS (specialist teacher service) complete a cognitive assessment. This may include a first language assessment by EMTAS (Ethnic minority and traveller achievement service).

4.2 Stage 1 Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or suspected 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 and adapt work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual support in class and/or at unstructured times
- Small group work
- Language support/access to materials in translation/ visuals
- Further adaptation of resources
- Peer-support

- Homework/learning support
- A range of therapeutic groups including cooking therapy and Lego therapy
- Nurture and Forest School groups
- 1:1 work with a THRIVE practitioner
- Emotional check ins
- Creative Therapy by Sycamore Counsellor on site
- Referrals to relevant outside support such as Coventry and Warwickshire's CAMHS support RISE or the Autism Support Service
- Support from our Pastoral Lead

4.3 Monitoring and Evaluation at stage 1

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, EAL co-ordinator, SEN assistant and/or senior leaders
- Ongoing assessment of progress made by intervention groups
- Book trawls on a termly basis
- SEN meetings with year group teams and SENDCO
- Feedback from all staff
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records.
- Regular meetings about pupils' progress between the SENDCO/class teacher and the head teacher
- Headteacher's report to parents and governors
- Inclusion on a 'Monitoring List' of pupils who have recently come off the SEN register or whom concerns have been raised, and so closer monitoring of progress is needed.

5.0 Stage 2 - SEN Support- for pupils on the SEN register

Pupils will be offered additional SEN support when their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014. Our information report details our schools' criteria for inclusion on the SEN register. This additional support may be through inclusion in additional groups for learning or social and

emotional needs, a differentiated curriculum, sensory or movement breaks, additional adult support or increased support from outside agencies.

In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using 'Provision Map'.

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 (EHCP).

An Individual Education Plan will be drawn up for each child on the SEN register. 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 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 least a termly there will be an evaluation and decision about the next steps.
- Our IEPs will have a maximum of four short / medium term SMART targets set for the pupil.
- 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:
 - Teacher assessment of need
 - Discussion between teacher and SENDCO
 - Discussion, wherever possible, with parents/carers and the pupil
 - Discussion with other professionals as required

Our IEPs will be reviewed at least termly by class teachers in consultation with the SENDCo and discussed with parents at parent's evenings.

6.0 Stage 3 Education Health and Care Plan

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health and Care Plan (EHCP).
- Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above)
- In addition to this, pupils with an EHCP will have an Annual Review of their plan to evaluate how they have progressed towards their key stage 2 outcome and their short steps for the last year.
- The plan and provision will be evaluated and changes recorded and sent to SENDAR if required. Our school will comply with all local arrangements and procedures when applying for:
 - High Needs Block Funding
 - An Education Health and Care Plan
- We will 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.

7.0 Roles and Responsibilities

7.1 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 governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCO)
- The headteacher will be informed of the progress of all vulnerable learners and any issues regarding the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENDCO)
- pupil progress meetings with individual teachers
- regular meetings with the SENDCO/SEN assistant
- discussions and consultations with pupils and parents

7.2 Special Educational Needs 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 the SEN register and 'Provision Map' for vulnerable learners
- Identifying on the SEN register 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 an Education Health and Care plan
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan
- 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 3 and 6 pupils on the SEN register
- Monitoring the school's system for ensuring that Individual Education Plans are written, worked on and reviewed termly

- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Liaising and consulting sensitively with parents and families of pupils on the SEN register, 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 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.
- Completing referrals as needed for children for services such as Speech and Language Therapy, RISE or EMTAS

7.3 EAL Co-ordinator

The EAL 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
- 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
- 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

- 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 EAL Co-ordinator network meetings and training as appropriate.
- liaising with a range of outside agencies to ethnic and linguistic minority learners

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7.4 Class teacher

- Liaising with the SENDCO/EAL 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 Monitoring List and 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 or 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 IEP 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 2014)
 - Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
 - Planning for and overseeing intervention groups led by TA's.

