

Scholars' Education Trust

POLICY TITLE:	INCLUSION
STATUS	Statutory and Non-statutory
REVIEWED BY:	Trust Board
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NEXT REVIEW:	Spring 2022
AUTHORS:	SENCOs/INCOs and designated teachers for CLA and MAST

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

Equalities impact assessment considered

Scholars' Education Trust

POLICY TITLE: SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

STATUS Statutory

AUTHOR: SENCOs/INCOs

1. BACKGROUND/STATUTORY LEGISLATION

This policy has been written with regard to:

- The 2015 SEND Code of Practice: 0-25 years
- The Equality Act 2010
- The Children and Families Act 2014
- The Children and Young Persons Act 2008
- The Children and Social Work Act 2017

Links to other school policies

- Supporting students with Medical Conditions Policy
- Equality Policy
- Health and Safety Policy
- Behaviour Management Policy
- Child Protection Policy
- Accessibility Policy
- Admissions Policies for each school

2. PHILOSOPHY

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

3. AIMS

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

- To take into account the views, wishes and feelings of the young person and their parents and provide them with information and involve them in decision making as much as possible.
- To help students with SEND achieve the best educational outcomes and to prepare them effectively for their next steps (e.g. preparing for adulthood).

4. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)

A student has SEN if, 'they have a learning difficulty or disability which calls for special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.' (2015 SEND Code of Practice pages 15-16).

SEN and provision falls under four broad areas:

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

5. ROLES AND RESPONSIBILITY

Roles and responsibilities of head teacher, other staff, governors

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

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

The **head teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SEND personnel within the school.
- Ensuring there is a qualified teacher designated as SENCo who holds the National Award in Special Educational Needs Coordination (or achieves it within three years of appointment).
- Ensuring that the implementation of this policy is monitored and reported to governors.

The **local governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan.
- The necessary provision is made for any student with SEND.
- All staff are aware of the need to identify and provide for students with SEND.
- The school will have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled students.

- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students. Ref to Equality Act 2010.
- They have regard to the requirements of the SEND Code of Practice (2015), and will take account of this in relation to other relevant school policies e.g. the Accessibility and Equality Policies.
- They are fully informed about SEND issues so that they can play a major part in school self-review.
- The quality of SEND provision is regularly monitored.
- The school publishes details of what SEN provision is available through the SEN Information Report.
- They, and the school as a whole, are involved in the development and monitoring of this policy.
- Appointing a lead governor for SEND who regularly feedbacks to the full governing body.

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

- Overseeing the day to day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Helping staff to identify students with SEND.
- Carrying out detailed assessments and observations of students with specific learning problems.
- Co-ordinating the provision for students with SEND.
- Supporting class teachers in adopting a graduated approach to providing SEN support. This may include devising strategies, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the class room.
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining and keeping up to date the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information.
- Contributing to the in-service training of staff.
- Managing learning support staff/teaching assistants.
- Liaising with SENDCos in feeder and receiving early years settings, schools or colleges to help provide a smooth transition from one educational setting to another. This will include collaborating with YC Hertfordshire or appropriate body to contribute to Preparing for Adulthood reports.
- Compiling and reviewing the school's SEN Information Report at least annually.
- Cooperating with the Local Authority in the Education, Health and Care Plan review process.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the SEN Code of Practice (2015) and the Equality Act (2010).
- Advising on the deployment of the school's delegated budget and other resources, to meet students' needs effectively.
- Leading on the exam access arrangements process within the school.

Class teachers are responsible for:

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

Teaching Assistants

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

6. IDENTIFICATION AND ASSESSMENT OF SEN STUDENTS

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

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

The four key actions are:

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

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

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

- The SENDCo, and if possible/appropriate, the relevant Head of Year, will oversee admissions involving any student with pre-defined SEND, including attending Yr 6 EHCP reviews. The SENDCo will liaise with the feeder school, parents and external agencies.
- The school operates new in-take screening assessments, using the NFER Cognitive Abilities Test (CAT). This test assesses a student's functioning ability in quantitative, verbal, non-verbal and spatial areas.
- Students who achieve a significantly below average performance score in the screening tests will be investigated further and intervention plans may be put in place. Information will be compiled in a student profile on their needs and appropriate strategies to meet those needs. These profiles will be shared with staff. Summary information will also be

provided on the school's student information system and used by teachers to plan differentiation or for the SENDCo to plan interventions.

