

# Sir John Lawes Academies Trust

|                          |  |
|--------------------------|--|
| <b>POLICY TITLE:</b>     | <b>INCLUSION</b>                                     |
| <b>STATUS</b>            | <b>Statutory and Non-statutory</b>                   |
| <b>REVIEWED BY:</b>      | <b>SIC/AIC/Trust Board</b>                           |
| <b>DATE OF APPROVAL:</b> | <b>1 December 2016</b>                               |
| <b>NEXT REVIEW:</b>      | <b>Autumn 2017</b>                                   |
| <b>AUTHORS:</b>          | <b>Anita Barker, Ladan Shirazi and Joanne Mylles</b> |

---

- Special Educational Needs (SEND)
- Children Looked After
- More Able Students (MASt)

Equalities impact assessment considered

# Sir John Lawes Academies Trust

**POLICY TITLE:** SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

**STATUS** Statutory

**AUTHOR:** Anita Barker, Ladan Shirazi and Joanne Mylles

---

## 1. BACKGROUND/STATUTORY LEGISLATION

This policy has been written with regard to:

- The 2015 SEND Code of Practice: 0-25 years
- The Equality Act 2010
- The Children and Families Act 2014

Links to other school policies

- Medical Policy
- Equality Policy
- Health and Safety Policy
- Exclusions Policy
- Child Protection Policy
- Accessibility Policy
- Admissions Policy

## 2. PHILOSOPHY

All students are entitled to be valued equally and to enjoy respect as individuals. Our goal is the highest achievement of all kinds for all of our students. We aim to celebrate their successes and to foster their development as independent learners and responsible citizens, in partnership with families and the wider community.

## 3. AIMS

- To ensure the needs of students with Special Educational Needs and Disabilities (SEND) are met through a positive culture, good management and appropriate deployment of resources.
- To ensure that all students with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment.
- To ensure that all students are enabled to enjoy their time in school and achieve increased self-efficacy.
- To identify any student's SEN as early as possible in order to put in place appropriate interventions and resources.
- To enable full participation alongside other students where to the taught curriculum and the 'non-taught' curriculum, as far as is appropriate with reasonable adjustment.
- To ensure that students with SEND, where there may be a vulnerability, are kept safe at all times within the school environment, and are enabled to integrate as fully as possible with the school population and have equal opportunity in school.

#### 4. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

A student has SEN if, 'they have a learning difficulty or disability which calls for special educational provision to be made for him/her. 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 the facilities of a kind generally provided for others of the same age in mainstream schools.' (2015 SEND Code of Practice pages 15-16).

SEN and provision falls under four broad areas:

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health.
- Sensory or Physical.

#### 5. ROLES AND RESPONSIBILITY

##### Roles and responsibilities of head teacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor (**the SEND governor**), who takes particular interest in this aspect of the school.

The **head teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SEND personnel within the school.
- Ensuring that the implementation of this policy is monitored and reported to governors.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan.
- The necessary provision is made for any student with SEND.
- All staff are aware of the need to identify and provide for students with SEND.
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.
- They have regard to the requirements of the SEND Code of Practice (2015).
- They are fully informed about SEND issues so that they can play a major part in school self-review.
- The quality of SEND provision is regularly monitored.
- They, and the school as a whole, are involved in the development and monitoring of this policy.

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- Overseeing the day to day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Helping staff to identify students with SEND.
- Carrying out detailed assessments and observations of students with specific learning problems.
- Co-ordinating the provision for students with SEND.
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the class room.
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information.
- Contributing to the in-service training of staff.
- Managing learning support staff/teaching assistants.
- Liaising with SENDCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.
- Compiling and reviewing the school's SEN Information Report at least annually.
- Cooperating with the Local Authority in the Education, Health and Care Plan review process.

**Class teachers** are responsible for:

- Including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEND.
- Giving feedback to parents and students with SEND.

### **Teaching Assistants**

The Teaching Assistants provide 'in class' support across the curriculum to all students with special educational needs in all years. They will also provide individual support for students with specific needs, where appropriate, and have input into a differentiated curriculum and modification required to make learning accessible. They may plan, deliver and evaluate interventions for students with SEND under the guidance of the SENDCo.

## **6. IDENTIFICATION AND ASSESSMENT OF SEN STUDENTS**

High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEN. The majority of students can make progress through such teaching. Student progress is regularly assessed through formative approaches that happen in the classroom and through summative assessment published in regular progress checks.

