



Highfield Priory  
Independent Day School  
and Nursery

## Curriculum Policy

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This policy should be read in conjunction with:

- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Early Years Foundation Stage Policy
- Inclusion Policy
- Out of School Visits Procedure
- Mission and Aims Policy
- Accessibility Plan
- Subject Policies

Further principles that apply are:

- Breadth
- Balance
- Relevance
- Differentiation
- Equal Opportunities (including Learning Support and G & T)

At Highfield Priory School our aim is to provide a curriculum:

- That ensures that every child realises their full potential,
- That is constantly being reviewed and updated in response to valued developments in educational thinking, the needs of our children and changes within the school,
- That ensures that children will develop both knowledge of the world and of themselves and this will pass on the skills necessary for further sustained achievement at senior school and beyond,
- That provides fulfilment and enjoyment.

The curriculum is divided into three stages, EYFS, KS1 and KS2.

### **Breadth**

Every child experiences a broad curriculum throughout the school.

Nursery and Reception children work within the EYFS curriculum.

All children study the core subjects of English and Mathematics. They also follow programmes of study in Science, Humanities (history/geography), Music, R.E., Physical Education, Art and Design Technology, ICT, PHSE and R.E. HPSED (Public speaking, elocution and drama) is studied from Year 3 upwards. French is taught throughout the school from pre-school upwards. General knowledge has recently been added to the curriculum in KS2.

While pupils are entered for 11+ entrance and scholarship exams to senior schools the curriculum content is not dictated by the examination subject. Sufficient time is given to those examinable subjects, but the non-examinable is seen as equally important in the development of the whole child.

External KS2 National Curriculum tests are taken by the Year 6 pupils in the Summer Term.

The curriculum is encompassed in an eight period day for KS2 and a seven period day for KS1; starting with a fifteen minute collective worship. Two pieces of homework are set each night from year 4 upwards; one piece is set for year 3 up to the end of the autumn term in year 3 (they will then join the other KS2 children on two pieces). Year 2 children will have one piece of homework per night (Maths and English). In Year 1 they will have two pieces in the autumn term, three in the spring term and four in the summer term, in preparation for year 2. In addition, curricular and extra curricular activities are catered for at lunchtimes and after school.

### Balance

A deliberate effort is made to balance the curriculum between the main constituent elements:

- Physical: - Sport, P.E., lunchtime and after school activities.
- Mathematical
- Linguistic/Literary – English, History, French, Drama
- Aesthetic/Creative – Art, Music, Drama, D.T.
- Technological & Scientific – ICT, Science, D.T.
- Moral – Religious Education, Assemblies, PHSE
- Human & Social – Humanities, General Knowledge French, PHSEE

	Eng	Maths	Sci	IT	Hum	GK	Art/DT	PHSEE	RE	HPSED	Mus	Games/PE	French	Lib
Year 6	11	10	3	1	2	1	2	1	1	1	1	4	1	1
Year 5	10	9	3	2	3	1	2	1	1	1	1	4	1	1
Year 4	10	9	2	2	3	1	2	1	1	1	1	5	1	1
Year 3	9	9	3	2	3	1	3	1	1	1	1	4	1	1

Year 2	8	8	2	2	4		4	1	1		1	3	1	1
Year 1	8	8	2	2	4		4	1	1		1	3	1	1

N.B.

Year 4 will only have 3 contact sessions of PE/ games as one lesson is spent travelling to the leisure centre for swimming.

For KS1: The final session of the day is only a short session; this time should be used for story, phonic work, library or mental maths work.

### Relevance

It is impossible, and also undesirable, for every element of the curriculum to be equally relevant but we are conscious of the need to provide children with the knowledge and skills that will be necessary for survival and success in the 21<sup>st</sup> century. With human knowledge growing at a staggering rate and technological skills requiring a constant upgrading of old skills and many new ones, a modern education is essential. We attempt to combine the best traditional values with the most vital and demanding of the new ones. Each subject co-ordinator is constantly re-evaluating the syllabus content and methodology. INSET, attendance at courses and research about current thinking and issues are strongly encouraged to ensure that the school has a well-informed and well-trained staff.

The following constitute some of the key elements in a quality education:

- an ability to communicate effectively both orally and in writing;
- a thorough grounding in literature and the social sciences;
- a sound grasp of numeracy and the application of Mathematics;
- knowledge of the physical sciences and the world environment;
- a grounding in at least one foreign language;
- the ability to use ICT to retrieve and use information effectively;
- the ability to create computer programs and enumerate problems through the use of computer technology;
- an appreciation of the cultural heritage of Britain in particular and other world cultures. An appreciation and concern for good physical health and well being;
- an understanding of citizenship, and an awareness of the spiritual dimension of human life.

The curriculum has been created to incorporate these key factors and is under constant revision and re-thinking to ensure that they remain in the fore-front of our educational planning.

### Subject Documentation

All curriculum subject coordinators are responsible for producing a policy document for their subjects which contain aims and objectives, programmes of study for each year group, methodology and resources.

### Curricular Leaders:

<u>Subject:</u>	<u>Person responsible:</u>
English	Anna Duke; Helen Haythornthwaite
Mathematics	Angela Prince

Science	Claire Eccles
CSIT	Jonathan Drake
Humanities	Jane Davidson
Modern Foreign Language	Anna Morrice
Music	Andrea Macklam
RE	Caroline Jones
PHSEE	Helen Wilson
PE	Michelle Parsons
Art/DT	Amanda Jewitt

The schemes of work for each subject, which include policy statements and programmes of study, form separate documents to this policy statement. These policies and schemes are available from the computer. These documents are to be regularly updated to include any policy decisions taken during INSET discussions or staff meetings.

## **Trips**

Off-site visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The Governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences.

We believe that school visits are an essential resource for the teaching of the School curriculum. We aim to provide a broad and balanced curriculum and school visits are one aspect of this. Each year group will aim to take their class on at least 2 visits in each school year.

In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits, we seek to make our visits available to all pupils and wherever possible, to make them accessible to those with disabilities. The visits usually take place within the school day.

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents to help us to adapt our program, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

## **Aims and objectives**

- The aims of our off-site visits are to:
- enhance curricular and recreational opportunities for our pupils;
- provide a wider range of experiences for our pupils than could be provided on the school site alone;
- promote the independence of our children as learners, and enable them to grow and develop in new learning environments.
- These visits begin with short excursions into the local area in the Early Years, and progress to a residential experience towards the end of Key Stage 2.

## **Homework**

Homework is an integral part of the learning process at Highfield Priory School. Homework is any work or activity, which children are asked to do outside school, either on their own or with parents. Homework develops a partnership between school and home and is considered to be a valuable element of the teaching and learning process. Homework is not given for its own sake but to reinforce or complement work that has gone on at school. Children are not asked to attempt anything they have not already experienced in school.

