Special Educational Needs and Disability (SEND) Policy

Responsibility	Full Trust Board	
Status	Statutory	
Ratification date	13 07 2021	
Review cycle / date	2	Summer 2023
Reference	004/4	

Contents

1   Legislation and guidance

This policy is written in line with the requirements of:

● Part 3 of the Children and Families Act 2014
● SEND Code of Practice 2014
● The Special Educational Needs and Disability Regulations 2014
● The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
● The Order setting out transitional arrangements, Section 137
● The Equality Act 2010
● Teachers Standards 2012
● Standard for teachers' professional development 2016

2   Introduction

The Richmond upon Thames School (RTS) is an inclusive school. We believe all of our students can flourish and reach their full potential. We will endeavour to meet the needs of the entire range of learning needs by ensuring that students are given equal opportunities in every aspect of school life.

NASEN have highlighted the findings from an international report on inclusion, which recognised the barriers to learning that may have arisen during the recent global pandemic, specifically with students with SEND. RTS endeavours to provide accessible and challenging learning for all by ensuring teachers and support staff are trained together and collaborate on supportive and differentiated teaching strategies.

3   Contact details

4.1   SEND (Special Educational Needs and Disabilities) Co-ordinator (SENDCo)
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4.3   Link trustee for SEND
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5 Definitions

5.1 Definition of SEND

At RTS the definition for SEND (Special Educational Needs and Disability) is taken from '*The SEND code of practice (2014)*' which states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

(a)   Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b)   Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At RTS we identify the needs of students by considering the needs of the 'whole child' which will include not only the special educational needs or disability of the young person.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

5.2 Definition of disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

5.3 SEND misconceptions

It can be a common misconception to assume that slow progress and low attainment mean that a child has SEND. This is not necessarily the case and should not automatically lead to a student being recorded as having SEND.

It should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties (SEND Code of Practice 2014).

5.4 Areas of special educational needs

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:
● Communication and Interaction
● Cognition and Learning
● Social, Emotional and Mental Health Difficulties
● Sensory and or Physical Needs.

6   Policy objectives

Provision for students with SEND is a matter for the whole school. In line with the Code of Practice, RTS will:
● Identify and address the SEND of the students we support;
● Use our best endeavours to ensure that a child with SEND gets the support they need;
● Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment;
● Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement;
● Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed;
● Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education;
● Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education and
● Designate a teacher responsible for the coordinating of SEND provision i.e. SENDCo.

7   Provision

RTS believes that all students are entitled to an education that enables them to:
● Be confident and happy individuals who can build positive relationships with others and work purposefully towards achieving their very best at all times;
● Possess the knowledge, communication and technical skills necessary for success as they move into further education and the workplace;
● Have the motivation to work independently and conscientiously to achieve qualifications that reflect their full ability and
● Become lifelong learners with an insatiable curiosity about the world around them and a shared responsibility for their peers, the environment and wider society.

At RTS we will endeavour to make provision to support students with frequently occurring special educational needs who do not have an Education, Health and Care Plan (EHCP). There are other kinds of SEND which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met more effectively.

The school also currently meets the needs of students with an EHCP with the following kinds of special educational need: specific learning difficulties including dyslexia; dyspraxia; social and communication difficulties including ASD; cognition and learning difficulties; hearing impairment; visual impairment; physical disabilities and social, emotional and mental health.

Decisions on the admission of students with an EHCP are made by the Local Authority. The admission arrangements for students without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

8   Identification and assessment

Schools receive funding for SEND students. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are appropriate resources for students requiring special educational provision. The support offered is matched to needs of individual students with SEND and evidenced based. The amount of support required for each student to make good progress will be different in each case. In very few cases a very high level of resource is required. In these cases the school will apply for 'top up' from the Local Authority where the child or young person lives.

At RTS, subject teachers, Tutors and Heads of Year monitor the progress of all students on a regular basis to review their progress. We also use a range of assessments with all students at various points in their school career, for example Year 7: CATs (cognitive ability tests) when they join the school. Students in Years 7, 8 and 9 are also tested annually for literacy and numeracy (GL tests), reading levels (Star Reader) and the PASS (students attitudes to self and school) analysis to identify those students who might benefit from some intervention.

