

Dewhurst St Mary CE Primary School

Inclusion Policy

April 2019-2021

School Vision

Dewhurst St Mary CofE is committed to nurturing learners who think creatively and achieve their potential reflecting our core values of independence, confidence and respect.

Dream Believe Achieve

A. Inclusion Policy Introduction

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'

Index for Inclusion - Booth and Ainscow 2000

Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community.

Successful inclusive provision at Dewhurst St Mary CofE is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

B. Meeting Diverse Needs

At Dewhurst St Mary CofE we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.

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- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

C. Potentially vulnerable groups There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils dealing with Mental Health issues within the home
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

D. Promoting and Supporting Inclusion

1. Head Teacher, Senior Leaders and our Governing body:

- a) Responsibility for making Dewhurst St Mary CofE a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School.
- b) We aim to promote Inclusion at Dewhurst St Mary CofE through all of our policies, systems and practices.

2. Personalising the Curriculum

- a) School Leaders (Governors, Head Teacher, SLT & Subject Leaders) are responsible for ensuring that the curriculum is personalised to match the needs of the pupils who attend the School.
- b) The School currently uses the National Curriculum (2014), Early Years Foundation Stage Framework and the Local Authority Religious Education Scheme of Work to support the staff in planning the curriculum.
- c) The School has a long term Curriculum Map for each year group which is used by class teachers to plan appropriate, differentiated activities for all

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pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individuals rather than age expected needs.

- d) School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities.
- e) All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

3. Inclusion Leader

- a) The school has an Inclusion Leader, Mrs Munson who is a member of its Leadership Team. The Inclusion Leader takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the mentioned groups.
- b) In partnership with other senior leaders and the Head Teacher, the Inclusion Leader monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

4. Class Teachers:

All pupils at Dewhurst St Mary CofE spend the majority of lesson times being taught alongside their class mates in their classroom. Class teachers take the lead role in managing and creating the classroom environment.

Teachers have overall responsibility for the planning and delivery of lessons to their class or set. Staff seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of a Provision Plan.

Parents/carers are informed by their child's teacher of any additional or different provision being made for their child. This plan is formed in consultation with parent and the pupil in line with the SEN Code of Practice.

- a) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Progress Meetings.

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- b) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.

5. Teaching Assistants:

- a) Teaching Assistants (TAs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a TA is directed by the teacher during lessons.
- b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Leader.
- c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.
- d) In order to best utilize their support for pupils' learning, the deployment of Teaching Assistants within the school is strategically managed by Senior Leaders in consultation with Class Teachers.

6. Parent and Pupil Support Worker(PPSW)- Gill Byrne

- a) The Parent and Pupil Support Worker has a key role in promoting and supporting inclusive practice at the School, undertaking a variety of tasks which include:
- Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
 - Being the key point of contact and supporting pupils who are mid-year admissions at Dewhurst St Mary CofE.
 - Helping to devise ways of best supporting the pupils he/she works with.
 - Observing the well-being of pupils within social settings and spending time within classes or working with individual pupils.
 - Leading the supervisory staff in the school's playground at lunch times and working alongside staff and pupils to promote positive play for all pupils.
 - Undertaking individual or group work with pupils whose behaviour gives us cause for concern.
 - The (PPSW)- advises other support staff on the running of groups aimed at developing pupils' social skills.
 - Taking a supporting role in working alongside external family support agencies.

7. The Inclusion Team:

Laura Munson/ Gill Byrne/ LSA's (Learning Support Assistants)

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E. Special Educational Needs or Disabilities (SEND)

1. What are special educational needs (SEN)?

- a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - i. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - ii. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**

2. What is a disability? (D)

- 'A person has a disability if -
 - (a) the pupil has a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on the pupils ability to carry out normal day-to-day activities.'**(Equality Act 2010 s6)**

3. Identification of Special Educational Needs or Disabilities.

- i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Dewhurst St Mary CofE.
- ii. When a concern is evident the class teacher will liaise with the Mrs Munson and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to

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overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.

- iii. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- iv. There are **four broad areas** that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:

- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people

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may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

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Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. **Special educational provision in schools**

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.
- This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell parents and young people about the local authority's information, advice and support service.
- Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the

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views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.

- However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEN support.