Children are encouraged to work at home on a regular basis to:

- consolidate and reinforce skills in literacy and numeracy
- find out information by using the library or information communication technology
- read in order to prepare for lessons
- develop confidence and self discipline

### **Homework Timetable per Evening**

Each child has a homework diary (Year 3 upwards) so that parents can check that the correct homework has been done. Parents can make comments in the homework diaries about the homework set.

Year 5/6 - 2 subjects x 25/30 minutes each or one subject 1 x 50 mins

Year 4 - 2 subjects x 20 minutes each

Year 3 - 1 subject x 15/20 minutes until February. After February half term, two subjects x 15/ 20 minutes each.

Year 2 - 1 subject (English or Maths) 15/ 20 minutes

Year 1 - Two pieces in the autumn term, 3 in the spring term, and four in the summer term (in preparation for Year 2).

Homework is set every evening from Year 1 onwards although it begins in a less formal manner in Reception. Homework is mandatory and is regarded as an integral part of the educational programme.

In addition to the set homework, all children should spend between fifteen and twenty minutes reading at home every evening.

### **Homework Guidance**

To facilitate successful homework, class or subject teachers should ensure that:

- Homework is set and children record this accurately in their homework diaries
- Instructions are clear and understood by all; for younger children time should be spent discussing homework at the end of the day
- The correct material is provided
- Text books etc. are provided in sufficient numbers
- Sufficient work is set so that pupils keep working for the maximum time, appropriate to each age group.
- Homework should be differentiated according to ability (this maybe by outcome)
- Children take either set reading from reading scheme and/ or reading challenge materials home every evening

Parents are encouraged to assist with their child's homework whenever appropriate but this should fall short of doing it for them.

Homework should involve writing, investigation or research.

Colouring or drawing exercises are not set as homework in themselves.

### **Homework Room Guidance**

- The Homework Room is supervised by a member of staff and takes place mainly in the dining room, if this is unavailable it will be in one of the classrooms.
- The Homework Room is a silent room so that others are not disturbed. Laptops are available for any research tasks.
- Class teachers should ensure that all children have the appropriate resources and

equipment (this includes appropriate reading material and for year 2s this should include pencils).

- Should pupils finish their Homework, it will be checked through by the duty teacher and only then may the pupil read a reading book.
- Children are to be encouraged to read for a minimum of 15 minutes, according to their age, from either set reading books or reading challenge material.
- Homework is from 3.30 p.m. to 4.30 p.m. depending on age. After this time children will have access to educational puzzles and activities.
- Weather permitting, at 4.30 the children are taken out to play for some recreation.
- Responsibility for an industrious Homework Room is totally in the hands of the Teacher-in-Charge. The Teacher will patrol regularly if an overflow room is required.
- Class Teachers should be advised of pupils who are having difficulties with homework set.

### **Reporting to parents**

A grade to assess the children's homework will be included on the Effort Grade sheets on a half termly basis. Interim information regarding any problems with homework being completed may be communicated initially using the homework diary. If this persists parents will be contacted by the class teacher to discuss any problems.

### **Marking**

The constructive assessment of children's work has four main purposes:

- To provide pupils with an indication of their individual achievement and progress and highlight and celebrate their successes.
- To help the teacher identify areas of strength and weakness in learning and
- Adjust subsequent teaching in the light of this.
- To enable pupils to evaluate their own work and identify ways in which they can improve.
- To show others the standards of work which have been achieved.
- To value their work and acknowledge children's effort.

If a school is to provide the best possible service for its pupils, it is vital that the level and quality of marking that all teachers provide is of a uniformly high standard.

There are two basic aspects of marking - which means taking notice of:

- correcting errors and misconceptions
- evaluating strengths and weaknesses diagnostically

### **Marking Principles**

The following principles will prevail at Highfield Priory:

- Pupils should know the criteria, or combination of criteria, by which they are being assessed e.g. factual knowledge, neatness, quality of ideas, accuracy of grammar and spelling, or the appropriate level of attainment which they are aiming to fulfil.
- Effective assessment will always encourage improvement to take place in the future and it will always increase pupils' understanding of how they learn.
- Marking will be positive. Corrections and points to note will be clearly expressed and carefully selected. Corrections will not be excessive. Vague comments should be avoided. Key learning points should be explained to the child, or the class, where appropriate.
- Attention should always be paid to the individual child concerned. A sensitive and insecure child who has genuine difficulties should be carefully guided.

- Careful consideration will be given to the reasons why particular errors have been made and the source of misconceptions.
- Constructive comments at the end of a piece of work should be subjective and objective. There is a place for both.
- Pupil work should be marked promptly.
- Pupils need to be told clearly and directly if their work is unacceptable. They will usually be asked to do it again within a reasonable time limit. A regard to standards and deadlines is essential if a pupil is to develop the necessary self-discipline for academic success.
- A statement concerning the marking and assessment policy of each subject should be provided in the appropriate Scheme of Work.
- Marking which takes place in the classroom, during lesson time, is most effective by the following practices:
  - The teacher circulating round the class, marking work at the child's desk or
  - The teacher marking at his/her desk on a one-to-one basis thus providing individual support.
- The awarding of House Points is at the teacher's discretion for effort and excellence.

It is recognised that the time available for the marking of work is not unlimited. Where time is genuinely at a premium, teachers are advised to mark and comment instructively if necessary, at some length, on a proportion of the work done by each pupil. Day-to-day assessment of the work in hand, the diagnosis of difficulties and regular reviews of progress will be features of the best practice.

### **A checklist for good marking practice**

- Do you mark all work as thoroughly as time permits?
- Do you give your pupils a clear idea of the criteria you are using to judge their work?
- Do you mark promptly, by the next lesson?
- Do pupils understand the standard they are expected to attain?
- Do pupils understand the meaning and implications of the marks and grades awarded to them?
- Do pupils have their key spelling mistakes pointed out and corrections given?
- Spelling is important in ALL subjects.
- Do you make helpful diagnostic remarks at the bottom of marked work that will encourage a pupil and offer a clear idea of where progress can be made in future?
- Can pupils easily read what you have written?
- Do you annotate a piece of work with the appropriate number of comments and corrections? Too many and they will be overlooked and the pupil disheartened - too few and the assignment will not be as useful a learning experience as it could be. Put yourself in the position of the recipient and try to get it right.
- Do you bring general points of interest to the attention of the whole class?

## **Key Stage 2**

### **How we mark children's work**

The following abbreviations are used when marking. The mistake should be underlined and the abbreviation placed in the margin. Each child will be issued with a sheet of the abbreviations at the start of the term.

SP      Spelling mistake



/	New line.
//	New paragraph.
PM	Punctuation
CL	Capital letter
RW	Rewrite
OF	Oral feedback given

Each correction should be completed at the bottom of the page. Up to five spelling corrections and three or four general corrections are ample for each piece of work. Spellings should be copied neatly three times at the bottom of each page.

