



Inclusion Policy

Headteacher	H Sarai
Chair of Governors	N Round
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Legislative Compliance

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

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

Ofsted Section 5 Inspection Framework May 2019

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

This policy should be read **in conjunction** with the following school policies:

- SEND
- Equality, Diversity & Cohesion
- EAL
- Children & Young People in Care
- Anti-Bullying
- Complaints

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- A Special Educational Need may be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up and monitor this accordingly.
 - Other pupils will genuinely have a special educational need or disability and this **may** lead to lower-attainment (though not necessarily leading to under-achievement). It is our responsibility to ensure that pupils with a special educational need or disability have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers

- To strategically map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil's needs, through well-targeted continuing professional development.
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing board have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Deputy Headteacher (which encompasses the role of Designated Teacher for Children & Young People in Care and monitoring the SENCO and EAL Co-ordinator roles).

The SENCO is responsible for reporting regularly to the head teacher and the Governing Board with responsibility for SEN and the ongoing effectiveness of this inclusion policy.

The Deputy Headteacher has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may also be included within the SENCO role). The Designated Teacher for Children & Young People in Care has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners - specifically, all teachers are teachers of pupils with special educational needs and EAL (as outlined in the Teaching Standards 2012). Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

As an inclusive school, we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- ADHD
- Mild visual and hearing impairments
- Cerebral Palsy
- Speech & Language difficulties
- Social & Emotional difficulties

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school’s devolved SEN budget. Thereafter we are aware of the process of applying for Top Up Funding if the pupil’s and the school’s needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound - to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

SEND Information Report

Bantock’s SEND Information Report is designed to enable parents and young people to see more clearly what services are available and how the school manages pupils with SEND through answering the following key questions:

- What kinds of SEND provision are provided for?
- How does Bantock know if children need extra support?
- What should I do if I think my child may have a special educational need or disability (SEND)?
- How will Bantock Primary School support my child?

- How will the curriculum be matched to my child's needs?
- How will I know how well my child is doing?
- How do we decide if children need to be added to the SEN Register?
- How will you help me to support my child's learning?
- How will we evaluate the effectiveness of SEND provision?
- What support will there be for my child's overall well-being?
- What specialist services and expertise are available at or accessed by the school?
- What training have staff members had to meet the needs of my child?
- How will my child be included in activities outside the classroom including school trips?
- How will the school prepare and support my child when joining Bantock Primary School or transferring to a new school?
- How accessible is the school environment?
- How are the school's resources allocated and matched to children's SEND?
- How will I be involved in discussions about and planning for my child's education?
- Who will I contact for further information?

For additional information regarding these questions, please see the school's SEND policy or visit the website:

<http://www.bantockprimaryschool.co.uk/send-information-report/>

Stages of Inclusion

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

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

SEN Code of Practice (2014: Para 1.24)

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

“Achievement for All” (National Strategies: 2009)

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

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEND Code of Practice 2014

STAGE 1 Quality First Teaching

- All learners will have access to quality first teaching, which is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum, which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with a special educational need or disability. This is considered to be a differentiation of the usual school curriculum - not a special intervention for pupils with SEN.

- All vulnerable learners will be included on a detailed whole-school provision map, which outlines and monitors all additional interventions across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, NASSEA EAL Assessment Framework, assessment, reading ages, other whole-school pupil progress data
- classroom based assessment and monitoring arrangements (a cycle of Assess, Plan, Do and Review - outlined in the SEND Code of Practice 2014).
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of top up funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group intervention (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual interventions
- bilingual support/access to materials in translation
- further differentiation of resources.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the head teacher, SENCO and managers.
- ongoing assessment of progress made by intervention groups.
- work sampling on a termly basis.
- monitoring of planning.
- informal, meaningful feedback from all staff (coordinator drop ins).
- pupil interviews when setting new targets or reviewing existing targets.

- pupil progress tracking using assessment data (whole-school processes).
- monitoring targets, evaluating the impact on pupils' progress.
- attendance records and liaison with Education Welfare Officer.
- regular meetings about pupils' progress between the class teacher, Deputy Head, SENCO and the Head Teacher.
- Head Teacher's report to parents and governors.