SEN support in schools –Graduated Approach

Where a pupil is identified as having SEN, action to remove barriers to learning and put effective special educational provision in place occurs. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess;

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can

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be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan;

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

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Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The support provided should be available and discussed with the pupil's parents.

Do;

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

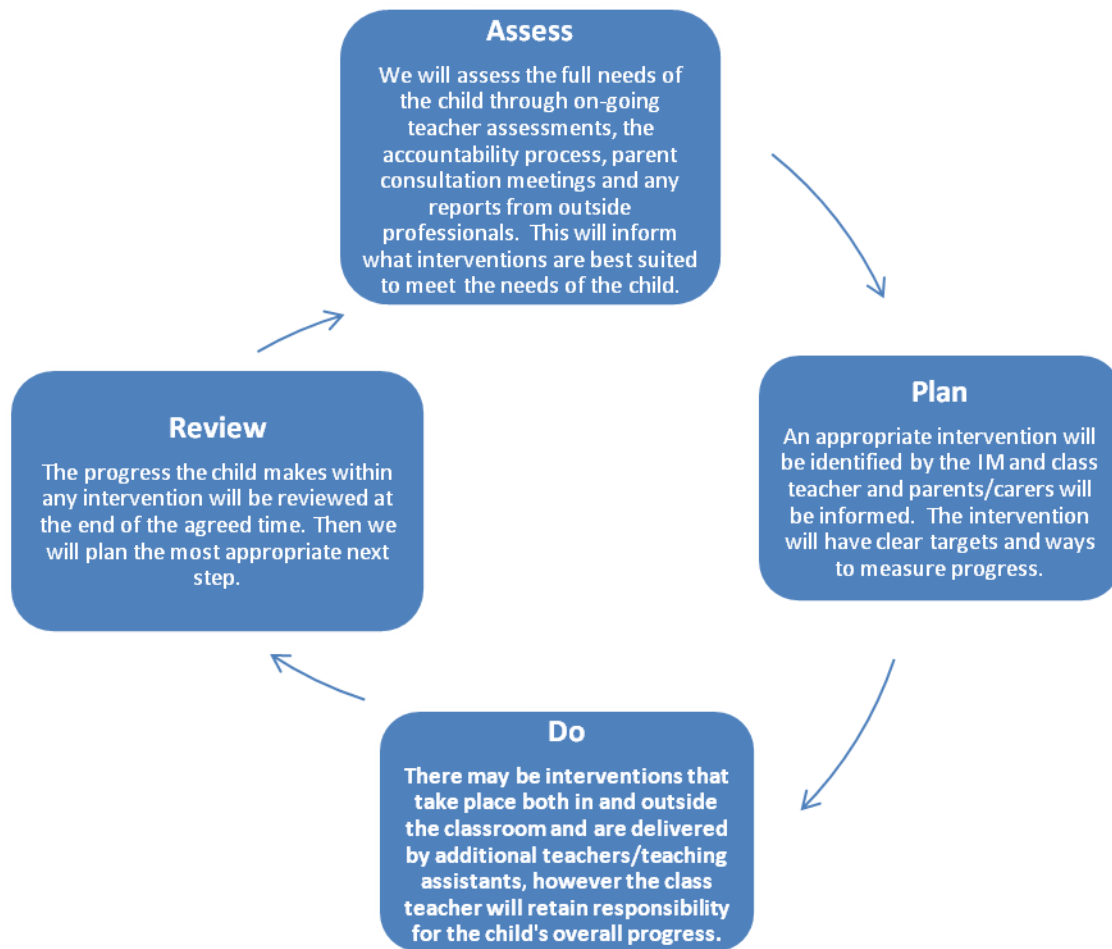
Review;

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

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4. The kinds of interventions within this 'graduated response' are as follows:
- a) Universal - All pupils will benefit from:
 - High quality learning through the provision of high quality teaching; both formal and informal.
 - Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
 - On-going and timely assessments which inform any further provision needed.
 - b) Targeted Support - Some pupils may benefit from:
 - Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
 - Interventions where progress is monitored by the SLT, Class teacher and the adult leading the intervention through monitoring progress. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

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c) Specialist Support - A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

5. Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at Dewhurst St Mary CofE, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- The Speech and Language Therapy Service to Schools (SALTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- Child and Family Consultation Service (CFCS)
- The Child Development Clinic (CDC)
- The School Nursing Service
- The Educational Psychology Service (EPS)
- The Behaviour Support Service (BSS)
- The Language Communication and Interaction Service (LCIS)
- Services for the Hearing or Visually Impaired
- Complex Needs and Dyslexia Service (CNDS)
- The Hospital and Home Tuition Service
- HANDS
- DSPL4

6. Before making a referral

- i. Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.
- ii. The school then takes instruction from that team on how to proceed - whether to make a Child Protection referral and whether to inform parents/carers of that referral.