During maths lessons, if the children make a mistake a dot will be placed next to the wrong answer. The children then do the correction next to this. This informs the teacher how many mistakes were made and how many attempts were needed to find the correct answer.

### Comments

A written comment is not expected on every piece of work; however teachers should regularly (about every third piece of work) give the children written feedback. This feedback should be in the form of a **STAR**, a positive comment to start with, what the child has done well and a **WISH**, a suggestion of ways that the piece could be improved. Teachers should encourage the children to regularly read the **WISH** and ask for further guidance if needed.

### House Points

Excellent work is awarded 2 House Points. Good Work 1 House Point.

Marks are only awarded for tests and when standardising work.

It is important that pupils understand clearly what they have to achieve to attain the next standard.

### Key Stage 1

#### How we mark children's work

Children's work is marked in a colour that can be clearly seen. A written comment is not expected on every piece of work; however teachers should regularly (about every third piece of work) give the children written feedback. This feedback should be in the form of a **STAR**, a positive comment to start with, what the child has done well and a **WISH**, a suggestion of ways that the piece could be improved. The date will be on every piece of work in the top corner.

During maths lessons, if the children make a mistake a dot will be placed next to the wrong answer. The children then do the correction next to this. This informs the teacher how many mistakes were made and how many attempts were needed to find the correct answer.

Marking Codes (mainly used at KS1)

IW – Independent work

OF – Oral Feedback given

AH – Adult help

AG – Adult guidance

SP – this will be written next to a word that has been spelt incorrectly. This code is only used for words that the teacher feels the child should be able to spell e.g. high frequency words, words that have been in previous spelling tests and words that can be spelt phonetically.

A maximum of three spelling mistakes will be highlighted in Year 1 and 5 in Year 2. The teacher will write the correct spelling at the bottom of the page and children correct it once. Time will be given during the week for spelling corrections.

### Oral Feedback

Highfield Priory School recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and the code OF (Oral Feedback) written on the work. Children of all ages need oral feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment.

## **Written Marking and Feedback**

Formative feedback / Marking

Not all pieces of work can be quality marked. Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective. All teachers in KS1 aim to quality mark every piece of creative writing. Teachers will use their professional judgement when to quality mark work from other subjects.

What is Quality Marking?

This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs.

## **Self-Evaluation**

### **How do children evaluate their own learning?**

In KS1 children can evaluate their own work. At the end of some lessons, children are asked to mark whether they feel they have met the learning intention or not: e.g. with a smiley face, straight face or sad face.

In KS2, children use a traffic light system to evaluate their learning against the learning objective in maths and English lessons.

Green – I can do it. I feel confident.

Orange- I need a bit more practise

Red – I'm not sure yet.

## **Correcting Spelling, Punctuation and Grammar**

When children have completed a task, teachers ask them to check for things that *they know are wrong* in their work when they read it through.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and continue to meet previous targets: e.g. when an adult feels that a child can correct a spelling he or she will put sp next to the word.

## **Assessment Recording and Reporting**

At Highfield Priory we believe in the uniqueness of each child. We believe that assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.

The key principle of assessment is to move children on with their learning.

It is also concerned with:

- evaluating how well a child has understood a concept, developed a skill or remembered a particular fact
- monitoring progression

- providing feedback for teachers and children.
- providing motivation
- informing planning.

Assessment needs to take account of National and School policies and initiatives. It must take account of legal requirements and links to other subject areas.

### **Planning for Assessment**

A variety of assessment styles are used at Highfield Priory.

### **Formative Assessment**

This is assessing, in an informal way, a pupil's development and particular strengths. It gives the teacher the opportunity to diagnose aspects of learning and understanding that need support. Formative assessment can be observation only or observation with informal recordings of observations.

- Teacher observation notes.
- Informal, constructive comments on pupil's work. (Please refer to School Marking Policy)

### **Diagnostic Assessment**

This style of assessment provides the teachers and others with the means of identifying particular strengths and weaknesses.

- End of topic tests.
- Weekly spelling tests.
- Bond Assessment Tests- verbal and non-verbal.
- Arithmetic tests.
- Multiplication Tables tests
- Creative writing assessments
- KS1 key sight vocabulary recognition assessment
- Key Stage Reading Assessment focuses.

### **Summative Assessment**

This is a more formal assessment set against criteria, which bring in an element of studying comparative achievement. This may be comparing pupils in the same class or year group.

It may also be:

- formal reading tests (Y1, Y2, Y3, Y4, Y5, Y6)
- Formal spelling tests (Y3,Y4,Y5,Y6)
- End of Key Stage 2 NC Tests.
- Early Years E profile
- CATS Tests (Y3,Y4,Y5,Y6)

- GL Standardised tests (Y1,Y2, Y3,Y4,Y5,Y6)
- Testbase Tests (Y3, Y4, Y5)
- Year 2 NC tests

### **Evaluative Assessments,**

All core subject examination and test results are recorded on a School assessment programme to monitor progress, aid planning and to record added value.

Whole school or Key Stage periodic collation of information can be used as an indicator as to where there is need for further discussion, key stage meetings, curriculum meetings or target setting.

### **Whole School Approach to Assessment and Planning**

1. Use of formative, diagnostic and summative assessment to inform planning.
2. Set short and long term-term goals for the next stage of learning.
3. Involve children in evaluating own work and setting own goals.
4. Coverage of Highfield Priory Curriculum Policies and National Curriculum requirements.
5. Identification of assessment opportunities in learning activities and teaching materials.
6. Exploration of potential cross-curricular subject links in terms of skills, themes and dimensions.
7. Plan for differentiation e.g. using a variety of materials and strategies.
8. Plan for learning experiences, which accommodate a variety of learning and teaching styles.
9. Plan for different groupings e.g. pairs, group work etc.

### **Monitoring for continuity and Progression**

Coordinators monitor their subjects using a variety of systems. Classroom observations take place regularly throughout the whole school.

Written and oral feedback is given by the subject coordinator after a classroom observation.

Pupil books are monitored to assess pupil achievement and progression. Pupil's work is collected to track achievement and to level work.

See Inclusion section of the Equal Opportunities Policy

### **EYFS**

We have recently introduced the baseline assessment for reception which will help track children's progress from the EYFS stage. The 2 simple assessment program is used alongside teachers professional judgement to track a child's progress throughout this stage.

### **Planning / Recording**

All class teachers plan the curriculum on a termly or half termly basis, in accordance with the school's curriculum schemes of work. These schemes of work are produced by the curriculum co-coordinator in line with National Curriculum requirements.

### **Curriculum Maps:**

A Curriculum Map for each subject is available to show the order of teaching in all subjects. The Map is produced by class teachers in consultation with the Director of Studies.

### **Long Term Plan**

Each coordinator produces a detailed Scheme of Work for Highfield Priory based on National Curriculum requirements.