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- Once a child has been identified as needing SEN support, the following paperwork is completed:
 - Termly, at progress meetings, the waves of intervention that each child will receive is identified and recorded on a progress review, which is monitored by the SENCO. The review records the personalised provision (which may be 1:1 support, small group support or through Quality First Teaching) put in place to enable the child to achieve reasonable, set targets. These targets are shared regularly with pupils and with parents at termly parent's evenings.
- It may be decided that a very small number (but not all) of the pupils on the SEND register will require additional Top Up Funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where external agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than the basic primary entitlement has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Stage 3 Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for Top Up Funding or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Head Teacher

- the Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- the Head Teacher and the Governing Board will delegate the day to day implementation of this policy to the Deputy Headteacher and SENCO.
- the Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - pupil progress meetings with individual teachers

- regular meetings with the SENCO
- discussions and consultations with pupils and parents

Special Educational Needs Coordinator

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO, EAL Coordinator and Designated Teacher for Children & Young People in Care will regularly attend local network meetings.

Please refer to separate policies for SEND, EAL and Children & Young People in Care for the roles of the relevant coordinators.

Class teacher

- liaising with the SENCO/EAL co-ordinator to agree:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the provision map - but do not have special educational needs.
 - which pupils require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional (this would include pupils with EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing differentiated teaching and learning opportunities through Quality First Teaching, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunities for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
 - ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

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

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The school's generic processes for tracking the progress of all pupils
 - Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - Termly evaluation of whether pupils in receipt of Top Up Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)
- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different strategies for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary

financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular and relevant training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress
- keeping parents and carers informed and giving support during assessment and any related decision-making processes
- making parents and carers aware of services available as part of the Local Offer
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- self-review their progress and set new targets

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the Deputy Headteacher and SENCO, but in some cases it can be another member of staff who we have identified as a key worker.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children

and we will take all reasonable adjustments (in line with the SEND Code of Practice 2014) to provide effective educational provision.

Complaints

If there are any complaints relating to the provision for children with SEN or EAL, these will be dealt with in the first instance by the class teacher and Inclusion Manager, then, if unresolved, by the head teacher. The Governing Board may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Information on where the local authority's local offer is published can be found at:

<http://www.wolverhampton.gov.uk/send>

Inclusion of pupils with English as an Additional Language

Definition

A pupil who has English as an Additional Language (EAL) is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

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

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

Admissions

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

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL using NASSEA EAL Framework to record baseline of language acquisition, reading and writing levels
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.

- Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support and pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both the NASSEA EAL Framework and against National Curriculum indicators. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities, including parent ambassadors, at parents' evenings and other school meetings and by providing key school information in a translated format.

For more information please refer to the school's policy for EAL.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - social, emotional, mental and physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern).
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the Local Authority's Virtual Head teacher (VHT) for Children, which promotes the educational needs of Children & Young People in Care and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of academically more able pupils and pupils who excel in a particular interest

The Department for Education no longer uses the term 'Gifted & Talented', but does recognise the needs of academically more able pupils. They advise schools to 'decide how best to cater for these pupils, while ensuring the needs of all pupils are met.'

In this section, the term '**academically more able**' refers to pupils whose ability is above the national expectations. Those children who are academically more able have very well developed learning skills across the curriculum and may identify as 'Greater Depth' at the end of KS2.

The term 'talented' referred to pupils who excel in one or more specific fields. This term is no longer used, however, we recognise that a child may not be academically more able but may **excel in a particular interest**, for example:

- Physical talents: sports, games, skilled dexterity
- Visual/performing abilities: dance, movement, drama
- Mechanical Ingenuity; construction, object assembly/disassembly, systematic working solutions
- Outstanding Leadership: organiser, outstanding team leader, sound judgements
- Social Awareness: sensitivity, empathy
- Creativity: artistic, musical, linguistic

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

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our academically more able pupils or pupils who excel in a particular interest.

Identification

Before identifying any child as an 'academically more able pupil' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in the same areas. This makes the identification process fair. Identification of pupils as academically more able or those who excel in a particular interest is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

From Reception to Year 6, we set targets for English and Mathematics at the appropriate level. We teach the children in our classes with the appropriate differentiation, through Quality First Teaching.

We offer a range of extra-curricular activities for our children. These activities offer those who excel in a particular interest, the opportunity to further extend their learning and foster their interest. Opportunities include a range of sporting and non-sporting clubs and school based provision includes opportunities for performance, specialist teaching and partnerships with primary and secondary schools.