The school follows the SEND Code of Practice 2015: 0-25 graduated approach with regard to identification, assessment and review of students with SEN.

### **The four key actions are:**

- **Assess:** The class teacher and SENDCo clearly analyse a student's needs before identifying a student as requiring SEN support.
- **Plan:** Parents must be notified whenever it is decided that a student is to be provided with SEN support.
- **Do:** The subject teacher should remain responsible for working with the student on a daily basis and retains responsibility for the student's learning and progress.
- **Review:** The effectiveness of the support should be reviewed in line with an agreed date.

Students receiving support additional to, and different from, the normal differentiated curriculum are recorded on the school's SEN Register as K – SEN Support.

Other students are recorded as M (Monitoring). This indicates that they have a special need which requires monitoring. Their needs can be met through high quality teaching without the need for SEND Support.

- The SENDCo, and if possible/appropriate, the relevant Head of Year, will oversee admissions involving any student with pre-defined SEND, including attending Yr 6 Statement/EHCP reviews. The SENDCo will liaise with the feeder school, parents and external agencies.
- The school operates new in-take screening assessments, using the NFER Cognitive Abilities Test (CAT). This test assesses a student's functioning ability in quantitative, verbal, non-verbal and spatial areas.
- Students who achieve a significantly below average performance score in the screening tests will be investigated further and intervention plans may be put in place. Information will be compiled in a student profile on their needs and appropriate strategies to meet those needs. These profiles will be shared with staff. Summary information will also be provided on the school's student information system and used by teachers to plan differentiation or for the SENDCo to plan interventions.
- The SEN referral process can be initially triggered by Teacher, TA, external professional or parental concern directly to the SENDCo by letter, email or written communication.
- Records of all SEN students will be formally recorded on an SEND Register database. This will be updated at the start of each new school year to include the new cohort and to remove outgoing students, when new students start at the school mid-year, and regularly updated as new information or data becomes available. It will be stored on the staff area of the school network.

## **7. PARTNERSHIP WITH PARENTS**

- Parents and carers will be fully informed of any additional programme in place for their son or daughter.
- Meetings will take place with the SENDCo and teaching staff as and when necessary.
- Parents' comments are sought prior to the Annual Review of students with Statements of SEN or Education Health Care (EHC) Plans. Their views are taken into account at the annual meeting in order to review progress to statement objectives/EHCP outcomes and to plan for their child's future.

## **8. RECORD KEEPING, MONITORING AND DATA MANAGEMENT**

- Feeder primary schools are contacted and communicated with in the summer term prior to transfer.
- The SENDCo attends the Year 6 Annual Reviews of students with statement or EHC Plan.
- Initial screening:
  - KS2 data.

- CATs tests.
- Reading and spelling tests.
- Additional tests undertaken by the SENDCo as identified.

The progress of students with SEND is evaluated through the normal report and monitoring cycle. Intervention actions are implemented where necessary.

## **9. WORKING WITH EXTERNAL PARTNERS**

External agencies are contacted as and when required. Agencies include:

- Educational Psychology Service.
- Sensory Service (Hearing and Vision Impaired)
- NHS Paediatric Service – Speech and Language, Occupational Therapy, Physiotherapy.
- LINKS Outreach Service.
- CAMHS (Children and Adolescent Mental Health Service).
- CONNEXIONS.
- ESTMA (Educational Support Team for Medical Absence).
- School Nurse.

Hertfordshire's Local Offer is available on the Herts Website (<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>)

The SENDCo will coordinate referrals to appropriate agencies and professionals such as the Educational Psychology team, the Visual Impairment, Hearing Impairment and Autism Advisory Teams, and Speech & Language Service. Assessment information and advice on strategies for individual students will be disseminated to the appropriate staff and used to inform teaching strategies. The SENDCo will liaise with external professionals to organise training for staff as appropriate.

## **10. SUPPORTING TRANSITION**

- All documentation about special needs included in a student's record is transferred between schools.
- An additional induction day is arranged for some students with SEND and other vulnerability factors; students are nominated by the primary school.
- Records of students who leave at the end of Year 11 are kept and stored in school.
- Relevant documentation is forwarded to Post-16 placements. The school works closely with the CONNEXIONS service to ensure appropriate preparing for adulthood documentation is available when required for selected students.