The curriculum is organised in units of work allocated to each year group in each term across the school.

Schemes of work are regularly monitored, amended and updated as and when the need for development is required.

### **Medium Term Plans - Termly Forecast**

Each teacher for each subject taught produces a termly forecast, based on the Scheme of Work.

These plans identify: -

Topics to be covered

Learning objectives/ skills to be covered Materials/Resources (where appropriate)

Assessment Procedures

Term Forecasts / Medium Term Plans are monitored by the Curriculum coordinators and Deputy Head at the start of each term.

### **Short Term Plans / Weekly Plans**

Each class teacher identifies the teaching and learning that takes place within his / her classroom each week.

Teachers either plan on a weekly or daily basis.

Planning styles and formats vary across the Key Stages - they are designed to meet the needs of the individual year groups.

Teachers have the flexibility to use a planning format that is suitable for their individual style of teaching or age group e.g. plan on a daily basis or plan by subject for the week.

All plans identify:

Learning objectives/Learning goals

Lesson content including differentiation, organisation, delivery, resources Assessment opportunities

Evaluations / Observations

### **Curriculum Meetings**

These are held at the start of each year for every year group and outline all the key areas in the curriculum. These are supported with a handout which covers all the key points from the meeting.

### **Reporting**

#### **KS2 Department**

Parents receive reports on their children at various times throughout the year. These reports take the following format.

#### **Autumn Term**

KS2 parents receive two effort grade sheets highlighting the pupils' level of effort in all subjects.

Targets are also set for English, Maths and a general target.

At the end of term, parents of KS2 children receive a report on the performance of their child in English and Maths. In English, termly achievement for comprehension and writing are given, in maths an overall termly achievement is given. Targets for the children to work at are also given. The report also includes a written teacher comment relating to progress made.

#### **Spring Term**

Parents receive two Effort Grade Reports covering all subject areas.

#### **Summer Term**

Parents receive two Effort Grade Reports.

The Summer Term report is a much more comprehensive report which gives details of achievement in maths, English and science, effort grades and the term's Reading results. Detailed, personal, constructive written comments are also included relating to all subject areas including humanities, music, RE, PE, HPSED and French.

### **KS1 and Foundation Stage**

Parents receive a detailed written report on the performance of their child at the end of the autumn and the summer term.

KS1 reports include detailed, personal, written comments relating to all National Curriculum Subjects plus an overall pupil progress comment. Levels of attainment will be given in maths and English in the summer report.

The Foundation Stage report (Reception and Pre School) includes detailed written comments relating to the Foundation Stage Curriculum.

### **Nursery (2+) Department**

An end of year report is sent home, which includes detailed comments relating to Personal and social development and general progress.

### **Parents' Evening**

Formal Parents' Evenings are held during the first Half of the Autumn Term and the end of the Spring Term.

Preschool and nursery will hold informal parent's evenings at the same time.

Parents are always welcome to make a mutually convenient appointment to discuss any aspect of their child's progress or welfare with the class teacher, subject teacher or Headmaster.

### **Recording**

Teachers keep records of all marks and general observations. Pupil targets are recorded on the Effort Grade Sheet. All results from formal tests in Key Stage 1 and 2 are recorded on the central school assessment spreadsheet to track pupils' progress throughout the school.

### **Responsibilities**

Director of Studies

It is the responsibility of the Director of Studies to oversee the assessment process and to discuss any concerns with the class teacher and within the senior management team. It is the responsibility of the Director of Studies to be available for consultation with staff.

Subject Coordinators

Subject Coordinators are in the main responsible for the assessment of their subject. They are to liaise with the Director of Studies and class teachers as and when the need arises. It is expected that the subject coordinators will advise the Director of Studies on any changes or new information particular to the assessment of their subject area.

Headmaster / Senior Management Team

The Headmaster and the Senior Management Team are responsible for:

- Ensuring that the school is meeting legal requirements surrounding assessment e.g. the reporting of KS2 SATs
- Arranging Parents' Evenings
- Determining the timetable of assessment arrangements e.g. CAT and end of Year

examinations.

### Special Needs Coordinator

It is the responsibility of the SEND Coordinator to devise and assess Individual Education Plans for KS2 pupils and Year plans for the KS1. It is the SEND Coordinator's responsibility to work, when necessary, with outside agencies to provide assessment (where appropriate) of a child's specific learning difficulty.

### More Able Pupils

It is the responsibility of the Deputy Head teacher to work with class teachers, coordinators and the SEND Coordinator to identify and monitor gifted and talented pupils within school.

### Staff Development and INSET

The Head teacher is responsible for determining requirements as regards school based INSET for assessment.

Individual Staff members can request or be directed to attend assessment related courses that will develop skills in: -

Recording techniques  
Retention of evidence  
Curriculum planning and assessment opportunities  
Classroom management  
Teaching and learning styles.

### **Assessment Resources**

Subject Coordinators are responsible for purchasing suitable assessment materials for their subjects. Class teachers can request to purchase suitable materials through the subject coordinators. The annual Assessment budget allocation is used to purchase suitable materials e.g. KS2 Optional SATs, CATs resources etc.

### **Assessment Materials Currently being used:**

- Individual reading records
- KS2 NC tests
- GL Progress Tests
- GL NGRT tests
- CATS Tests (Year 1- 5)
- Year 3-5 Testbase Tests
- Year 2 NC tests
- E Profile for nursery
- KS 1 and 2 Twinkl tests.
- Key Stage 1 and 2 Assessment Programme
- Diagnostic Reading and Spelling Tests
- SEND records including LEPS
- Home/School Reading Booklets (Early Years – Year 5)

- Schemes of Work
- Termly Plans
- Weekly / Daily Plans including Evaluations
- Differentiated materials for more able and SEND pupils.

### **Differentiation**

As in any school there is an ability range in all classes and this has to be catered for in differentiating the curriculum and recognising the needs of all children. An entrance assessment is to be taken for children entering both KS1 and 2; this helps to keep this ability range to the minimum for the benefit of the whole class, although children who enter the school in the EYFS may well have some Specific Learning Difficulty.

Extra help is provided for those who need it and extra help is given by all class teachers whenever the need arises.

### **Equal Opportunities**

There is a policy of equal opportunities for all in the curriculum. Learning Support children who require support in some areas of literacy and or numeracy receive 1 to 1 or small group work with a specialist teacher. The specialist teacher in consultation with the class teacher prepares an Individual Education Plan (IEP) which outlines the areas of difficulty and the type and degree of support required. Parents are consulted fully by the Learning Support Teacher and the Class Teacher in the writing of the IEP. Regular reviews/parent consultations are held.

### **More Able Children**

At Highfield Priory school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. Teaching and learning is planned in such a way that we enable each child to reach for the highest level of personal achievement. This section reflects the schools values and philosophy in relation to the teaching and learning of those children in school who have been identified as more able 'gifted' and 'talented' according to national guidelines.