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

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The school's generic processes for tracking the progress of all pupils
 - At least half-termly evaluation of whether pupils in receipt of High Needs Funding and/or with an 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)

LOCAL OFFER AND SEND INFORMATION REPORT

- Information on where the local authority's local offer is published.

<http://www.warwickshire.gov.uk/sendlocaloffer>

- Information on where the schools SEND report is published.

<https://www.middlemarchschool.co.uk/special-educational-needs-disabilities/>

The Bridge at Middlemarch School

The Bridge is one of Warwickshire's Resourced Provisions. It is a purpose built specialist provision for pupils with the primary need of Communication and Interaction. It is based in an area at the far end of the lower school corridor with a classroom area and an additional area for practical group and social learning. The 'Bridge' Nurture group also takes place in this area. The Bridge has its own outdoor area.

The Bridge is a specialist provision within a mainstream setting, allowing pupils with communication and interaction difficulties to receive appropriate specialist support to address these needs and the opportunity to access a mainstream curriculum and be part of a mainstream peer group. It offers a comparatively high adult to pupil ratio and it provides a happy, caring, nurturing and safe environment where every individual is valued and where children are motivated to achieve their fullest all-round potential. The Bridge is currently staffed by the

equivalent of one full time teacher and 3 teaching assistants. The Bridge can support a maximum of 8 children.

Admission Criteria for the Bridge:

Admissions to the Bridge are via County panels and not directly through the school. In order to be considered for a place at The Bridge, children must have an EHCP, with communication and interaction needs as their primary need. They will need to be able to access a mainstream curriculum with appropriate differentiation, appropriate to their age, with or without support.

Children being considered for admission will follow individual transition programmes involving visits to meet them in their current school or at home and meetings with parents and other professionals to establish a consistent, holistic and personalised approach to planning for the child. Consideration will be given to the profile of current cohorts in the school and provision when offering places to pupils.

The Bridge as part of Middlemarch School:

The Bridge is part of Middlemarch School and as such follows all school policies, including the Behaviour Regulation and Relationships policy. All pupils will be allocated to a main school class and the expectation is that pupils will access some of the curriculum in the class where possible. Staff from the Bridge will support pupils in class to do this through differentiation, task management and implementation of reward systems.

Pupils working in class will follow the curriculum planned by the class teacher. However, for pupils not able to access the class curriculum work may be planned by the teacher in the Bridge; taking into account the cognitive abilities of the child. Pupils from other classes in school may also come to work in the Bridge in order to join groups if it is considered beneficial to their learning and social needs.

9.0 Inclusion of pupils with English as an additional language

9.1 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 necessarily considered to have a Special

Educational Need, but are seen to benefit from the ability to live and learn in more than one language and to sometimes require additional support.

9.2 Ethos

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

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum, alongside some 1:1 teaching as may be required.

9.3 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.

9.4 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
- A further home language assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language conducted by EMTAS

- 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 and translation facilities, teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level
- Progress of EAL pupils will be monitored. 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 EAL assistant or SENCO. 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. We use EAL Star to assess EAL pupils and also the proficiency scales as recommended by EMTAS

9.5 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 applicable, providing interpreting facilities at school meetings and by providing key school information in translated format. Class Dojo is used to send messages which enables translation.

10.0 Inclusion of pupils who are Looked After in Local Authority Care

Our school 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 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 for looked after children. (Mrs. G. Mawdsley, Headteacher). 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 and exclusions.

11.0 Inclusion of pupils who are more able and/or talented

In this section the term ‘more able’ refers to pupils who have a broad range of achievement at a very high level. Those children who are more 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.

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.

11.1 Identification

Before identifying any child ‘more 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 ‘more able’ and/or ‘talented’ is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that ‘at this time this child is showing ability in a particular area’. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A more 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 assessment
- assessment results
- specialist teacher identification

Each year the school will draw up a register of more able and/or talented children. This list will be kept under review. Provision for more able and/or talented children will be tracked.

11.2 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 school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 3 to Year 6 we set targets for reading, writing and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation and adaptations to help them succeed.

This policy will be reviewed annually by the governing body and was last reviewed

March 2026

By Mrs E Rogers