## **11. STAFF TRAINING**

- The SENDCo provides INSET for NQTs and other newly appointed staff.
- Whole school INSET can be provided where appropriate.
- Learning Support staff participate in the school's CPD and inset programmes.

## **12. SCHOOL REQUEST FOR A STATUTORY ASSESSMENT OR EXCEPTIONALITY FUNDING**

If all the additional support and strategies employed by the school result in a continued lack of progress or there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission.) For students whose needs are considered to be exceptional, the school will apply for Exceptional Needs Funding in accordance with the LA eligibility criteria.

### **13. ANNUAL REVIEW OF A STATEMENT OF SPECIAL NEEDS or EHCP**

Formal Annual Reviews for students with a Statement of Special Educational Needs or an Education Health and Care Plan are held at least within a twelve month period of any previous review.

### **14. COMPLAINTS**

In the event of any complaint being made, the SENDCo should be contacted in the first instance; should the matter remain unresolved:

- The case will be passed to the Headteacher for further investigation and reported to the SEN Governor
- Formal complaint is made in writing to the Chair of Governors of the school

### **15. ADMISSIONS**

The school is an academy where the LEA acts as the admitting authority in all cases. Admission of students with a statement of SEND or an EHC Plan is always covered by the admission rules, which are subject to annual review.

### **16. MONITORING**

This policy will be reviewed annually.

**DATE OF NEXT REVIEW:**                      **Autumn 2017**

## **APPENDIX**

### **Strategies for Raising Achievement for students with SEND at Sir John Lawes**

*Each faculty in the school has the responsibility to meet the needs of all the students in the school in their curriculum areas.*

*A wide variety of strategies are used to provide SEN support for students in various areas of the curriculum. The following interventions and methods currently exist in the School:*

- differentiation of input, tasks and outcomes
- small class teaching in English, Science and Maths for selected students working below age-related expectations
- in-class support
- small group/individual intensive support sessions in literacy, numeracy and social skills/behaviour
- mentoring - from teaching assistants or through the peer mentoring programme.
- use of ICT facilities including software packages (e.g. Lexia, WordQ SpeakQ, Inspiration 8)
- NGRT Digital test of reading comprehension and the WRAT4 spelling test in Year 7 to assess reading and spelling and to identify interventions needed
- extra-curricular paired reading
- extra-curricular homework sessions
- extra-curricular lunchtime support
- speech and language support for identified students
- support to assist in emotional well-being through referral to Links Outreach service or the school counsellor
- guidance through the Year 8 and Year 9 options process, with personalised pathways
- exam access arrangements in public exams for students meeting the Joint Council for Qualifications eligibility criteria
- part-time college placements / extended work experience sought for targeted students in Years 10/11. In exceptional cases, this may include placements on specialist courses at local colleges or special schools
- referral to external agencies to access specialist advice.
- medical support
- professional links with special schools, where mainstream student integration programmes are functioning between the two institutions

### **SEN Specialist Facilities at Sir John Lawes School**

- The SEN office has a central location in the School in The Learning Centre. SEN student files and SEN information are stored securely in this office. Further information on SEN students is held in the main office files.
- There is one specialist teaching room within The Learning Centre. This room is used for either individual or small group support work, and acts as a resource base and workroom for staff.
- Students have access to ICT facilities which support their learning, including laptops which have assistive software where this is appropriate.

### **Strategies for Raising Achievement for students with SEND at Samuel Ryder Academy**

- At Samuel Ryder Academy LASS is used to profile the students and identify personalised intervention programmes.



- Learning Zone is fully staffed and students are taught in small groups on a six weekly project based work
- Life Skills, Nurture Group and PENN Resilience interventions are utilised to support the social and emotional aspects of learning
- Talking Partners programme supports the communication skills of the learners
- Mastering memory programme supports the short term and working memory of the students

### **SEN Specialist Facilities at Samuel Ryder Academy**

- A fully staffed Learning Zone classroom
- Small group teaching room
- A Life Skills and Nature room
- Laptops and iPads to facilitate learning

## Sir John Lawes Academies Trust

|                      |  |
|----------------------|--|
| <b>POLICY TITLE:</b> | <b>CHILDREN LOOKED AFTER</b>                         |
| <b>STATUS</b>        | <b>Non-statutory</b>                                 |
| <b>AUTHORS:</b>      | <b>Anita Barker, Ladan Shirazi and Joanne Mylles</b> |