In these guidelines the term 'more able' refers to a child working well above the national average in at least one area 'gifted' refers to a child who has a broad range of achievement at a very high level. The term 'talented' refers to a child who excels in one or more specific fields- such as sport, music or art

### **Aims and Objectives**

Through our more able and gifted policy we aim to:

- Ensure that we recognise and support the needs of our children
- Enable children to develop their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them
- Encourage children to think and work independently

### **Identification of more able gifted and talented children**

At Highfield we use a range of strategies to identify gifted and talented children. Identification process is ongoing and begins when a child joins our school. Discussions with parents and carers regarding a child's interests and achievements outside of school enable us to add to our records. Children are identified through:

- Baseline assessments
- Tests including SATS and other examinations within school
- Class work

### **Aptitudes in English and mathematics**



More able, gifted and talented children in English are 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.

More able, gifted and talented children in mathematics are 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.

### **Types of Ability**

We recognise that children can have high abilities in a variety of other areas these include:

- Visual-spatial and artistic/creative abilities
- Musical
- Sporting
- Inter personal

At Highfield we provide a wide range of opportunities for our children both in the classroom and extra curricular, to develop and achieve in areas where they have particular abilities.

### **Teaching and learning for the more able gifted and talented**

Teachers within school plan carefully to meet the learning needs of all our children. Ways this is achieved includes:

- Common activities that allow children to respond at their own level;
- Enrichment activities that broaden a child's learning in a particular skill or knowledge area;
- Individual activities within a common theme that reflects greater depth, understanding and higher levels of attainment;
- Have ICT programs/internet and library in which children can engage in further research;
- Encourage independent learners who are able to organise their own work and be self critical
- Set individual targets
- Use varied and flexible groupings
- Set individual homework

### **Common characteristics**

Children who are very able can display a variety of characteristics, both positive and negative that teachers are familiar with, these include:

- Good in all areas
- High achievers in one area
- High ability, low motivation
- Good verbal but poor written skills
- High ability yet difficult to channel

Positive

- Displays musical, physical, mechanical, numerical abilities of high order
- May show high levels of curiosity
- May prefer to work independently
- May concentrate for long periods of time
- Can work out a problem through to its conclusion
- Can be creative and inventive
- May enjoy puzzles /word games
- May have a mature sense of humour
- May be articulate and have good oral skills
- May have leadership skills
- May enjoy a challenge

#### Negative

- Can be intolerant of others
- Can show erratic behavior
- May have problems integrating with others
- May not enjoy written tasks
- May appear bored
- Maybe demanding of teacher time
- May have poor co-ordination

#### **Management strategies**

The learning support teacher coordinates the provision in school for more able gifted and talented pupils, the role includes:

- Keeping the register gifted and talented children up to date
- Monitoring progress of more able gifted and talented children through discussion with class and specialist teachers.
- Providing advice and support to staff on teaching and learning strategies
- Keeping a portfolio of examples of pupils work that demonstrates their ability and any specific enrichment tasks they have produced.

#### **Special Educational Needs**

A child has special educational needs if he or she has a significantly greater difficulty in learning than the majority of children of the same age or has a disability, which prevents him or her from making use of educational facilities of a kind generally provided for children of the same age. He or she will require provision, which is additional to or different from the provision generally made for children of their age.

At Highfield, we believe that every child should have the best possible learning opportunities; we have high expectations of both our children and staff. We believe that every child should be treated as an individual, whatever their gender, race, faith, ability, nationality or age. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within school.

We enable all children to participate fully in learning activities and experiences by responding to the individual needs of each child and work closely with Parents/Carers and other agencies to monitor a child's progress and provide effective, additional support.

The emphasis of our SEND policy is on the early identification of any difficulties a child may have and then offering an appropriate learning environment in which we provide a range of differentiated activities to meet children's individual needs.

- We aim to work closely with parents. We will always consult with parents if we feel a child is having difficulties and will take seriously any concerns raised with us by parents.
- We ensure 'due regard' to the DfEE SEND Code of Practice (2015), Disability Discrimination Act (2005), Children Act (2004), Every Child Matters Framework and DfES Ofsted Standard 10 (2001) Children and families policy act (2014)
- Ensure that all staff are aware of the policy details.
- Identify the necessary provision and staff arrangements to meet the particular needs of children
- Set high, but achievable targets for children with staff, parents and children
- Liaise with organisations and agencies concerned with SEND and disabilities and make effective use of any available LA funding and resources to meet the identified needs of children.
- Ensure that staff have opportunities to undertake specialist training related to SEND, to improve and update their knowledge and understanding

## EYFS

Our SEND policy identifies the importance of the early identification of any difficulties that a child may be experiencing in accessing the learning environment, in which we will provide a range of differentiated activities to meet all individual needs.

As a setting we aim to raise the aspirations of and expectations for all children with SEND, we provide a focus on outcomes for children and not just hours of provision/support.

We recognise the need to develop and nurture a strong partnership with mothers, fathers and carers and will always consult with them primarily over any concerns regarding their child.

We have a strong commitment to Inclusion for all and will make reasonable adjustments in order to enable children with a disability and those with additional and Special Educational needs fulfil their potential. All staff are familiar with Commitment 1.2 (Inclusive Practice) within the Theme (A Unique Child.) of the Early Years Foundation Stage framework.

Children's individual progress will be observed, monitored and recorded appropriately and if placed on the Code of Practice record, after consultation with parents, key workers will liaise closely with the SENDCo on mapping provision designed to meet the child's needs. Our setting has adopted a graduated approach to meeting needs with four stages of action: observe, assess, plan and review.

The SENDCo will take responsibility for liaising with other professionals, Speech and Language Therapist, Health Visitor, Outreach Support Teams, to ensure that any specialist services are accessed and that the setting continues to offer effective provision for children with Special Educational Needs.

We use a process of self-evaluation to create our own setting provision map which details adjustments we make to meet the needs of all our children.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (DfE, 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for settings (DfE, Feb 2013)
- SEND Code of Practice 0 – 25 (DfE, Oct 2014)
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014)

- Statutory Framework for the Early Years Foundation Stage (DfE, 2014) Statutory Framework for the EYFS
- Safeguarding Policy
- Access Action Plan
- Provision Mapping
- Behaviour Management policy – The EYFS (2014) no longer requires settings to have this policy
- Local offer
- Admission policy
- Medication policy

### **Role of the Special Education Needs Coordinator (SENCo)**

The name of our SENCo is:  
Mrs J Street

- Ensure objectives of SEND policy are reflected in practice
- Attend relevant training courses for SENDCo development
- Ensure class teachers are familiar with procedures for identifying and monitoring children with difficulties
- Work alongside Teaching staff to set achievable targets, Individual Education Plans (IEP)
- Liaise with other professionals, organisations and agencies concerned with children's special education needs and disabilities
- Monitor, review and evaluate the SEND policy in line with DfEE Code of Practice (2015) and Ofsted Standard 10 (2001)
- Ensure that staff have opportunities to undertake specialist training related to special educational needs and to improve and update their knowledge and understanding in this area

#### Identification and Assessment of children with SEND:

Regard is made to the code of practice for the identification and Assessment of Special Educational Needs. Concern for a child's progress may be triggered by teacher observation and assessment, parental concern, PIPS results, exam results, reading tests, reports from previous schools and medical history. We use a graduated approach to identify and meet children's special educational needs, in line with national and local procedures. Pre Assessment CAF forms are completed and where necessary a child is put onto a CAF. This involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress. Staff who have concerns about a child's learning or behaviour will initially fill out a cause for concern form outlining their observations. This information is used by the SENDCo to decide appropriate additional support and where necessary do screenings or seek additional advice depending on the concerns raised. Procedures for screening children are set out in appendix 2.

