

ST ANSELM'S CATHOLIC PRIMARY SCHOOL INCLUSION AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Learning and growing together through prayer, belief and love

This policy was presented to and approved by the full Governing Body on **18.12.23**.

This policy will be reviewed annually.



Headteacher	Signature Ms Huxford	Date 18.12.23
Chair of Governors	Signature Linda Barnard	Date 18.12.23
Review Date	December 2024	

MISSION STATEMENT

Our Mission Statement '**Learning and growing together through prayer, belief and love**' captures perfectly our vision of a Christ-centred community which recognises that we are all God's children 'made in the image and likeness of God'. At St Anselm's we aim to develop children's spiritual 'thirst' and accompany them on their journey of faith in a rich, positive learning environment with Jesus' teachings and values at the core of our curriculum.

INTRODUCTION

At Saint Anselm's we are committed to Catholic principles of social justice and inclusion, which recognise the entitlement of all pupils to a balanced, broadly based curriculum, matched to individual needs, allowing and encouraging those individuals to achieve their best. Our SEND policy reinforces the need for teaching that is fully inclusive.

This policy is created in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (January 2015). The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct payments) Regulations, Section 49, The Equality Act 2010 – advice for schools DFE Feb 2013, Statutory Guidance on supporting pupils with medical conditions April 2014

Inclusion

At St Anselm's, we are committed to ensuring equality of education and opportunity for all pupils and staff. We aim to remove all barriers to participation and learning that can exclude pupils or groups of pupils. This means that equality of opportunity must be genuine and we must pay attention to all groups of children in our school. We adopt a whole school approach to SEND policy and practice. Every effort is made to ensure all pupils have full access to the National Curriculum and as far as practicable, are fully integrated into mainstream classes. **All teachers are teachers of pupils with Special Educational Needs.** We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. At St Anselm's School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We ensure that children are respected, valued and listened to. We encourage participation by all pupils in all areas of school life, and are careful that every child achieves and makes good progress. (*Inclusive Schooling: children with special educational needs -2001*)

This Policy applies to children who

• <i>have Special Educational Needs</i>	• <i>are Looked After Children</i>
• <i>reflect social or cultural diversity</i>	• <i>have attendance difficulties</i>
• <i>do not speak English at Home</i>	• <i>are gifted and talented</i>
• <i>have recently moved to this country</i>	• <i>have a mobile life style as travellers</i>
• <i>may be refugees or asylum seekers</i>	• <i>disadvantaged children who may</i>
• <i>present with safeguarding concerns or are otherwise vulnerable</i>	• <i>live in poverty or may be homeless</i>
• <i>who are young carers</i>	• <i>who are at risk of disaffection</i>

Part 1 Provision for SEND

PROVISION

St Anselm's School identifies pupils as having **Special Educational Needs (SEN)** if they meet the definition as set out in the 2015 SEN Code of Practice (CoP 2015) which defines SEND as:

1. A child or young person has SEN if they have a **learning difficulty** or **disability** which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a **significantly greater difficulty** in learning than the majority of others of the same age, or
 - has a **disability which prevents or hinders** him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Many children who have SEN may have a disability under the Equality Act 2010 – that is

- ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition

St Anselm's provides special educational provision for pupils who require

- ‘special educational provision that is provision different from or additional to that normally available to pupils of the same age.’

CoP 2015

St Anselm's provides for pupils whose special educational needs broadly fall into the 4 areas of:

- **Communication and interaction** e.g. Autistic Spectrum Disorder (ASD) and Speech and Language difficulties
- **Cognition and learning** e.g. Dyspraxia and Dyslexia
- **Social, emotional and mental health difficulties** e.g. Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Depression
- **Sensory and/or physical needs** e.g. physical, visual or hearing impairments, epilepsy

Pupils must not be regarded as having learning difficulties solely because of their home language is different from that in which they are taught. Where there are perceived difficulties, a home language assessment will be carried out as part of a programme of further investigation.

GUIDING PRINCIPLES

At St Anselm's School, we believe that all of our pupils, regardless of gender, ethnicity, ability, or disability are entitled to a high-quality education that will maximise their life chances. All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into high school, further and higher education or training and adulthood.