---

### Background

There has been concern since the mid-Seventies that the education of children in care has been neglected. Conversely, from about the same time, attention was also being drawn to the important part that successful schooling could play in helping children escape from social disadvantage. In 1995, a joint report by the Social Services Inspectorate and Ofsted stated that the care and education systems were failing to promote the educational achievement of children in care and drew attention to:

- Poor exam success rates in comparison with the general population
- A high level of disruption and change in school placements
- Lack of involvement in extracurricular activities
- Inconsistent or no attention paid to homework
- Underachievement in further and higher education

It is, therefore, essential that schools promote the achievement of such vulnerable children, who may also face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled. All schools should have a policy for Children Looked After that is subject to review and approval by the Governing Body. The policy should set out not only the ethos of the school in its approach to meeting the needs of children looked after by a local authority, but also the procedures that will ensure participation in high quality learning and progress.

The Children Act (1989) introduced changes in terminology. The term 'in care' now refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after children' (LAC) or children in care or 'children looked after' (CLA) by the local authority. Accommodated children also include those in receipt of respite care – if it exceeds 20 days in one episode or over 120 days a year.

It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with:

- Foster carers
- In a children's home
- In a residential school
- With relatives, or
- Even with parents – under supervision of Children's Services

Similarly, an 'accommodated' child can be living:

- In foster care
- In a children's home, or
- In a residential school

This policy incorporates requirements set out in the statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004, the Role and Responsibilities of the Designated Teacher, Statutory Guidance for School Governors (2009) and the Hertfordshire Policy Statement on Children Looked After and should be read in conjunction with it. All schools have been issued with a copy of each document and may also refer to the Virtual School page on the Hertfordshire GRID for Learning, [www.thegrid.org.uk/virtuelschool](http://www.thegrid.org.uk/virtuelschool).

The Children and Families Act 2014 amends section 22 of the Children Act 1989 to require every local authority in England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked after children is properly discharged. This officer is referred to as the Virtual School Head (VSH). In Hertfordshire, Felicity Evans is the Virtual School Head.

It is also important to remember that while Parental Responsibility (PR) for the young person normally lies with the Local Authority and/or the parents, responsibility for day to day decisions is often delegated to the foster carers or staff at the residential home. It is therefore important to ascertain who holds PR and what if any authority has been delegated to carers as soon as possible. Each case will be different as to who will have responsibility and who will need to be kept informed.

### **The Policy**

#### **The Objective:**

To promote the educational achievement and welfare of children looked after on the roll of the school.

#### **The Name of the Designated Teacher for Children Looked After for the school:**

**Joanne Mylles** (Sir John Lawes School), **Ladan Shirazi** (Samuel Ryder Academy) **Sandra Stabler** (Robert Barclay Academy) and **Lisa Davies** (Harpenden Academy)

#### **The Role of the Designated Teacher for Children Looked After *Within School Systems:***

- To ensure that the educational achievement of each child looked after on roll is monitored, tracked and promoted and wherever possible, accelerated;
- To ensure that there is an up to date Personal Education Plan or ePEP with SMART targets that will promote progress;
- To advise on most effective use of the Pupil Premium Plus during the Personal Education Planning meeting;
- To ensure that the Pupil Premium Plus funding and additional budget share funding (where relevant) is used to support the learning objectives for the student and to be accountable for how the funding is spent with outcomes evidenced;
- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand

the need for positive systems of support to overcome them;

- To inform members of staff of the general educational needs of children who are in care, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils, etc.;
- To ensure that members of staff who teach the children looked after on roll provide accurate progress data and advice on specific learning targets to inform the Personal Educational Planning meeting;
- To act as an advocate for children and young people in care;
- To develop and monitor systems for liaising with carers and colleagues in Children's Services, (CS) and birth parents where appropriate;
- To hold a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to school staff where relevant and carer(s), and that this information is kept up to date, used on a need to know basis to help the student overcome obstacles to learning and progress;
- To track and support the educational progress of all children who are looked after in order to inform the school's development plan;
- To intervene quickly if there is evidence of individual underachievement by use of the Pupil Premium Plus funding to accelerate progress;
- To intervene if there is evidence of absence from school or internal truancy;
- To inform the planning and where relevant, transition for children looked after post 16;
- To ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them;
- To report to the Governing Body, at least on an annual basis (preferably each term), on the outcomes for children looked after.
- To have completed the iLearn online learning module/s specifically for Designated Teachers and to attend other training as appropriate;
- To ensure that school staff have an awareness of the impact of attachment disorder and pre-care trauma on learning;
- To support the Quality Assurance Process for PEPs and for schools on the implementation of the role and responsibility of the Designated Teacher working with children looked after.