#### Admissions arrangements for children with SEND

Pupils will be considered as candidates for admission to the school subject to the availability of a place and the pupil satisfying the admission requirements at the time.

A potential pupil with SEND will not be prevented from access to this same consideration on the grounds of their disability. Applications will be treated no less favourably than applications from other children.

Pupils identified as having additional needs in early years and moving to key stage 1 will continue to be monitored. The Early Years SENDCo and school SENDCo will review any additional support necessary as the child moves into KS1 and will discuss such arrangements with the child's parents.

A pupil moving from key stage 1 to key stage 2, will be required to exhibit competence by reaching a satisfactory standard of attainment in the school's entrance tests (KS1/KS2) Evidence of progress and attainment over time, together with any information from documented reports will form the basis of the criteria. Note also the School's terms and conditions (Paragraph 6a)

Under the School's Terms and Conditions (Paragraph 7g):

"You may be asked to withdraw your child without being charged fees in lieu of notice if, in the opinion of the Head, the school cannot provide adequately for your child's special educational needs."

### **Role of the Early Years Special Education Needs Coordinator (SENDCo)**

The name of our Early Years SENDCo is:

Miss A Halstead – EYFS Co-ordinator

- Ensure objectives of SEND policy are reflected in practice
- Attend relevant training courses for SENDCo development
- Ensure Early Years staff are familiar with procedures for identifying and monitoring children with difficulties [Common Assessment Framework]
- Work alongside Early Years staff to set achievable targets, Targeted Learning Plans (TLP) and Behaviour Plans (BP)
- Annual review of local offer
- Liaise with other professionals, organisations and agencies concerned with children's special education needs and disabilities
- Monitor, review and evaluate the SEND policy in line with DfEE Code of Practice (2014) and Ofsted Standard 10 (2001)
- Ensure that staff have opportunities to undertake specialist training related to special educational needs and to improve and update their knowledge and understanding in this area
- Make effective use of any available LA funding and resources to meet the identified needs of children
- Contribute to any written reports to parents

### **Staffing and Resources for children with SEND**

Activities are differentiated to meet all individual needs within the classroom setting. Specialist resources and assessment material is located in the learning support room. Individual and small group teaching is given to children in this room by the SENDCo for .5 each week. Further information regarding the access of the curriculum for children with additional needs can be found in the accessibility plan. During small group or individual lessons it is possible that issues may be raised relating to aspects of FBV and terrorism/radicalisation. We as a school are aware that these need to be handled with due consideration to our Prevent Duty. All staff are aware of this and have taken part in radicalisation training. If anything is raised in these lessons which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel further guidance is required.

### **EYFS Staffing and Resources for children with SEND**

An experienced Nursery Manager with at least 2 qualified Nursery Nurses staff our provision for children under 3. Our Preschool classroom, Reception class and Year 1 class have a Teacher and at least one qualified Nursery Nurse.

We provide a range of differentiated resources and equipment to meet a range of individual needs. We aim to liaise with mothers, fathers and carers and any other professionals to find if there is a need for additional specialist equipment.

Minimum staff/child ratios are always maintained however additional staff are always available to ensure that children with SEND and disabilities are able to access the environment and learning opportunities.

The Setting receives Additional Educational Needs (AEN) funding which we use to support the inclusion of children with SEND within our setting. This enables us to enhance our resources to meet any additional needs that our children may have. Activities are differentiated to meet all our children's individual needs.

Upon paying 'due regard' to the Code of Practice (2014), Early Years staff working with children focus on:

- Early identification

- Early intervention
- Inclusive education
- Physical environment
- Partnership with Parents/Carers
- Multi-agency collaboration

### **Early Identification of SEND**

We identify the needs of children by considering the needs of the whole child, rather than just focusing on their special educational needs (as detailed in the EYFS Development Matters)

We consider what is NOT SEND but may impact on progress and attainment.

- Disability. The Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under current Disability Equality Legislation. However, disability alone does not constitute SEND.
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being a traveller

When a child is identified as needing intervention that is 'additional to or different from' that which is available within wave 1 provision this will be recorded using an SEND support plan. This includes links to a TLP and a wave 2-3 approach.

We make regular observations and assessments of all children's play and progress to enable early identification of children's special educational needs.

We share all reports on children's progress with Parents/Carers. Concern for a child's progress may be triggered by teacher observation, parental concern and reports from previous school or medical history.

We use a graduated approach to identify and meet children's special educational needs, in line with national and local procedures. This involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress. The Code of Practice (2014) describes the 4 broad categories of need - cognition and learning, communication and interaction, physical and sensory, social, mental and emotional health. When a child is identified as needing intervention that is 'additional to or different from' that which is available within wave 1 provision this would be recorded using an SEND support plan. This includes links to a TLP and a wave 2-3 provision document.

### **Admissions arrangements for children with SEND**

Pupils will be considered as candidates for admission to the school, subject to the availability of a place and the pupil satisfying the admission requirements at the time.

A potential pupil with SEND will not be prevented from access to this same consideration on the grounds of their disability. Applications will be treated no less favourably than applications from other children. We ask for parents to help in providing the necessary information about their child at the initial admissions meeting in order that any changes staff ratios, length of sessions and access to the physical environment can be identified. This sharing of information enables the setting to explore with parents and any other professionals involved, how we can provide most effectively for the child.

A pupil who is moving from the Pre-School to the Reception class will be required to exhibit competence by reaching a satisfactory standard in the criteria laid down to enable nursery pupils to benefit fully from the Early Years Foundation Stage programme. Evidence of progress and attainment

over time, together with any information from documented reports will form the basis of the criteria. Note also the School's Terms and Conditions (Paragraph 6a).

Under the School's Terms and Conditions (Paragraph 7g): "You may be asked to withdraw your child without being charged fees in lieu of notice if, in the opinion of the Head, the school cannot provide adequately for your child's special educational needs."