OBJECTIVES

We will ensure that our pupils with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;

- the views of the pupil will be sought and taken into account
- our parents have a vital role in working with us to recognise pupils needs and supporting their pupil's education

- our pupils with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate adapted curriculum
- the school will manage its resources to ensure all pupils' needs are met
- pupils' special educational needs will be identified early
- provision and progress for our SEN pupils will be monitored and reviewed regularly
- children's progress is reported and discussed regularly with parents.
- The school will involve outside agencies when appropriate
- Education, Health and Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy
- Our pupils will make a successful transition to the next stage of their learning and start to build the skills they need for adult life and employment.

Where a SEN is identified, we will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required. We recognise that many pupils have special needs as some time during their school life. In implementing this policy, we believe that pupils will be helped to learn strategies and where possible to overcome their special needs.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENCO) in conjunction with the SEN Governor, Karina de Souza. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

Coordinating the provision of education for pupils with SEN at St Anselm's

The school's provision for pupils with SEN will be coordinated by Mrs Jackson who is the SENCO. The SENCO has an important role to play with the head teacher, senior leadership team and governing body, in determining the strategic development of SEN policy and provision in the school.

In addition there is a specialist team of people who support the work of the SENCO. Their roles are:

- Two Higher Level Teaching Assistants (HLTA's)
- Learning and Wellbeing Mentor
- 1:1 Learning Support Assistants who support children with an EHCP

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

She provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCO monitors the provision of the school SEND Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEN receive appropriate support and high-quality teaching.

ROLES AND RESPONSIBILITIES

The Role of the Governing Body:

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for SEND pupils
- ensuring that a 'responsible person' is identified to inform about Special Educational Needs at St. Anselm's
- ensuring that SEND pupils are fully involved in school activities

- having a regard to the Code of Practice when carrying out responsibilities
- being fully involved in developing and subsequently reviewing SEND policy
- Delegating powers and responsibilities to the Headteacher, HLT and SENCO to ensure that this policy is embedded into the culture of the school

The Role of the Headteacher:

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including the SEND provision
- To ensure the dissemination of the Disability and Equality Act 2010 and the Disability Discrimination Act 2005 (DDA) which defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities'. (See the Disability Equality Policy)
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO /SEND team
- Working to build a partnership with families to ensure that parents are involved in discussing their child's needs and how to support them. Working with parents and children (depending on age and appropriateness) to enable them to participate in the decision making process in relation to the SEND provision that is made for the pupil.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The Role of the SENCO

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising and giving advice and support to fellow teachers in respect of pupils with Special Educational Needs
- managing Learning Support Assistants (LSAs)
- close liaison with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential high schools/next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- reporting annually to the Governing Body concerning the effectiveness of the policy.
- Overseeing the transfer of records of pupils with SEND

The Role of Class Teacher:

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- collaborating with the SENCO to decide what action is required to assist the pupil with SEND to progress
- working with the SENCO to collect all available information on the SEND pupils
- working with SEND pupils on a daily basis and ensuring appropriate support is given by assigned TAs and LSAs to deliver the individualised programme set out in the SEND support plan
- developing constructive relationships with parents
- being involved in the development of the school's SEND policy.

ADMISSION

The admission arrangements for pupils with SEN who do not have an EHCP are the same as the school as a whole and can be found in the school Admissions Policy which is available on the school website.

FACILITIES

St Anselm's demonstrates its commitment to equality for those with disabilities in provision of facilities for pupils with SEN at the school, including facilities which increase and assist access to the school by pupils who are disabled. The school seeks to comply with the 2010 Discrimination and Disability Act.

Part 2 – Graduated Response to SEN

SEN FUNDING

The school's SEN provision is funded largely from the school's overall budget and is allocated mainly on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEN register, it is because their additional needs are significant and they require additional support that the school may fund, up to an additional £6,000. In exceptional cases the school can apply to the LA for top up funding. Pupils who have an Education Health and Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements.