- The SEN referral process can be initially triggered by Teacher, TA, external professional or parental concern directly to the SENDCo by letter, email or written communication.
- Records of all SEN students will be formally recorded on an SEND Register database. This will be updated at the start of each new school year to include the new cohort and to remove outgoing students, when new students start at the school mid-year, and regularly updated as new information or data becomes available. It will be stored on the staff area of the school network.

7. PARTNERSHIP WITH PARENTS

- Parents and carers will be fully informed if their child is on the list for SEND Support and of any additional programme in place for their son or daughter.
- The SENDCo will be available to meet with parents regarding supporting individual students through key transition points throughout the school calendar. Schools must ensure that parents are actively encouraged to meet at regular intervals with the school team.
- Parents' comments are sought prior to the Annual Review of students with Education Health Care (EHC) Plans. Their views are taken into account at the annual meeting in order to review progress to EHCP outcomes and to plan for their child's future.

8. RECORD KEEPING, MONITORING AND DATA MANAGEMENT

- Feeder primary schools or early years settings are contacted and communicated with in the summer term prior to transfer.
- The SENDCo attends the Year 6 Annual Reviews of students with EHC Plan.
- Initial screening:
 - KS2 data.
 - CATs tests.
 - Reading and spelling tests.
 - Additional tests undertaken by the SENDCo as identified.
- The progress of students with SEND is evaluated through the normal report and monitoring cycle. Intervention actions are implemented where necessary.
- Holding evidence for access arrangements for GCSE and GCE qualifications for inspection purposes.

9. WORKING WITH EXTERNAL PARTNERS

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

- Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)
- Local Authority's Integrated Services for Learning, which includes
 - Educational Psychology Service.
 - Sensory Service (Hearing and Vision Impaired)
 - ESMA (Educational Support for Medical Absence).
 - Attendance
 - SpLD
 - Physical and Neurological Impairment Team
 - Communication and Autism Team
- YC Hertfordshire or appropriate service
- PRU Outreach Services.
- NHS Paediatric Services e.g. – Speech and Language, Occupational Therapy, Physiotherapy.
- CAMHS (Children and Adolescent Mental Health Service).

- School Nursing Service.

Hertfordshire's Local Offer is available on the Herts Website

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>.

Independent support for families of students with SEN at Priory Academy is available through the Central Bedfordshire Council SEND Parent and Young Person Partnership Service <http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx>.

Central Bedfordshire's Local Offer can be found on the Central Beds website

<https://www.centralbedfordshire.gov.uk/children/sen-disability/local-off/overview.aspx>).

Please refer to individual school's websites for admission arrangements.

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

10. SUPPORTING TRANSITION

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

11. STAFF TRAINING

- The SENDCo will be a qualified teacher and will hold the National Award in Special Educational Needs Coordination (or will achieve it within three years of appointment).
- The SENDCo provides INSET for NQTs and other newly appointed staff.
- Whole school INSET can be provided where appropriate.
- Learning Support staff participate in the school's CPD and inset programmes.

12. SCHOOL REQUEST FOR A STATUTORY ASSESSMENT OR EXCEPTIONALITY FUNDING

If all the additional support and strategies employed by the school result in a continued lack of progress or there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission.)

13. ANNUAL REVIEW OF An EHCP

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

14. COMPLAINTS

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

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

15. ADMISSIONS

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

16. MONITORING

This policy will be reviewed annually.