## **Inclusion**

Specific tasks and details of resources the Curriculum Schemes of Work in order to help other teachers provide appropriately for all pupils. Teachers are expected to plan and provide differentiated learning targets for the children within their class and monitor individual progression, achievement and concerns. Teachers should include and cater for the needs of individual children of both sexes from all ethnic groups, including the most able and those who are experiencing learning difficulties.

See the Inclusion Section of the Equal Opportunities Policy

## **Pupils with English as an additional language (EAL)**

The term EAL is used when referring to a pupil whose main language at home is a language other than English. We recognise that for some children who are learning English as an additional language support will be necessary to enable them to communicate effectively and participate in the full curriculum.

We aim to give all pupils the opportunity to overcome any barrier to learning and assessment. We welcome and value the cultural, linguistic and educational experiences that pupils with EAL can bring to the school.

We aim to help all EAL pupils become confident and fluent in speaking and listening, reading and writing in English. EAL Pupils may be offered individual or small group lessons with the SENDCo in order to support their learning of English.

Refer to appendix 1 for strategies for teaching and learning.

## **Physical environment**

We make reasonable adaptations and arrangements so that children with special educational needs and disabilities can join in all play areas, both indoors and outdoors.

We make every effort to organise appropriate space for the children's supported and independent movement.

We make every effort to ensure that children with special educational needs have easy access to toilet and eating facilities.

We arrange respectful privacy for children with special educational needs at times of specific medical care or welfare.

## **Partnership with Parents/Carers**

We value a strong relationship with mothers, fathers and carers, seeing them as the most knowledgeable source of information about their child. In nurturing this vital link and speaking with parents daily, there are many opportunities to share information, particularly important when a child is having difficulties. Parental consent will always be requested before any contact is made with any other professionals regarding their child.

Parents will be invited to attend all consultations with other professionals and will hopefully contribute to any decisions made in relation to meeting their child's needs.

The child's progress will be shared verbally at the end of any session and by sharing written records on which mothers, fathers or carers can add their own comment.

- We encourage parents to work closely with staff to support their children's individual needs.

- We make time to focus on discussion of the children's strengths, as well as their needs.
- We check that parents understand the graduated procedures of intervention.
- We respect the different perspectives and needs of parents.
- The Special Needs Co-ordinator and other staff ensure that there is consistent communication and consultation with parents. The first contact with any professional outside of the school will be made only with written parental agreement.
- We consult with parents about information that should be shared with others.

### **Multi-agency collaboration**

The Special Needs Co-ordinator liaises with other supportive agencies to develop good working relationships.

We gather information on relevant contacts and services to share with parents.

We try to achieve a good relationship for information sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child.

### **School Action:**

*\*Support which is additional to and different from that provided as part of the usual differentiated curriculum*

When we have observed/assessed a child and have agreed that there is a concern the class teacher will discuss the concern with parents and complete an initial concern form.

We decide with parents how we will address and monitor the concern and when we shall review progress. Where necessary the child will be offered additional support by the learning support teacher on an individual basis or in a small group.

The class teacher and the learning support teacher set targets for the child either through differentiated planning, specific strategies and/or a written IEP, (or a combination of these).

Progress is recorded in relation to the targets through observation, samples of work and ongoing assessment as appropriate.

Parents are kept informed of their child's progress and the application of any strategies, which may be deemed appropriate.

Children receiving individual intervention/ support or with a diagnosed special educational need such as dyslexia will have an IEP which should be a working document. This details provision which is additional to or different from that which is provided for all pupils through the differentiated curriculum. IEPs should be reviewed at least twice a year.

Pupils who have been diagnosed with Dyslexia or who we have identified as having specific difficulties with spelling and/or reading will have the opportunity from year 3 to attend an IDL group for 3 sessions a week.

### **School Action Plus:**

*\*Support necessary to need evidence and advice from external specialists, resulting in provision based upon this external input*

With written parental permission and in conjunction with the Head, the class teacher/SENDCo may suggest that Parents consider seeking the help of an Educational Psychologist who will assess the child's difficulties and suggest strategies to help overcome/cope with the problem areas. These strategies will then be used in the formulation of a new IEP.

We then follow the same procedures as at School Action.



If the Educational Psychologist suggests that the child's difficulties are sufficiently severe we consider referral to the LA Educational Psychologist for possible statutory assessment.

## **EYFS**

The setting enjoys strong links with the SEND Specialist Teacher who supports the SENDCo in identifying strategies and targets for individual children. A "Request for Guidance," (with parents' written permission) permits the setting to deploy a professional who will observe an individual child, giving advice with regard to any further specialist support that he or she may need. Speech and Language Therapists visit the setting, to play alongside children whilst sharing advice on how best to support communication difficulties. Educational Psychologists visit to carry out more specific observations and assessments of individual children during their usual routines. Again, parental consent will have been given before any external advice is sought.

- The Special Needs Coordinator liaises with other supportive agencies to develop good working relationships. The SENCo will initiate the CAF process as required for individual children and families and support staff in CAF training and refresher training sessions.
- We gather information on relevant contacts and services to share with parents and attend LA cluster meetings.
- We try to achieve a good relationship for information sharing, collaboration and understanding with other professionals in order to take into account the holistic needs of the child [CAF]

'Our nursery draws upon services provided by the Lancashire SEND Specialist Teacher Support team. With permission from parents/carers, we can call upon expertise offered by Specialist Support Teachers and HLTAs to support our work in meeting the child's educational needs. This is called a Request for Guidance. The SEND Specialist Teacher guides us through the process in order to access further support to meet the child's needs. This may/may not include Additional Inclusion Support (AIS) that potentially can provide the child and nursery with additional support from the SEND Specialist Teacher and a HLTA to support the setting with meeting the child's individual needs. Children with more obvious and severe SEND may proceed to obtain an Education Health and Care Plan'

Observations of children during play identify any child who is having difficulty and ensures that the appropriate action to meet the child's needs is put into place. The Child's name will be placed on the S.E.N. Code of Practice record after consultation with parents/carers. Advice may now be sought from Health Visitors, S.E.N.D. Specialist Teacher, etc. Key workers will continue to observe and record their concerns, which will be shared with and supported by the SENCO and Parents. The SENCo, in agreement with parents, will decide on the action to be taken, e.g., further observation, differentiated curriculum, individual Play/ Learning Plan and will organise a review meeting.

If, after an agreed period of time, the child begins to respond to support put in place and makes appropriate progress, which will be evidenced on their EYFS profile and tracker and also on review of Targeted Learning Plans, it may no longer feel necessary to continue to plan in smaller steps. (This means that the child no longer requires provision that is additional to or different from wave 1 provision). This may become apparent when planning next targets and these targets actually are similar to those expected of children their own age. At this point, with agreement from all involved, including parents, the child may exit the CoP record.

The Special Educational Needs Code of Practice states that a TLP should be a working document which details provision which is additional to or different from that which is provided for all pupils through the differentiated curriculum. TLPs should be reviewed at least twice a year.