IDENTIFYING AND DETERMINING NEEDS AND REVIEW

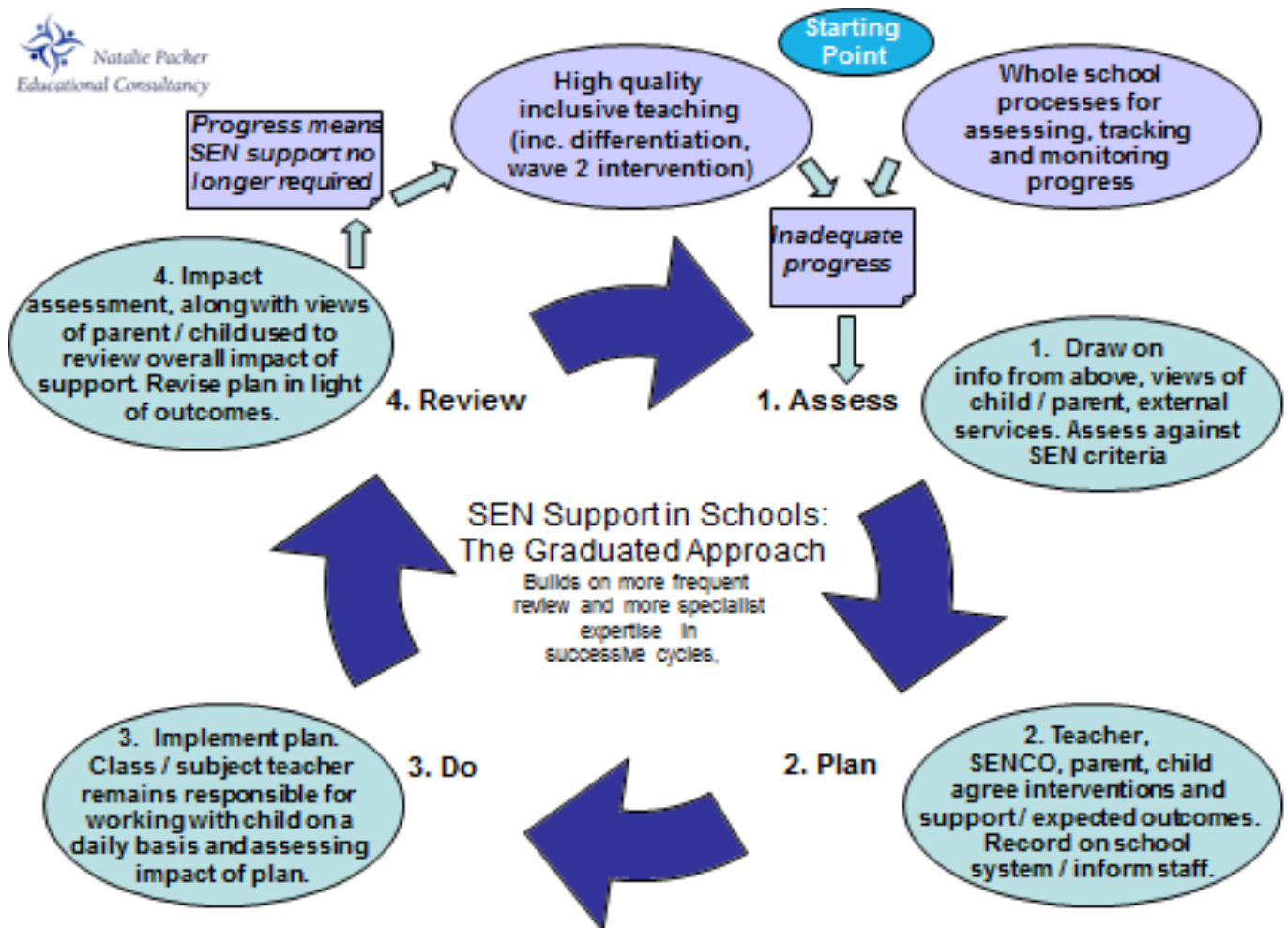
All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, class teachers and the SENCO and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, adapted for individual pupils, is the first step in our school's response to pupils who have or may have SEN.

The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2014 Code of Practice requirements, the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEN:

(with thanks to Natalie Packer, Natalie Packer Educational Consultancy www.nataliepacker.co.uk/)



Action by class teacher:

Prior to involvement of the SENCO, Class teachers will be expected to have undertaken the following actions.

- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Will not have assumed difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – match planning to individual needs
- Taken responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the SENCO is consulted, as to whether the pupil should be placed on the school's SEN register.

SEN REGISTER

Placing pupils on the school's SEN register will be considered when

- there is little progress over time or their progress is significantly less than that of their peers starting from the same baseline
- the pupil is working below age related expectation
- it is noted that there is a serious cognition, social and emotional, physical, sensory, communication and interaction difficulty.
- a referral is made for specialist advice and /or assessment
- additional support is required at Wave 2 and /or Wave 3

THE GRADUATED RESPONSE

Will be led by the class teacher in partnership with the SENCO.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents an SEN Support Plan will be drawn up to achieve the agreed outcomes through support and intervention arrangements. The SEN Support Plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENCO/teacher/ will consider a range of approaches/materials including ICT
- Adapted and specialist teaching and support will be considered in terms of grouping – 1:1 and group, pre-teaching and “filling in the gaps”, both in class or out of class, in booster and/or homework clubs.
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets
- Progress towards these outcomes will be tracked and reviewed termly through a 4-step model, and will be repeated as many times as is necessary. (See model below)

Assess

- Analyse pupil’s needs
- Teacher’s assessment, experience of pupil, data on progress and behaviour, views of parents
- Review regularly

Plan

- Notify parents
- Identify interventions and support
- Inform all teachers and support staff who work with the child of the needs
- Share outcomes / targets for improvement

Do

- Class teacher responsible for working with pupil of a daily basis
- Class teacher takes responsibility for group interventions away from the class
- Class teacher involved in planning and assessing impact of interventions
- SENCO provides support to class teacher

Review

- Review plan on a termly basis, and discuss progress against agreed outcomes with the pupil and with their parents.
- Review progress of the pupil with their peers and with national data.
- Interventions should last for, and be reviewed each half term
- Class teacher, with SENCO revise support in light of pupil's progress and development and based on advice from external support services, if relevant
- Plan changes to support and revised outcomes / new targets. In Support Plan include revised outcomes and what steps/interventions will be put in place to ensure new/revised outcomes are achieved

THE TERMLY REVIEW MEETING

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCO where appropriate. It will provide an opportunity for parents to share their concerns and, together with the teacher, agree their aspirations for the child.

These discussions will be enabled to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The Support Plan will be updated and agreed with parents at this meeting.

PROVISION MAPPING

The school will maintain a provision map of the support, arrangements and interventions available to ensure that pupils with SEN can access learning and maximise their achievements.

ST ANSELM'S APPROACH TO IDENTIFICATION AND ASSESSMENT OF SEN

At St Anselm's we have an agreed approach to the identification and assessment of SEN taking into account the nature of the special needs.

Identification includes the use of high-quality formative assessment, as well as effective tools and early assessment materials. The main source of outside agency support is from the Local Authority or the school's own commissioned professionals. This could be from Health Professionals e.g. Speech and Language Therapists, Physiotherapists etc. Informed parental permission is required before such consultations can take place.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. St Anselm's school has access to the following professional agencies;

Catholic Children's Society (Drama Therapist)
 Educational Psychologist
 Advisory Teacher for Sensory Impairment
 Advisory Teacher for ASD
 Speech and Language Therapy
 Occupational Therapy
 Harrow Horizons
 Child and Adolescent Mental Health Service

EDUCATION, HEALTH AND CARE PLANS (EHCP)

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority (LA) to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Once a pupil has an EHCP naming St Anselm's School, the Head teacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

ACCESSING THE CURRICULUM

At St Anselm's we follow the National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEN will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At St Anselm's, we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids, such as workstations and assistive technology such as use of a laptop computer or iPad.

HARROW SEN LOCAL OFFER

The Harrow Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in Harrow. It shows families what they can expect from a range of local agencies including education, health and social care. Most children with a special educational need (SEN) have their educational needs met by their school however in some cases schools will utilise extra support from other services in Harrow for these children. Full details of the harrow Local Offer can be found at <https://www.harrowlocaloffer.co.uk/services/education>

SCHOOL INFORMATION REPORT

Information will be published on the school website about the implementation of the SEN Policy. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and is summarised below.