7. Exceptional Needs Funding to Support Inclusion

- i. In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure Exceptional Needs Funding (ENF).
- ii. Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil.

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Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The Inclusion Leader and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.

- iii. The Inclusion Leader takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
- iv. The majority of SEN pupils will have their needs met through mainstream provision, however
- v. Parents are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce a ECH Plan (EHCP)

8. SEND Leader

Is responsible for:

- Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.
- Monitoring interventions and support their delivery.
- Monitoring Provision Plans and contributing to evaluations and the development of new ones.
- Sharing good practice and expertise amongst other staff.

F. **English as an Additional Language**

1. Definition and Rationale.

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- iii. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- iv. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

2. Identification and Assessment

- i. Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.

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- ii. This assessment will be done termly to record specific progress against EAL targets.
 - iii. Progress is monitored by the EAL Aspect Leader and through the Accountability Process by the SLT
3. Provision for EAL pupils
- i. The Inclusion Leader meets all mid-phase admissions and will liaise with class teachers and EAL Aspect Leader if a new pupil has English as an additional language.
 - ii. If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention support led by TAs.
 - iii. Teachers and other adults aware of good EAL practices within a lesson and throughout school life.
 - iv. EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
 - v. Classrooms are highly visualised environments - dual-language texts, labels and visual support within lessons.
 - vi. Speaking frames used within lessons to help English acquisition.

4. EAL Aspect Leader

Is responsible for:

- Monitoring EAL data and assessing progress within EAL Stages and other academic performance.
- Supporting the adults leading EAL interventions.
- Ensuring good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and EAL pupils.
- Liaising and sharing monitoring with Mrs Munson.
- Liaising with Mrs Munson to ensure that mid-phase admission EAL pupils are identified in a timely way.

G. Gifted, Able and Talented

1. Definitions

i. **Gifted pupils**

Gifted refers to students who achieve, or have the ability to achieve, *significantly* above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

ii. **Able pupils**

'Able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

iii. **Talented pupils**

Talented refers to those students who achieve, or have the ability to achieve, *significantly* above average in art, performing arts, physical

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education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

2. Identification

- i. We use a range of strategies to identify more able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.
- ii. Data taken into account will include:
 - Information from the accountability process
 - Information from parents and carers
 - Information from previous teachers or pre-school records
 - Discussions with pupils
 - Identification by staff using professional judgements, classwork and test and assessment results.
- iii. More Able pupils in English may be identified when they
 - Demonstrate high levels of fluency and originality in their conversation.
 - Use research skills effectively to synthesise information
 - Enjoy reading and respond to a range of texts at an advanced level
 - Use a wide vocabulary and enjoy working with words
 - See issues from a range of perspectives
 - Possess a creative and productive mind and use advanced skills when engaged in discussion
 - Work confidently on objectives for year groups higher than their own
 - Achieve levels in end of year tests above those expected for their year group.
- iv. More Able pupils in Mathematics may be identified when they
 - Explore a range of strategies for solving a problem
 - Are naturally curious when working with numbers and investigating problems
 - See solutions quickly without needing to try a range of options
 - Look beyond the question in order to hypothesise and explain
 - Work flexibly and establish their own strategies
 - Enjoy manipulating numbers in a variety of ways
 - Work confidently on objectives for year groups higher than their own

3. Teaching, Learning Curriculum and Organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for More Able pupils.

- Ongoing assessment against year group objectives are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process.

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- In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
 - Opportunities for More Able pupils to work on various projects.
 - If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.
4. Staff Development and Training
The school makes use of local staff training and whenever possible staff to attend local courses and conferences.
5. Leadership and Management
The Headteacher will:
- Liaise with Inclusion Leader for timely progress meetings.
 - Monitor the school's provision for pupils identified as More Able
 - Monitor the progress of pupils identified as being More Able.

Monitoring and Review

- The Head teacher and Inclusion Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Inclusion Leader will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

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