### **Statutory Assessment:**

In conjunction with parents we take advice from the LA's Educational Psychologist/Assessment Team with regard to a formal assessment and procedures relating to the possibility of the child having a EHC Plan.

### **Monitoring and Evaluation:**

The SEND policy and practice will be monitored and reviewed annually, or as required by the SENDCo and Head Teacher.

Annual Staff Training events and INSET sessions will focus on information and updating for early years staff, as appropriate.

Challenging inappropriate attitudes and practices - reviewing and monitoring will link to PHSE Policy Documentation [for children] and Staff Handbook [for staff]. Senior Management Team meets weekly.

The SENDCO has responsibility for integrating new information into the policy and sharing this with all staff.

Advice is taken from other agencies, e.g. SEND Specialist Teacher. In evaluating and reviewing the policy, consideration will be given to:

- How well children's difficulties have been identified.
- How children's individual targets have been met.
- How efficient has record keeping been in tracking a child's progress.
- How the curriculum has enabled children to access a broad range of activities and experiences.
- How information has been shared with parents.
- How confident are staff in the early identification, assessment and planning for children with S.E.N. and disabilities.

### **Complaints in Relation to SEND Provision:**

Parents are expected to follow the complaints procedure as set out in the school's terms and conditions documentation. The school will endeavour to resolve all complaints in the best interests of all parties.

The Education Committee is responsible for this policy.

Date Last Reviewed: May 2021

### **Authority**

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes, Health and Safety, Education, Education and Marketing.

## Appendix 1

Strategies and additional information for teaching pupils with EAL;

- The school environment should be socially inclusive, valuing cultural differences.
- The child's strengths should be identified and the time it takes to become fluent in another language acknowledged.
- Show differentiated work in planning for EAL pupils.
- Have high expectations; expecting pupils to contribute and encouraging more than one word answers.
- Recognising that EAL pupils may need additional time to process and vocalise answers
- Give newly arrived pupils time to absorb English (there is a recognised silent period when children understand more English than they use. This passes if their self-confidence is maintained.)
- Use groups to ensure that EAL children hear good models of English.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking with both adults and peers.

### The unique child

- Ensure that all families feel included and are able to participate in their childcare and learning experiences.
- Keep children safe when they may not understand verbal instructions.
- Make sure that names are correctly pronounced.
- Genuinely welcome all families and children without prejudice.

## Appendix 2

Dyslexia and Screening children at Highfield

What is dyslexia?

Dyslexia is a specific learning difficulty characterised principally by problems in certain aspects of language processing. Dyslexia is generally inherited and is independent of intelligence or social background. It is a constitutional condition in which various neurological systems work differently to the way they work in non-dyslexic individuals. The main neurological systems affected are those that deal with processing of phonological information and auditory working memory; in other words, those involved in storage, processing and recall of information about the sounds of language (phonemes) and how these relate to the symbols of written language (graphemes). This results in difficulties in acquiring the skills of reading, writing and spelling (and sometimes numeracy), as well as problems in activities that require rote learning and recall, e.g. examinations. One of the most common and pervasive difficulties in dyslexia is in acquiring what teachers usually refer to as 'phonics', i.e. in learning the relationships between letters and sounds and using this knowledge to decode unfamiliar words and write words that are spelled regularly. Some dyslexics show considerable talents in other areas, e.g. visual or practical thinking skills, creativity and imagination. The principal theory of dyslexia, and the one that has the greatest weight of scientific evidence, is known as the 'phonological deficit theory' (Snowling, 2000). According to this theory, certain parts of the brain that are responsible for the storage, processing and recall of information about speech sounds do not function as efficiently as they should. Consequently, any activity that depends heavily on these systems (such as reading and writing) is particularly difficult. The phonological deficit theory is not the only theory about dyslexia. There are other theories which attribute dyslexia to malfunctioning in the visual system, or in the neurological systems concerned with balance, motor control and skilled learning generally. Although the possibility of some dyslexic individuals having neurological abnormalities other than those in the phonological processing system cannot be ruled out, the evidence to support these alternative theories is comparatively weak.

### Procedure for screening

Children who are having difficulties in any area of the curriculum or where there are social or behavioural issues are first observed by class teachers. Oral and written work may be monitored and behaviour both in and out of the classroom. Other teaching staff who work with that child may also share their input. Class teacher may then fill out a course for concern form detailing areas of difficulty and concern.

Forms are given to the SENCo to decide on how to proceed. Where the difficulties are in literacy and especially where there is a difference between the child's verbal and oral skills compared to written or reading, the child will be screened with the LUCID Rapid dyslexia screening programme.

Children aged 4-7 screening includes phonological processing, auditory sequential memory and visual verbal memory.

Children aged 8-11 screening includes phonological processing, auditory sequential memory and phonic decoding skills.

Children may be identified for screening any time from year 1-6. Occasionally children develop excellent coping strategies so it is only in the upper junior classes that the difficulties are observed. Most children are put forward for screening towards the end of year 1 and in year 2

In both screening tests results are given in a probability scale with chance of dyslexia being very high, (greater than 95% chance) high (90% chance) moderate (75% chance) or low (less than 10% chance).

Procedure following screening

- Parents are informed of the results in a meeting following the screening. With advice and course of action agreed.
- Children aged 7 or over with a moderate or higher chance are offered the chance to go in the IDL programme, an intervention programme run 3 sessions a week at school with options to do additional sessions from home.
- Children may also be offered an individual or group session of learning support based on their needs.
- If a child is over 7 and the result is moderate or higher parents will be encouraged to consider having the child fully tested for Dyslexia. Most centres require children to be aged 8 or over to complete these assessments
- Children who are too young for formal assessment will continue to receive support in school and may be rescreened between 7 and 8 if necessary
- Parents who have their child assessed are asked to share the report with school and recommendations will be considered and implemented where practical/onsibility for policies within that scope. The sub-committees are: Finance and General Purposes, Health and Safety.

### Appendix 3

Observation and Assessment
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At Highfield, Early Years Practitioners observe children on a daily basis, which is an essential part of our daily routine. We look, listen and note children's learning and development to make informed decisions about every child's progress, using photographs, children's drawings, 'writing' and information from parents to guide our everyday planning.

These observations help us to:

- Get to know the children better and develop positive relationships with children and their parents
- Plan appropriate play and learning experiences based on the children's interests and needs
- Identify and monitor any concerns about a child's development
- Plan the next steps for a child's developmental progress
- Regularly review our approaches

This information is also used to compile the children's learning journeys at the end of nursery provision, which is then given to parents/carers as a record of achievement for their child.

At the end of the EYFS [reception] the Early Years Foundation Stage e profile is completed, which is a summary of children's progress towards the Early learning Goals. It also informs planning for Year 1 teachers in order to extend and support children's learning as they move into KS1.

All Early Years staff are regularly updated and trained in order to support observation and assessment of young children.