APPENDIX

Strategies for Raising Achievement for students with SEND at Sir John Lawes School

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

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

- differentiation of input, tasks and outcomes
- small class teaching in English, Science and Maths for selected students working below age-related expectations
- in-class support
- small group/individual intensive support sessions in literacy, numeracy and social skills/behaviour
- mentoring - from teaching assistants or through the peer mentoring programme.
- use of ICT facilities including software packages (e.g. Lexia, WordQ SpeakQ, Inspiration 8)
- NGRT Digital test of reading comprehension and the WRAT4 spelling test in Year 7 to assess reading and spelling and to identify interventions needed
- extra-curricular paired reading
- extra-curricular homework sessions
- extra-curricular lunchtime support
- speech and language support for identified students
- support to assist in emotional well-being through referral to Links Outreach service or the school counsellor
- guidance through the Year 8 and Year 9 options process, with personalised pathways
- exam access arrangements in public exams for students meeting the Joint Council for Qualifications eligibility criteria
- referral to external agencies to access specialist advice.
- medical support

SEN Specialist Facilities at Sir John Lawes School

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

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

- At Samuel Ryder Academy LASS is used to profile the students and identify personalised intervention programmes.
- Learning Zone is fully staffed and students are taught in small groups for a specific period of time. These sessions are structured to support the development of numerous aspects of learning, including literacy numeracy and use of IT, in particular typing.
- Life Skills and Nurture Group interventions are utilised to support the social and emotional aspects of learning.
- differentiation by class teachers in all phases

- small class teaching in Science and Maths when deemed necessary to maximise outcomes for children
- in-class support
- 1:1 targeted interventions for specific children
- mentoring - from teaching assistants or through the peer mentoring programme.
- before school reading interventions run twice a week to further develop literacy
- lunch time and after school homework sessions
- lunchtime support through craft club and games club
- speech and language support for identified students delivered by a specialist TA
- support to assist in emotional well-being through referral to Links Outreach service, brief therapy or the school counsellor
- guidance through the Year 8 and Year 9 options process.

SEN Specialist Facilities at Samuel Ryder Academy

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

Strategies for Raising Achievement for students with SEND at Robert Barclay Academy

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

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

- Quality first teaching- differentiation of input, tasks and outcomes.
- In-class support
- Small group/individual intensive support sessions in literacy, numeracy and social skills/behaviour
- Mentoring - from teaching assistants or through the peer mentoring programme.
- DEAR time in lessons and 1:1 reading support by all staff to identified pupils.
- Use of ICT facilities including software packages (e.g. Lexia)
- Digital assessment for all Year 7 to gain an overview profile of pupils' abilities. This is then used to identify any interventions that may be needed.
- Accelerated Reader (AR) programme used to assess reading and to aid intervention programmes. Termly reviews are used to monitor progress.
- Extra-curricular homework sessions
- Extra-curricular lunchtime support
- Speech and language support for identified students
- Support to assist in emotional well-being through referral to Rivers Outreach service or the school counsellor
- Support for SEMH needs through small group programmes.
- Guidance through the Year 8 and Year 9 options process, with personalised pathways
- Exam access arrangements in public exams for students meeting the Joint Council for Qualifications (JCQ) eligibility criteria
- Referral to external agencies to access specialist advice.
- Medical support

SEN Specialist Facilities at Robert Barclay Academy

- The Learning Support Centre (LSC) is located near to the Student Reception and is accessible to pupils of all ages for timetabled interventions. This has a ramped access.
- SEN student files and SEN information are stored securely in the main building of the school.
- There is one specialist teaching room within The Learning Support Centre. This room is used for either individual or small group support work, and acts as a resource base and workroom for staff. It has eight computers with internet access for pupils.
- The 'Quiet Zone' in the Learning Support Centre is used to encourage and support quiet time as a calm area for pupils to use during lunch club or with staff support if needed.
- There is one smaller room within the Learning Support Centre that can be booked out by all staff and is also regularly used by external agencies.
- Students have access to ICT facilities which support their learning.
- Laptops purchased by the LSC have been distributed to English teachers to support students who benefit from the use of these during extended writing tasks.