They are also identified as potentially requiring learning support through:
● An existing EHPC on arrival at RTS;
● Baseline English, Maths, Science and reading assessments on entry into school;
● Information from primary school;
● Information from parents;
● Information from outside agencies, including the health service or social services;
● In depth reporting on student progress three times a year;
● Ongoing formative teacher assessment and
● Referral by RTS teaching staff.

8.1   Early intervention

The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This is often put in place, even if SEND has not been identified. This additional support will enable the student to catch up with others in their cohort.

8.2   Detailed assessment

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches may be required to enable the student to make better progress. These will be shared with parents, put into a IEP and reviewed regularly, and revised if necessary. At this point, because the student requires additional and extra provision, we will have identified that the student has a special educational need.

8.3   Individualised intervention

Despite high quality targeted teaching some students may continue to make slower progress. In consultation with parents, strengths and weaknesses are identified and used to develop an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive specialised guidance.

If the student makes good progress using this additional and different intervention, but would not be able to maintain this good progress without it, we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will no longer be identified with SEND.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. The intervention usually lasts for a term (12 weeks), occasionally students need longer term intervention, and it is developed using a range of entry and exit criteria. The intervention is planned to address the students identified needs and the success criteria is shared with the student, enabling them to understand the areas of difficulty they will be focusing on. During the intervention, the student will be assessed on a regular basis. After one term the impact of the intervention will be reviewed against student progress and a decision will be taken as to whether the individual needs to continue with another appropriate intervention or not.

8.4   Other identification and assessment

The school has access to the following, which are available to assist staff with identification and assessment:
● A Service Level Agreement with Educational Psychology service for 1 day per week over the year;
● Link to the Disabled Children's Service for support to families for some students with high needs;
● Access to Speech and Language Therapy, Occupational Therapy and Physiotherapy Services for students with requirement for direct therapy or advice;
● Ability to make ad hoc requests for advice from the Education Inclusion Service;
● Membership of professional networks for SENDCo e.g. NASEN, AfC SENDCo network and
● School Nurse

9   Policy implementation

The overall aim of this policy is to improve the outcome for every child with SEND in all areas outlined in the Special Educational Needs and Disability Code of Practice. This will be achieved by these (specific) outcomes:
● SEND provision an integral part of the whole school development plan;
● High quality teaching that is differentiated and personalised to meet the needs of every individual;
● The quality of teaching of SEND students and the progress these students make is a core part of the school's performance management arrangements;
● Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND;
● All teachers following a comprehensive and structured approach to assessing, identifying and responding to individual needs;

- Appropriate staffing and funding is in place for students with SEND;
- The transition of SEND students from their previous educational establishment and beyond their life in the school is successful;
- Barriers to achievement and progress are eradicated and a personalised curriculum is offered at all key stages which meets the needs of the individual;
- As far as is reasonably practical, SEND students participate in school activities with students who do not have SEND;
- A SEND link trustee is in place and works alongside the SENDCo and all trustees, particularly the SEND trustee, are up to date and knowledgeable about the school's SEND provision and national SEND agenda and
- Full trust board involvement in the future development and monitoring of this policy.

10　Teaching and Learning

10.1　Formal curriculum

We follow the advice laid out in the National Curriculum Framework on how to adapt the curriculum and the learning environment for students with SEND. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in SEND IEPs and EHCPs.

"All pupils should have access to a broad and balanced curriculum". The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEND and disabilities will be able to study the full national curriculum." (Code of Practice 6.11)

We have a robust training programme for Learning Support Assistants (LSAs) and regular training for teaching staff regarding SEND. Staff have opportunities to discuss SEND students with the Inclusion department as well as being able to access profiles developed by the students themselves.

10.2　Learning support

We will hold and maintain an SEND support register. This register will capture the learning support needs of students with special educational needs and without an Education, Health and Care Plan (EHCP). Teachers will make use of the teaching strategies to inform their planning and teaching.