#### *Work with Individual Children Looked After*

- To discuss with individual children, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or pupils;
- To enable the child to make a contribution to the educational aspects of their Care Plan;
- To ensure that the Pupil Voice section of the Hertfordshire Personal Education Plan or ePEP is completed for each child and is the result of a one to one meeting so that the views of the student are faithfully represented in the PEP;
- To ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker;
- To supervise the smooth induction of a new child looked after into the school;
- To develop in-school strategies to track, promote and accelerate the achievement of looked after children and close the gap between them and their peers;
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies.

#### *Liaison:*

- To liaise with the member of school staff responsible for monitoring children on the Child Protection Plan;
- To develop effective communication with Children's Services, (CS) staff so that the Personal Education Plan or ePEP is congruent with the child's Care Plan;
- To attend, or arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews;
- To be named contact for colleagues in Children's Services, (CS);
- To ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children in care on the school roll to the Virtual School as requested.

#### *Training:*

- To cascade training to school staff as appropriate;
- To attend the annual Designated Teachers conference and participate in area cluster groups as appropriate for additional training and to share good practice;
- To develop knowledge of procedures by attending training events as needed and appropriate, organised by the Children's Services, (CS), the Virtual School or local Designated Teachers cluster groups;
- To complete the iLearn on-line learning module and regular updates;
- To keep informed of any updated guidance from Ofsted, DfE, other research or policy.

#### **Governor**

**The name of a Governor with special responsibility for Children Looked After in the school:**

**Geoffrey Payne** (Sir John Lawes School), **Lillian Foreman** (Samuel Ryder Academy), **Dawn Warwick** (Robert Barclay Academy) and **Judith Gordon** (Harpenden Academy).

#### **The role of that governor**

The named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information:

- The number of looked after pupils in the school;
- A comparison of progress as a discrete group, compared with those of other pupils in school and nationally;
- A comparison of attainment measures as a discrete group, compared with those of other pupils in school and nationally;
- The attendance of pupils as a discrete group, compared to other pupils;
- The level of fixed term/permanent exclusions; and
- Pupil destinations after leaving the school.

The named governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:

- Full time educational provision – at least 25 hours;
- Public examinations;
- Additional interventions to support educational progress e.g. One to One tuition
- Employment Excellence careers guidance;
- Additional education support;
- Extracurricular activities
- Work experience
- Pupil Premium Plus funding to raise to raise attainment

The named Governor is encouraged to support the Quality Assurance Process for schools on the implementation of the role and responsibility of the Designated Teacher working with children looked after if offered to ensure and confirm the schools' best practice

The named Governor will be expected to have completed the iLearn on-line learning module on the Education of Children Looked After (Governors edition). This training may be accessed via the Virtual School page on the GRID, or [www.learningpool.com/hertfordshire](http://www.learningpool.com/hertfordshire).

### **School Responsibility**

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Head Teacher and/or the Designated Teacher for Children Looked After.

It is appropriate for a member of the support staff team to have knowledge that the young person is in care only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Children Looked After.

### **Admission Arrangements**

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility<sup>1</sup>. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

### **Involve the Young Person**

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age

---

<sup>1</sup> *Education Law defines who is a parent very widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer. (Ref Section 576 Education Act 1996 Children Act 1989 (amended))*

and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education

It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the PEP and Care Plan review meetings.

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

### **Communication with Other Agencies**

Schools should ensure that a copy of all reports (e.g. End of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and if appropriate parent/s and the Virtual School. A copy should also be attached to the child's ePEP from 1<sup>st</sup> September 2015.

School, education and social work colleagues within Children's Services should endeavour to co-ordinate their review meetings, e.g. to have an Annual Statement or EHC plan Review and a Personal Education Plan or ePEP meeting or review.