Strategies for Raising Achievement for students with SEND at Harpenden Academy

- At Harpenden Academy, every teacher is a teacher of SEND. We aim to create an environment that meets the special educational needs of each child. We aim that every child will have equal access to the curriculum and school life. Provision for pupils with special educational needs is a matter for the school as a whole. All children are provided with quality first teaching, regular opportunities for guided learning and where appropriate some small group work.
- At Harpenden Academy, we aim to meet the needs of every child from disadvantaged learners to more able. Our curriculum is creative, ambitious and inclusive no matter what the barrier to learning might be. We have high aspirations for every individual. We firmly believe it is our duty to provide the very best all round educational experience and prepare students for a happy and successful life in an ever-changing world. All subject leaders are aware of the importance of SEND children. They strive to include them in the design of their curriculum area. We offer SEND children an inclusive, broad, balanced, differentiated and relevant creative curriculum, which recognises individual developmental and promotes personal growth.
- Children are targeted so they can access support for a wide range of needs. At Harpenden Academy, we pride ourselves on wanting to educate the whole child. Interventions are allocated on an individual basis and according to need. In accordance with the SEND Code of Practice we aim to make reasonable adjustments to develop interventions that remove barriers to learning. This might be for academic, social or emotional needs.
- We aim to set appropriate objectives and achievable targets based on individual needs that maximise the learning potential of all pupils and raise educational attainment for all.
- At Harpenden Academy, assessments are used to profile the students and identify personalised intervention programmes. Information is gathered about the child to help to identify areas of priority for extra support and provision. This formally happens at Pupil Progress Meetings at the end of each term and when individual targets are set. Harpenden Academy also closely monitors all interventions so any adjustments, if needed, can be identified. Adjustments can then be implemented through close liaison with TA, class teacher and SENCO. This means that provisions may be reviewed at any time so the need of every child can be met as it arises.
- Harpenden Academy aims to create a school environment where pupils can contribute to their own learning by offering all students, when appropriate, the opportunity to voice their own opinions. Through encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals, children can raise attainment and be more aspirational. Pupil participation in all school life is promoted.

- We have dedicated nurture provision and a life skills room so children can enhance their social and emotional skills. For children who need to re-regulate, we have a dedicated sensory room and dark tents, where any child can go as needed. The school use Zones of Regulation and every class follows this to help children understand their emotions. Individual Zones of Regulation are also created with child, teacher and SENCo to help target their emotional intelligence. We have a quiet club at lunch times for KS2 children to access.
- We value and accept the positive role and contribution parents can make. We encourage parents to work with the school and other professionals so that the child's needs are identified and met at the earliest opportunity. If a child has a need identified, we will work closely with them to set up a plan and targeted support through the assess, plan, do, review process.
- At Harpenden Academy, we want to involve outside agencies when appropriate and work collaboratively to support pupil's development and learning.
- At Harpenden Academy, we understand that children learn and understand in different ways and have the right to access the curriculum and realise their potential. This may require different strategies for learning and different teaching approaches. We aim for all teachers to consider the different needs of the individuals in their class within their planning, assessment and monitoring of the child. We strive to provide tailored learning opportunities and support for areas of need. Typical intervention groups are for phonics, reading, spelling, fine motor skills, handwriting, language enrichment and emotional literacy.
- At Harpenden Academy, we want all children to participate in all aspects of school life. This may include going to different environments and therefore, will aim for tailored planning of activities, including school trips to consider individual needs.
- At Harpenden Academy, we have clear transition arrangements. For new Reception children we will liaise closely with pre-school settings and parents. For Year 6 to Secondary schools we work closely with the school so that they have all information to make a successful transition for the child. We have a flexible approach to transition and will put additional support into place, where identified, to help children have a successful transition. This may involve additional visits to the new school, taking part in additional social skills small group work around transition. In addition to these set transitional times, if a child arrives at our school at any other time, we aim to work closely with parents and previous school, so that we can make any reasonable adjustments to help that child's transition successful. At the end of each year a full transition meeting takes place from current class teacher to new teacher, to make sure they are fully aware of needs. The SENCO will also liaise with teachers and agencies involved for all transitions.
- MAST: At Harpenden Academy we aim to provide a challenging and stimulating environment for all, which offers opportunities for pupils to shine and develop an enthusiasm for lifelong learning. We aim to enhance the gifts and talents of children so intellectually, creatively, socially and physically they can reach their true potential.
- Training: The SENCo keeps up to date with all training through the local DSPL7 partnership, County and local SENCO liaison meetings. Training is then allocated in house or through local courses to help meet the needs of individual staff. In addition to INSET days Training also takes place internally as needs arise. School can also access outside agencies whom they are working with such as; Speech and Language Therapist, Collette school, Links behaviour, Nessie (SEMH) or Educational Psychologists to help with specific learning/CPD as needed.