In the main, students who require additional learning support are supported within whole class settings and with focussed interventions plans. Sometimes will provide extra support for students in small groups.

10.3   SEND Support

At RTS we can make provision for frequently occurring special educational need without an Education, Health and Care Plan. There are other kinds of SEND which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met more effectively.

Students requiring SEND support will have a SEND Individual Education Plan (IEP). The IEP will be recorded on school documentation and include the following:

Child profile: A brief profile of the student, including needs, strengths, barriers to learning and teaching strategies

Outcomes: The outcomes that the student, their teachers and parents aim to achieve through the SEND support. The outcomes should match the needs identified in the child's profile. For more details on writing good outcomes the SEND Family Voices Golden Binder[1].

Targets: The steps to be achieved over the next half-term (EHCP) or term (SEN-K) on the way towards the outcomes. They should be SMART (Specific, Measurable, Achievable, Relevant, Time-Oriented) and agreed with parents and the student.

Provision: A description of the support or interventions that will be put in place to help the student meet their targets and work towards their outcomes. This may include amending the classroom environment or teaching methods; small group or one-to-one interventions; details of interventions led by additional professionals (e.g. speech and language therapists) or interventions specified by professionals and delivered by school staff.

Review: Reviews of the student's progress against the agreed targets and outcomes will be recorded making it clear what interventions and strategies have worked and what did not. The review should help to make plans for the next set of targets and improve the support available to the student.

11   High quality teaching

'Special educational provision is underpinned by high quality teaching and is compromised by anything less'
(SEND CoP, 2014)

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. RTS will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. (CoP 6.34)

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1 SEND Family Voices – Golden Binder Guidance - https://goo.gl/2HffqT

12   Wider learning

There are many enrichment opportunities available for students with SEND. All clubs, trips and activities offered to students at RTS are available to students with SEND. For some students 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. All after school clubs are available to SEND students.

Additional risk assessments will need to be undertaken to determine the suitability of the activity for all students for some visits and residential trips. If there are any concerns about an activity's suitability for an individual student, a planning meeting will be held with all parties including parents. Visits by learning support staff are also undertaken to ensure accessibility and suitability.

At RTS we understand that an important feature of the school is to enable all students to develop confidence, emotional resilience and social skills, both through direct teaching for instance e.g. PSHCEE, PRE, academic tutor time and indirectly with every conversation adults have with students throughout the day.

13   Social and emotional difficulties

For some students with high needs with social and emotional difficulties, we aim to provide a mixture of the following: access to counsellor; mentor time with a member of the Pastoral or Inclusion team; an agreed time-out process for a student to use if extremely upset or agitated; or external support.

14   Transition

The SENDCo visits the primary school where students are transferring from and will meet with the teachers and the SENDCo where appropriate. More vulnerable students may have an individual transition plan drawn up to assist in the transition process. All students with an EHCP together with other vulnerable students as identified by the primary school SENDCo are invited to visit before the borough Transition Day.

We also support students' onward destination by liaising with the SEND careers advisor to make a plan for post 16 education. Representatives from Further Education may be invited to a review meeting prior to transition.

15   Staff support and professional development

All staff will engage in focused and regular professional development to ensure that every child has equal opportunities to excel and achieve.

All teachers, SLSAs and LSAs have the following awareness training:
● The SEND code of practice as well as workshops on:
● ADHD;
● ASD;
● Speech, Language and Communication;

- Strategies for differentiation and
- Specific Learning Difficulties.

Our campus setting enables RTS staff and students to benefit from the expertise of Clarendon School's specialist SEND teachers. The Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the strategy for staff professional development.

16   Medical needs

Students with complex medical needs will have a Healthcare Plan (IHP) drawn up with the member of the Senior Leadership Team responsible for inclusion, school nurse and parents. A copy of the plan will be kept in the medical room as well as in the student file. This will be reviewed on a regular basis to ensure needs are being appropriately met. Medicines are stored securely in the main school office and the administration of these is overseen by the welfare officer. Parent/carers are asked to bring in medicines and not rely on the students to do this, due to safeguarding concerns.