Good communication is essential between professionals. It is important to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering a change of course, there is a change of care placement or there are significant issues that will affect educational provision eg; behaviour or attendance.

### **Assessment, Monitoring and Review Procedures**

Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social Worker and Designated Teacher. From 1st September, this will be an ePEP. This will identify specific areas of focus and include targets and associated actions to improve performance, progress or educational achievement. Areas for consideration will include:

- Achievement Record (academic or otherwise);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations);
- Educational Data so that progress may be easily tracked between Key Stages;
- Effective use of the Pupil Premium and evidence of impact;
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Attendance;
- Behaviour.

The ePEP will be updated and reviewed each term or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan.

The named governor will report annually to the Governing Body on the progress of all children looked after against the key indicators outlined above.

**DATE OF NEXT REVIEW:            Autumn 2017**



# Sir John Lawes Academies Trust

|                      |  |
|----------------------|--|
| <b>POLICY TITLE:</b> | <b>More Able Students (MASt)</b>                     |
| <b>STATUS</b>        | <b>Non-statutory</b>                                 |
| <b>AUTHORS:</b>      | <b>Anita Barker, Ladan Shirazi and Joanne Mylles</b> |

---

## **Beliefs and values**

At Sir John Lawes Academies Trust we believe that all children are entitled to an education that will enable them to develop their full potential - be that intellectual, physical, aesthetic, creative, emotional, spiritual or social - finding appropriate challenge in our learning environment.

All students have individual needs, making personalised learning a priority in our teaching and learning.

Sir John Lawes Academies Trust is committed to providing a sufficiently varied and challenging curriculum for all its students. In addition, we will endeavour to identify those who are More Able through the provision of wide-ranging opportunities and nurture their individual abilities.

All students have an entitlement to the following:

- Staff commitment and training to develop students' full potential at all times
- Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other students and active participation in the lesson
- Courses that lead to examinations and accreditation
- Skilled, well-prepared and informed teachers who have a perspective and understanding of statutory and school requirements, problems and policies, including those concerning issues related to those students identified as more able
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers guidance and counselling, extramural experiences including visits to local industry, work experience and community service.

## **Identification and Monitoring**

What do we look for?

- Intellectual ability or talent
- Specific academic aptitude
- Creative and productive thinking
- Leadership ability
- Talent for visual and performing arts
- Psychomotor ability.

### **More Able Students Register**

Year 7 students sit Cognitive Ability Tests (CATs) in their first term. Those achieving an average CATS stanine of 8 or more are identified as More Able Students.

They are added to the More Able Students (MASt) Register and parents are informed by letter. These students will always be identified as MASt for the remainder of their time as pupils at SJL.

The Cognitive Abilities Test (CAT4) is the most widely used test of reasoning ability in the UK and has been fully standardized on 25,000 UK pupils. The suite of tests has been developed to support schools in understanding pupils' developed abilities and likely academic potential. Results from *CAT4* can help in intervention, monitoring progress and setting targets for future attainment.

Aimed at pupils between 6 to 17+ years, *CAT4* assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalized learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximize their potential. Information about a pupil's reasoning ability will be key to many teaching decisions and is considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude.

SJL uses CAT4 to help:

- pinpoint gifted and talented pupils and underachievers
- support schools in monitoring progress and setting targets for future attainment
- identify spatial thinkers who are likely to excel in STEM subjects (Science, Technology, Engineering and Maths)
- provides indicators of outcomes at KS3, KS4, and KS5
- reports support communication with parents, pupils, teachers and senior leaders.

### **Gifted and Talented Students**

*Gifted Subjects:*

English, Mathematics, Science, Modern Foreign Languages, Geography, History, Religious Studies, Business Studies & Economics, Computing.

*Talented Subjects:*

Art, Critical Thinking, Dance, Drama, Food Technology, Leadership, Life Skills, Media, Music, Physical Education, Product Design/Graphics, Textiles.

There is a formal yearly review and update of the MAST and Gifted & Talented Register in the Summer term, following school exams and at the beginning of the Autumn term. Students are continually monitored by teaching staff, who nominate students for inclusion in the MAST Register for outstanding performance in their subject area, or in any other activity staff are aware of. This includes nominations by the Pastoral team (Form Tutors and Heads of Year) following outstanding achievements in extra-curricular and/or super-curricular activities.