SEN Specialist Facilities at Harpenden Academy

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

Strategies for Raising Achievement for students with SEND at Priory Academy

Every adult who has a teaching responsibility to a student on the SEN list and must make themselves familiar with the information provided about the needs of the student, the strategies to be used and must know the process for feeding back relevant information.

Information may be reviewed at any time but not less than three times a year. Students and parents are central to the review process.

The SENCo may seek help from outside specialists such as speech and language therapists, educational psychologists or occupational therapists.

We aim to:

- Value the contributions parents make to the education of their child
- Seek views and involve parents in all aspects of their child's education and special educational provision
- Provide access to information concerning their child's needs and education
- Deal sensitively and effectively with any parental complaints about SEN provision.

There are well-established transition arrangements for those students transferring from Year 4 to Year 5. SENCos from all Partnership schools work together to ensure smooth transition for children with SEN. These arrangements are reviewed at least annually and are used flexibly through discussions with school staff, parents and students.

Training

In order to maintain the quality of provision and to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff attend training in order to better understand the needs of the children they teach. All staff, including Learning Support Assistants, have access to training. Occasionally, specialised training will be necessary to support the needs of a particular pupil.

Training is accessed in a range of ways:

- In school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Service. Language & Literacy Support Service, Autistic Spectrum
- Attending accredited courses run by the LA or other specialist agencies
- In school training by the SENCo
- School to school support in the Partnership

The induction process for new teaching staff includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students.

The school's SENCo regularly attends SENCo liaison meetings in the local area in order to keep up to date with local and national updates in SEN.

The school is a member of the National Association of Special Educational Needs (NASEN).

Local Links

Priory Academy works closely with Partnership schools to adopt a broadly consistent approach. SENCos in the Partnership schools liaise closely to provide information about students with SEN and disabilities at transition times. Students with SEN are always discussed when the year leader and SENCo visit Lower Schools at the end of the school

year. In the case of the transfer of a statemented students, the necessary consultation will take place to ensure a smooth transfer and where appropriate the student may visit the receiving school several times.

The school's SEN Information Report can be found online at www.prioryacademy.co.uk. If you wish to receive this in another format, please contact the school office.

Scholars' Education Trust

POLICY TITLE: CHILDREN LOOKED AFTER

STATUS Non-statutory

AUTHORS: SENCOs/INCOs/SLTs

Background

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

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

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

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

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

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

Similarly, an 'accommodated' child can be living:

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

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

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

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

The Policy

The Objective:

To promote the educational achievement and welfare of children looked after on the roll of the school. This is to include 'POST-LAC' – children adopted from care, subject to a Special Guardianship Order (SGO) or Child Arrangement Order.

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

Keith Snaylam (Sir John Lawes School), **Scott Martin** (Samuel Ryder Academy), **Ben Martin** (Robert Barclay Academy), **Lisa Davies** (Harpenden Academy) and **Lorraine Croft** (Priory Academy).

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

- To ensure that the educational achievement of each child looked after on roll is monitored, tracked and promoted and wherever possible, accelerated;
- To ensure that there is an up to date Personal Education Plan or ePEP with SMART targets that will promote progress;
- To advise on most effective use of the Pupil Premium Plus during the Personal Education Planning meeting;
- To ensure that the Pupil Premium Plus funding and additional budget share funding (where relevant) is used to support the learning objectives for the student and to be accountable for how the funding is spent with outcomes evidenced;

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

Work with Individual Children Looked After

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

- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies.

Liaison:

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

Training:

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

Governor

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

Katy Wilmshurst (Sir John Lawes School), **Michelle Miles** (Samuel Ryder Academy), **Dawn Warwick** (Robert Barclay Academy), **Harriet Tamke** (Harpenden Academy) and **Vanessa Green** (Priory Academy).