WEBSITE SUMMARY – INFORMATION MUST INCLUDE

1. How the school meets a range of SENs
2. How the school identifies and assesses SEN
3. The name and contact details of the SENCO
4. How the school works with parents
5. The curriculum offer for SEN pupils and how the school differentiates
6. An example of the school's provision map for supporting the needs of pupils with SEN
7. The school's approaches to teaching and learning for pupils with SEN
8. Links to relevant policies – SEN, Single Equality Scheme (disability, discrimination & equality) Accessibility Plan, Medical Needs Policy
9. Arrangements for engaging with pupils and parents
10. Arrangements for preparing for transition
11. Expertise and training of staff
12. Engaging with the wider curriculum, for example sports or arts provision
13. Pastoral care for pupils with emotional and social SENs
14. Arrangements for pupils with SEN who are Looked After Children
15. Links with external agencies
16. Who to talk to re SEN
17. How to make complaints
18. How the school contributes to the LAs local offer
 - a. Weblink to the LA Local Offer for accessibility to parents/carers
 - b. How parents and young people can request an assessment for an EHC plan
 - c. Arrangements for travel to and from schools, post-16 institutions and early years providers

As stated in Part 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects;

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

COMPLAINTS

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

Part 3 - School Staff and Partnership with Families

PROFESSIONAL DEVELOPMENT FOR STAFF

The professional development of all staff involved in meeting the needs of all pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists e.g. ASD advisory teacher, educational psychologist
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's CPD process
- Undertaking continuing professional development using SEN online training materials provided by the National College
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO.
- Receiving advice and training from external professionals who work with children within the school e.g. Speech and Language therapist, Educational Psychologist, School Drama Therapist.

ROLE OF PARENTS

All parents and carers of pupils with special educational needs at St Anselm's are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Be sign-posted to services available to their families from Harrow through the Harrow Local Offer.

To make communications effective staff at St Anselm's will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

PUPILS

The pupil's views will always be ascertained, either through direct discussion with the pupil, from their parents and from observation and review. Pupils will be encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

TRANSITION

Liaison with regard to the successful transition of pupils with SEN is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENCO.

Transition arrangements for pupils with SEN either moving into the school or moving on to new schools will also be coordinated by the SENCO.

Part 4 – Inclusion of all children

SUPPORTING CHILDREN LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE: (EAL)

At St. Anselm's, the teaching and learning, achievements, attitudes and well-being of all our pupils are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our pupils have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Pupils who are learning English as an additional language (EAL) have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

AIMS AND OBJECTIVES:

The National Curriculum (2014) secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

- We aim to improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
- To support access to a broad Early Years Curriculum and to the National Curriculum, by improving children's fluency and providing bilingual support if possible.
- To integrate new children in to the school in order to ensure that they gain access to the curriculum and academic achievement.
- To use school, borough and government resources effectively to raise the attainment of EAL children.
- To identify and make maximum use of opportunities for modelling fluent use of English, and to provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment. (Family Learning)
- To ensure that we meet the full range of needs of those children who are learning English as an additional language.

TEACHING AND LEARNING STYLES:

At St Anselm's, teachers help pupils who are learning English as an additional language by various means.

Spoken and written English is developed by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key word, metaphors and idioms
- explaining how speaking and writing in English are structured for different purposes across a range of subjects
- providing a range of reading materials that highlight the different ways in which English is used

- ensuring that there are effective opportunities for talking, and that talking is used to support writing
- encouraging children to transfer their knowledge, skills and understanding of one language to another
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

Access to the curriculum and to assessment is ensured by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, visual support materials, readers and dual language texts;
- using the home or first language where appropriate.

Additional support for EAL children who are learning in the following categories is achieved by:

- providing support (where possible) to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language.
- TA support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children.
- additional support to target groups of children who are operating lower than would be expected for their age/time in school.