Parents of these students are written to in the Autumn term notifying them of their child's Gifted and/or Talented subject nomination(s) for that academic year. These students would receive differentiated work in their nominated subjects stretching and challenging them further. If a student underachieves subsequently over the course of the academic year, their teacher can decide not to nominate them for inclusion in the following academic year's Register.

It would be expected that MAST students should have a larger number of Gifted and Talented nominations than other students.

Parental nominations for inclusion in the MAST and Gifted & Talented Register, supported by relevant evidence, can also be submitted at any time.

### **Contact with parents**

There are a number of formal and informal ways that we maintain contact with parents. These include:

- An initial letter is sent home following the inclusion of a student as MAST and/or Gifted and/or Talented in the MAST and Gifted & Talented Register
- An Open Evening is held during each Summer term showcasing the work done during the year. Parents have the opportunity to discuss MAST and Gifted and Talented provision with representatives of each Faculty, discuss student concerns with the MAST and Gifted & Talented Co-ordinator and MAST and Gifted & Talented Champions and have any questions answered
- Mailings are sent home to inform parents of any new events, master classes or courses being offered
- These dedicated pages of the school website hold information on the different aspects of the MAST and Gifted and Talented programme
- Items in the SJL Newsletters and on SJL Teaching and Learning Twitter account celebrate the achievements of our MAST and Gifted and Talented cohort and keeps parents informed of forthcoming events
- Parents are periodically asked for feedback.

### **Evaluation**

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility for

evaluation will fall to the MAST and Gifted & Talented Coordinator, who will report directly to the senior management team. The evaluation will include feed-back from all interested stake-holders (Staff, students and parents). Results of evaluation will be discussed annually at senior team meetings and shared with the MAST and Gifted & Talented group in school and also the School Improvement Committee of the governing body.

### **Arrangements for coordinating provision**

- The appointment of a named individual to coordinate the School's response to meeting the needs of More Able and Gifted & Talented Students.
- The appointment of a dedicated Governor to support the More Able and Gifted & Talented Students programme.
- The identification of a key link person – MAST and Gifted & Talented Champion - in each faculty/curriculum area to liaise with the MAST and Gifted & Talented Coordinator and to establish mechanisms for coordinating and monitoring progress of More Able Students and Gifted and Talented students.
- All schemes of work to include specific extension/enrichment material and ideas, on a module by module basis.
- An awareness amongst all Staff of their role in the identification of Gifted and Talented students, based on subject-specific criteria, and the need to make the curriculum sufficiently varied and challenging.
- The maintenance of a register of More Able Students and Gifted and Talented students established by the MAST and Gifted & Talented Coordinator and published to all curriculum areas.
- Continuing professional development for staff that addresses the implications of More Able Students for senior management, within individual subject areas, and develops teaching and learning styles that take account of differentiation, enrichment and extension.
- The provision of enrichment and extension opportunities provided by internal and external extra-curricular programmes, supported by the MAST and Gifted & Talented Coordinator (see also MAST Mentoring).
- The encouragement of students to enter local and national events, including residential courses and competitions.
- The provision of discreet pastoral care (where required) on an individual basis, including mentoring, where appropriate.
- Opportunities for More Able Students to work together.
- Recognition, celebration and rewarding of achievement of all students.
- Close liaison by the school with external support agencies and the home.

## **MASt Mentoring**

Students with a high Cognitive Ability Test score of 8+ which places them within the top 10% of their year group are invited to a weekly lunchtime programme of academic mentoring.

By engaging in debate and discussion, the aim is to fortify the students' ability to think rationally and articulate a line of argument and be able to defend it. There is no homework or written class work involved.

For older students, benefits include adding participation in the group to Personal Statements and UCAS references in Sixth Form. Students are acclimatized to university level discussion source material to ensure that they are better prepared emotionally and intellectually for tertiary university applications and Oxbridge.

For younger students, questions are adapted but still thematically relevant. Regular engagement will encourage them towards independent thinking and balanced viewpoints through listening to the opinions of others.

Sessions aim to run daily with a different student group and a new question is debated weekly during an afternoon form period in M5.