The role of that governor

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

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

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

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

The named Governor is encouraged to support the development of the school by endorsing the CLASEF (self-evaluation process) and will confirm the schools' best practice.

The named Governor may want to ensure that the whole Governing Body have a full understanding of the efficient and effective use of Pupil Premium including Pupil Premium Plus. The Governance Team offers training.

School Responsibility

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

It is appropriate for a member of the support staff team to have knowledge that the young person is in care only when directly involved in the teaching of the young person. However, it is important that these staff are aware of the effect of attachment and trauma on the behaviour and learning of these children.

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

Admission Arrangements

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility¹. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

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

Involve the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

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

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

Communication with Other Agencies

Schools should ensure that a copy of all reports (e.g. End of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and if appropriate parent/s and the Virtual School and where appropriate like birth parents, a copy should also be attached to the child's ePEP.

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

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

Assessment, Monitoring and Review Procedures

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

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

- Special needs (if any);
- Attendance;
- Behaviour.

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

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

Scholars' Education Trust

POLICY TITLE: More Able Students (MASt)

STATUS Non-statutory

AUTHORS: SENCOs/INCOs/MASt Co-ordinator

Beliefs and values

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

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

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

All students have an entitlement to the following:

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

Identification and Monitoring

What do we look for?

- Intellectual ability or talent
- Specific academic aptitude

- Creative and productive thinking
- Leadership ability
- Talent for visual and performing arts
- Psychomotor ability.

A variety of assessments to help:

- Identify More Able and Gifted & Talented students across all phases of the academy
- support in monitoring progress and setting targets for future attainment
- provides indicators of outcomes at all Key Stages

More Able Students Register

Within SRA, RBA & PRY those students who enter their academy in year 7 with high standard score of 108 are identified as More Able and are added to the More Able Students (MASt) Register and SIMS. AT SJL Year 7 should sit CATs in their first term and those achieving CATs stanine of 8 or more are identified as More Able Students.

These students will always be identified as MASt for the remainder of their time as pupils at these Trust schools.

At primary phase, for children aged between 4 and 11 there is no set percentage or explicit criteria for eligibility which determines MASt. We follow the Trust schools for the same categorisation of MASt and academically gifted for the core subjects and as talented for the non-core. This identification stems from conversations with staff and analysis of data which pinpoints children working at above ARE or have tangible potential to be.

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

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

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

Gifted and Talented Students

Within SJL, SRA, RBA & PRY, and in primary phase of the school, the talented students are identified by teachers and they are registered on the MASt Register.

Year 7 students are assessed using Cognitive Ability Tests (CATs) and Lucid Assessment in their first month at school. Those with an average CAT score of 121 are identified as Gifted.

Heads of Faculty are responsible for identifying and tracking the progress of the talented students in their area.

Monitoring and review

With the exception of Sir John Lawes (see attached appendix) there is a formal review and update of the MAST and Gifted & Talented Register in the Summer term, following school exams and assessments.

The progress of the MAST students is monitored using data.

Contact with parents

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

- An initial letter is sent home following the inclusion of a student as MAST and/or Gifted and/or Talented in the MAST and Gifted & Talented Register
- Mailings are sent home to inform parents of any new events, master classes or courses being offered
- Items in the school Newsletters and on school Teaching and Learning Twitter accounts celebrate the achievements of our MAST and Gifted and Talented cohort and keeps parents informed of forthcoming events
- School websites hold information on the different aspects of the MAST and Gifted and Talented programme
- Parents are periodically asked for feedback.

Evaluation

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the MAST Coordinator, who will report directly to the senior management team. The evaluation will include feed-back from all interested stake-holders (Staff, students and parents). Results of evaluation will be discussed annually at senior team meetings and shared with the MAST and Gifted & Talented group in school and also the School Improvement Committee of the governing body.