CURRICULUM ACCESS:

All pupils in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

We generally withdraw pupils from lessons to receive EAL support only in the initial stages of induction. Teachers and Teaching Assistants may give language support and work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children. The support should be clearly linked to the National Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus and may include:

- preparation sessions with the pupil before teaching input, for example before a whole class session.
- sessions following up a whole class or group session to reinforce key language and concepts.
- sessions to enable the pupil to complete home learning tasks with understanding.
- intensive support for older bilingual pupils at a very early stage of learning English.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

ROLES AND RESPONSIBILITIES:

A significant number of our pupils in St Anselm's are learning English as an additional language. All staff have the responsibility for supporting and encouraging children to become fluent English speakers, and for communicating school expectations for Speaking and Listening.

All staff has responsibility for:

- modelling good use of English, in extended sentences and encouraging children to do the same.
- communicating to children that they are expected to speak clearly and audibly, using more than single words as appropriate.
- communicating to children that they are expected to listen and respond when someone speaks to them.

All teaching staff has responsibility for:

- planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English. Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- setting targets for improving oracy and Speaking and Listening.
- assessing and tracking progress in Speaking and Listening
- initial assessment of children's Speaking and Listening level on admission to school.
- additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency.
- supporting whole school or year group planning with additional input on developing language across the curriculum.
- identifying and providing resources which support children learning English as an additional language.

Additional classroom support staff has responsibility for:

- working with targeted groups to support children's access to the curriculum.
- translating verbal instructions and explanations, when appropriate to further children's understanding of concepts and tasks.
- liaising with parents to enable them to support their child's learning at home
- translating to enhance communication between school and parents.

ASSESSMENT:

Our school uses guidance from 'A Language in Common' and the DFEE to measure English language competence for EAL children linked to the National Curriculum (2014). We assess those pupils who are not yet at the required level of competency, according to the criteria outlined in these documents. We also carry out ongoing termly recording of attainment and progress in line with agreed school procedures, using 'O-Track'. All of this information is used to plan for next steps in learning and to plan provision in all areas of the curriculum.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements where necessary, for children who are learning English as an additional language.

Upon arrival into St. Anselm's, we aim to carry out a home language assessment in order to gather a full profile of the pupil's strengths and difficulties.

GIFTED AND TALENTED PUPILS:

Pupils are offered opportunities which challenge, enrich and deepen their knowledge and understanding. Pupils are encouraged to transfer and apply their learning to different contexts and to explain it to others. Children are encouraged to undertake more complex projects and solve problems of greater complexity. They are challenged to achieve greater depth in their studies by devising and carrying out investigations, independently exploring and researching both topics studied and based on their own interests.

DISADVANTAGED PUPILS WHO MAY RECEIVE PUPIL PREMIUM FUNDING:

At St. Anselm's, we believe that all our pupils have an equal entitlement, and should have an equal opportunity to reach their spiritual, academic and physical potential.

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as the Pupil Premium. Pupil premium is additional funding, from the government, provided to

schools for supporting more pupils from low income families to ensure that they benefit from the same opportunities as all other children.

There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children

All our staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium will support us in achieving our vision.

PRINCIPLES:

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils;
- We seek to ensure that appropriate provision is made for pupils who belong to disadvantaged groups, this includes ensuring that their needs are adequately assessed and addressed;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- All staff seek to promote an inclusive and collaborative ethos in their classrooms which enable all pupils, including those from disadvantaged backgrounds, to thrive
- Staff will plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Support disadvantaged pupils in their class through adapted planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind

PROVISION:

The range of provision the staff and Governors consider making for this group include:

- Additional pastoral support;
- Additional teaching and learning opportunities;
- Additional support with selected essential school stationary and equipment
- Funding will be allocated to enable pupils to participate fully and actively in wider and extracurricular and enrichment activities and school trips;
- Pupil Premium Information on the school's website:

INCLUSION AND SEND POLICY REVIEW:

The school considers the Inclusion and SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

STORAGE OF DATA

All data is stored under the EU GDPR regulation and the UK Data Protection Act 2018.

RELATED POLICIES

This policy should be read in conjunction with the following policies and statements:

Accessibility Plan	Equality Policy and Objectives	Intimate Care
Allergies Management	First Aid	Medical Needs
Asthma Management	Induction and Welcome	Pupil Premium

--	--	--