We also have a duty to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where students also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the IHP. We will have regard to the statutory guidance supporting students at school with medical conditions. We also work very closely with the schools attached Educational Psychologist and Education Welfare Officer to support vulnerable students.

Please see the Supporting Students with Medical Conditions (and safe and clear administration of medicines) policy on the school website.

17   Access

The school has lifts and disabled facilities in all buildings which ensure the site is accessible to all. Specialist equipment will be considered on an individual basis.

18   Personal budget

As part of the Code of practice (2014), parents can have discussions with the SENDCo regarding the use of the personalised budgets. The Head Teacher will make the final decision about the use of the personal budget within the school and no intervention will be agreed if it has an adverse impact on the effective running of the school.

19   Monitoring

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the student, parents and subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:
- "Is similar to that of children of the same age who had the same starting point

●   Matches or improves on the student's previous rate of progress

●   That which allows the attainment gap to close between the student and children of the same age"

Every student in the school has their progress tracked regularly. In addition to this, students with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show adequate progress is being made the IEP and planned outcomes will be reviewed and adjusted. The subject teacher will remain responsible for monitoring the progress of the student on a regular basis.

For students with or without an EHCP will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

19.1   Special Educational Needs and Disabilities Report

The SEND report will be reviewed by the trust board annually.

19.2   EnhanceAble

This is a local voluntary sector organisation that delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice. They can be contacted on: HELPLINE: 020 8547 6200.

Website: www.enhanceable.org

20   Policy review and development

This policy will be:

●   Developed with staff, parents/carers and the school's trust board.

●   Reviewed by the trust board in accordance with the school's Policy Review cycle.

Appendix 1 - SEN Support Guide for Families

SEN Support Guide for RTS Families

Appendix 2 - Support for more able and talented students

Support for more able and talented students

1. Introduction

It is now widely recognised that we are experiencing an extended crisis in social mobility compounded by the global pandemic in 2020. Those from privileged backgrounds are over-represented in the country's top professions and most prestigious universities. Many of these disparities which have life-long consequences emerge in school.

Recently there has been a move away from the term 'Gifted and Talented', with the idea that there is more 'room at the top' and we need to raise aspirations for those with potential to become the highest attainers. The report 'Educating the Highly Able'[2] produced by the Sutton Trust in July 2012 recommends 'the confusing and catch-all construct "gifted and talented" be abandoned'' and suggests the focus should be on those capable of excellence in school subjects, which the report terms, 'highly able'. Potential Plus[3] an independent charity, (formerly National Association for Gifted Children) prefers the phrase 'high learning potential'. The DfE now use the term 'Academically More Able Students' (as of Spring 2012).

Sutton Trust's Report, Potential for Success, July 2018[4] identified:
- **Students from disadvantaged backgrounds are less likely to be in the top 10% for attainment in English and maths at the end of primary school** – referred to in this report as high attainers. Disadvantaged students are three times less likely to be in this high attainment group than their more advantaged peers: only 4% of disadvantaged students have high attainment at KS2, compared to 13% of non-disadvantaged students.
- Furthermore, even for **those disadvantaged students who do perform strongly in primary school, they are much more likely to fall behind at secondary school, compared to other high attaining students, across a range of measures.** While high attainers overall make about an average level of progress between key stage 2 and key stage 4 (a Progress 8 score of .02, where the national average is zero), those from disadvantaged backgrounds fall substantially behind, with a negative Progress 8 score of -0.32.
- **They are also less likely to achieve the top grades that open doors to universities and employers**: while 72% of non-disadvantaged high attainers achieve 5 A*-A grades or more at GCSE, only 52% of disadvantaged high attainers do. If high attaining disadvantaged students performed as well as high attaining students overall, an additional 1,000 disadvantaged students would achieve at least 5A*-A at GCSE each year.
- **High attainers from disadvantaged backgrounds who are white have the lowest level of attainment at GCSE compared to their peers in any other ethnic group.** Only 45% of disadvantaged white students with high prior attainment gain 5A*-A at GCSE, compared to 63% of black students and 67% of Asian students from similar backgrounds.