Arrangements for coordinating provision

- The appointment of a named individual to coordinate the School's response to meeting the needs of More Able and Gifted & Talented Students.
- The appointment of a dedicated Governor to support the More Able and Gifted & Talented Students programme.
- The identification of a key link person – MAST and Gifted & Talented Champion - in each faculty/curriculum area to liaise with the MAST and Gifted & Talented Coordinator and to establish mechanisms for coordinating and monitoring progress of More Able Students and Gifted and Talented students.

- All schemes of work to include specific extension/enrichment material and ideas, on a module by module basis to provide clear differentiation.
- An awareness amongst all Staff of their role in the identification of Gifted and Talented students, based on subject-specific criteria, and the need to make the curriculum sufficiently varied and challenging.
- The maintenance of a register of More Able Students and Gifted and Talented students established by the MAST and Gifted & Talented Coordinator and published to all curriculum areas.
- Continuing professional development for staff that addresses the implications of More Able Students for senior management, within individual subject areas, and develops teaching and learning styles that take account of differentiation, enrichment and extension.
- The provision of enrichment and extension opportunities provided by internal and external extra-curricular, and super-curricular programmes, supported by the MAST and Gifted & Talented Coordinator.
- The encouragement of students to enter local and national events, including residential courses and competitions.
- The provision of discreet pastoral care (where required) on an individual basis, including mentoring, where appropriate.
- Opportunities for More Able Students to work together.
- Recognition, celebration and rewarding of achievement of all students.
- Close liaison by the school with external support agencies and the home.

Responsibilities:

Heads of Faculty

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

Senior Leadership Team link

- to work with the MAST Coordinator to oversee the process and activity
- Pupil Progress half termly meetings

MASt Coordinator

To role of the MAST Coordinator is:

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

Governor Link

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

MASt Champion

Developing systems

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

Supporting the Faculty

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

Sharing with other Faculties

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

Evaluation

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

More Able Students (MASt) at Sir John Lawes School

Gifted and Talented Students

Gifted Subjects

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

Talented Subjects

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

There is a formal yearly review and update of the Gifted and Talented Register in the Autumn term for Years 8 – 13 and in the Spring term for Year 7. Students are continually monitored by teaching staff, who nominate students for inclusion in the MASt and Gifted and Talented Register for outstanding performance in their subject area, or in any other activity staff are aware of. This includes nominations by the Pastoral team (Form Tutors and Heads of Year) following outstanding achievements in extra-curricular and/or super-curricular activities.

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

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

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

Contact with parents

An Open Evening is held during each Summer term showcasing the work done during the year. Parents have the opportunity to discuss MASt and Gifted and Talented provision with representatives of each Faculty, discuss student concerns with Head of MASt and Gifted & Talented, Mrs. Brining, and have any questions answered.

MASt Coordinator at Sir John Lawes School

This role requires a whole school focus on teaching and learning, delivering a more comprehensive data driven management, so that staff differentiate appropriately and ambitiously for MASt, G&T and HAPS students. This requires the daily exercise of professional skills and judgement in managing not just the MASt team but advising HOFs, the Data Team and the Admin Team, as well as working with two governors on a regular basis. This is achieved through formal meetings with agendas and minutes.

The role requires one to lead, manage and develop resources and differentiation strategies for all subjects through intervention with individual staff to ensure they can deliver their

curriculum aspirationally to all key stages, and for students making tertiary study applications.

In this capacity, the role demands the management of two budgets: MAST and Latin. It also requires leadership and management of pupil development across the curriculum, advising HOYs and staff pastorally, as well as mentoring MAST students formally in groups and HAPs students individually on an informal basis.

The role encompasses leading on Chess, Go and Latin Clubs under the umbrella of MAST, and teaching the latter to KS3 and 4, as well as managing staff involved in those clubs.

The role includes responsibility of the provision of appropriate resources for students. The role is responsible for the educational progress of all SJL pupils other than one's assigned classes or groups of pupils, through the principle of 'a rising tide raises all ships', and developing further within year and exams analysis data to drive and demonstrate improvement in pupil attainment.

In this role, one must lead, develop and enhance the teaching practice of other staff within SJL, the Trust as a whole, and externally with regard to other secondary and tertiary providers.

Equalities impact assessment considered