### **Responsibilities:**

#### **Heads of Faculty**

- to define Gifted or Talented identification criteria within their subject area
- to identify students who meet the criteria and pass their names onto the MASt Coordinator
- to provide schemes of work that contain differentiated enrichment/extension material in class and for homework for identified students
- to ensure that teachers have class lists and seating plans that recognise who has been identified as More Able and Gifted or Talented in their faculty subject being taught
- to ensure that the enrichment/extension material is being used by subject teachers
- to ensure that reading lists accompany each SoW and module
- to provide a Faculty representative – MASt and Gifted & Talented Champion - to be part of the More Able Students team
- to ensure their team is kept informed, through the Faculty MASt and Gifted & Talented Champion, of all issues related to school, national and local developments concerning More Able students and Gifted and Talented students

#### **Senior Leadership Team link**

- to work with the MASt and Gifted & Talented Coordinator to oversee the process and activity
- to include items concerning provision for More Able and Gifted and Talented students on fortnightly meeting agendas.

#### **MASt and Gifted & Talented Coordinator**

- to gather names of identified students from all faculty areas
- to compile and maintain a register of More Able Students and Gifted and Talented students from CATs data and MASt and Gifted & Talented Champion information
- to produce MASt and Gifted & Talented Students handbook for all teaching staff
- to ensure SIMS MASt data is accurate

- to prepare courses of action for students who are identified as exceptionally able by agreement with senior management and Heads of Faculty
- to monitor the provision for More Able and Gifted & Talented students
- to ensure, through the MAST and Gifted & Talented Champions, that Faculties are supported in the identification, monitoring and provision for More Able students
- to lead on and support with the Heads of Years 12 and 13 the Oxbridge programme to ensure students are fully prepared and supported; to lead the Year 10 annual Oxbridge trip
- to evaluate the progress made by students and provision with every within year data analysis and GCSE and A level exams analysis on an annual basis to HOFs, HOYS, and MAST and Gifted & Talented Champions
- to identify whole school resource needs and administer the MAST budget in procuring them
- to review the register of identified students on an annual basis
- to organise the annual MAST and Gifted and Talented Open Evening for all students on the register and their parents with all faculties represented
- to encourage students to enter local and national events, including residential courses and competitions.
- to maintain contact with parents of More Able students and gifted and talented students
- to arrange the provision of discreet pastoral care (where required) on an individual basis, including academic mentoring, where appropriate, in conjunction with the Head of Year
- to oversee opportunities for More Able and Gifted & Talented Students to work together
- to work in conjunction with the librarian in augmenting resources
- to meet fortnightly with their SLT link and produce minutes
- to meet twice termly with SLT link and MAST and Gifted & Talented Champions together and produce agendas and minutes
- to work in conjunction with universities to include students in tertiary education opportunities through trips and courses
- to maintain the MAST and Gifted & Talented noticeboard with up to date information and post on the school webpages, twitter account and newsletter
- to link up with other MAST and Gifted & Talented Coordinators in the locality to share best practice
- encouraging membership of MENSA

### **Governor Link**

- to raise the profile and status of the MAST and Gifted & Talented programme both internally and externally
- to keep Governors appraised of MAST and Gifted & Talented programme activities
- to ensure appropriate funding and support for the MAST programme
- to support the MAST and Gifted & Talented Coordinator's role

### **MASt Champion**

#### **Developing systems**

- to act as a source of information and support
- to help refine methods of identification of Gifted or Talented students
- Carry out an audit of all useful MAST and Gifted & Talented resources and ensure all Faculty members know where to find them.

- Monitor and promote the use of MAST and Gifted & Talented resources including reading lists

### **Supporting the Faculty**

- Develop own expertise in order to cascade to rest of Faculty
- Sharing good practice/teach/support in Faculty meetings
- Termly reviews of MAST and Gifted & Talented in Faculty meetings
- Contribute to Faculty INSET
- Provide support with lesson planning to incorporate activities to stretch More Able students
- Develop teaching activities to include in SoW, and communicate to other Faculty members – particularly for mixed-ability classes
- Consultation on SoW and devising/advising on creating challenging resources

### **Sharing with other Faculties**

- Develop awareness of how MAST and Gifted & Talented students are taught across Faculties
- Co-ordinate with other Faculties
- Develop exemplar library

### **Evaluation**

- Develop criteria for evaluating success
- Monitor MAST and Gifted or Talented pupils' progress
- Student voice
- Faculty Review

**DATE OF NEXT REVIEW:            Autumn 2017**