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2 Educating the Highly Able ~ Sutton Trust Report - http://www.suttontrust.com/wp-content/uploads/2012/07/Educating-the-Highly-Able-Report.pdf

3 Potential Plus Charity - www.potentialplusuk.org

4 Potential for Success, Sutton Trust, July 2018 https://www.suttontrust.com/wp-content/uploads/2018/07/PotentialForSuccess.pdf

- Students with high attainment do better at GCSE in schools with lower proportions of students on free school meals, schools in London, in converter academies, and in schools with higher numbers of other previously high attaining students.

Regardless of the potential barriers, at RTS it is our duty to assess our students thoroughly, know them as individuals and support them to achieve to the very best of their abilities.

Potential for Success (Sutton Trust) 2018 Report recommends the following
1. **Improving attainment of highly able students, specifically those from disadvantaged** backgrounds **and monitoring them as a distinct student group.**
2. **Increasing access to high quality teaching** is essential to allowing those with high potential to flourish.
3. **Support for the highly able should be as inclusive as possible.** To ensure that all such students (especially those from disadvantaged backgrounds) have access to work that will fit their needs, programmes should be made widely available where possible, and any grouping or targeting should be flexible and regularly reassessed.
4. **Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills** that facilitate academic attainment and future success.

2. Definitions

2.1. More Able

More able students are those with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

2.2. Talented

Exceptional talents in areas such as music, art, sport, digital technologies and performing arts.

3. Rationale

- At RTS we aim to help all our students to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially.
- This policy is a statement of the entitlement of children who are more able and of the ways that entitlement is met.
- All staff at RTS are committed to meeting the needs of the most able students in this school. In order to do so they have identified a member of the Senior Leadership Team (SLT), Deputy Head Teacher (DHT) – student Progression with responsibility for students identified as more able or talented in education.

4. Aims

- RTS aims to meet the needs of the most able and talented children in each year group through a broad, relevant curriculum. It will develop the potential and ability of these students and raise their aspirations and achievement by developing their:

- Ability to learn
- Range of knowledge
- Core skills such as problem solving
- Creativity
- Intellectual curiosity
- Specific talents

- In our pursuit of excellence our endeavours will:
  a. provide teaching that makes learning challenging, engaging and exciting, and which enables students to reach their potential.

  b. improve the attainment of highly able students, especially those from disadvantaged backgrounds and those with SEND

  c. ensure that all such students (especially those from disadvantaged backgrounds) have access to work that will fit their needs, programmes should be made widely available where possible.

  d. ensure students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.

- Students' prior knowledge will be taken into account, particularly between the key stages alongside individual aptitudes shown in lessons.

- A resource base of materials will be developed.

- Links will be established/extended with other organisations, including local primary schools and Secondary and Special schools.

- RTS will work closely with Richmond upon Thames College (RuTC) and Achieving for Children (AfC) to provide opportunities for students to participate in their more able and talented activity programmes throughout the year

5. Implementation

5.1. Identification

- The school will identify a cohort of 10% of students in each year group annually. The students will consist of the most able and those with exceptional talents in areas such as music, art, sport, digital technologies and performing arts. Particular care will be given in order to identify those, especially disadvantaged students, more able students who are underachieving and letters to parents/Carers will identify this. This cohort will not be static and that names will change with changes in students' development in all subject areas.
- Identification will be based on results of standardised tests such as SATs, CATs and reading scores. Additionally, teacher recommendations will be taken into account.

5.2. Target Setting

- Targets will be set for every identified student in line with school policy. These will be realistic but challenging.
- It is the responsibility of every teacher to ensure that the needs of academically more able students are met through the teaching and learning programme in every curriculum area. Classwork and pre-learning should reflect this. Extra competitions and challenges will be incorporated.
- Resources will be purchased on a greatest need basis. Requirements should be made known to the Head Teacher via the curriculum link member of staff (e.g. Line Manager, Curriculum Leader, DHT – student Progression).

5.3. Continuous Professional Development (CPD)

- The school will attend any relevant training and development activities arranged by AfC and other learning and teaching forums to which the school holds membership. Training and development in each curriculum area will be organised or co-ordinated by the designated member of the SLT.
- CPD embedding the RTS Values, Assessment, basic skills: Literacy and Numeracy and Digital Technologies will form part of the School Development Plan.

5.4. Curriculum Strategies

- A variety of learning and teaching styles are used with the emphasis on risk taking, open-endedness and differentiation.
- Schemes of work reflect the needs of the more able student and always include stepped challenge tasks which are low threshold but high ceiling to ensure the more able are stretched and encouraged to use higher order thinking skills and tier 2 and 3 vocabulary.
- Strategies employed may include: banding in some subjects in Years 9 and as appropriate at KS4. Reporting and recording following school policies.

5.5. Pastoral Considerations

- All students need praise, encouragement and support, and this is particularly true of the most able.
- Opportunities will be given for able students to work alongside others of similar ability within the school and locality.
- Trips and visits will be arranged in collaboration with the CEIAG coordinator with a particular focus on including disadvantaged and SEND potential high achievers
- Each student in the cohort will be offered support at school to ensure that they fulfil their potential.

6. Provision within the classroom

Important strategies include:

- varied and flexible grouping within a class;
- provision of opportunities for more able students to work with students of similar ability, which will mean that it is sometimes appropriate for students to work with older students;
- mentoring and additional provision for students of exceptional ability;
- the provision of enrichment/extension activities and tasks;
- differentiation within subject areas;
- setting clear and challenging targets;
- asking higher-order questions which encourage investigation and enquiry;

- teaching thinking skills in a subject context, e.g. problem-solving, decision-making;
- skillful questioning and modelling of tier 2 (and 3 where appropriate) vocabulary
- facilitation of independent learning by allowing students to organise their own work in their own way, to carry out tasks unaided using their own strategies, to evaluate their work and become self-critical.

7. Responsibilities

7.1. Head Teacher

The Head Teacher will be responsible for:

- overall policy setting;
- the depth and breadth of the curriculum;
- whole-school assessment and monitoring systems;
- leading/facilitating staff in their provision for the more able.

7.2. More Able Coordinator

The More Able Coordinator will be responsible for:

- monitoring the implementation of the agreed policy;
- compiling and maintaining an up-to-date register of more able students;
- coordinating provision for children on the register;
- developing expertise in this area through appropriate professional development (INSET) for staff;
- sharing expertise with other staff and directing them to appropriate professional development;
- supporting and monitoring curriculum planning which ensures differentiated provision;
- ensuring the transfer of relevant information on the cohort to secondary schools;
- purchasing and organising resources to facilitate the teaching of more able students.

7.3. Curriculum Leaders

The Curriculum Leader will be responsible for:

- advising others of suitable strategies for extending the most able in their subject;
- purchasing and disseminating appropriate resources;
- assisting colleagues with differentiated planning;
- collecting examples of exceptional work;
- monitoring provision for the more able in their subject.

7.4. Class teachers

The Class teacher will be responsible for:

- identifying the more able in their class;
- setting appropriate targets for the more able in their class;
- ensuring appropriate provision through differentiated planning;
- using appropriate resources to challenge the more able;
- monitoring the performance of the more able.

8. Arrangements for Monitoring and Evaluation

The effectiveness of the policy for more able and talented students will be monitored, evaluated and reviewed both day to day and more strategically.

8.1. Ongoing monitoring

- Formal and informal feedback from students;
- Lesson visits;
- Work scrutiny;
- Discussions between members of staff;
- Feedback from parents;
- Student progress over time.

8.2. Strategic monitoring and evaluation

- Schemes of Work are reviewed at the end of the period of study, or annually as appropriate;
- Analysis of student summative assessment data (AP 3 and 6)
- Analysis of benchmarking data (GL assessments)
- PASS analysis
- Reading assessments
- Written and verbal feedback from students, annually;
- Review of the school development and improvement plan (SDIP) and Departmental Development and Improvement plans, annually.