STEP Academy Trust
Inclusion Policy

Date of Policy: January 2019   **Review: October 2020**

Introduction
STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

STEP Academy Trust is committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so. The STEP Vision is to establish a family of outstanding academies where world class leaders place the children at the heart of everything.

Contents

Rationale
STEP Academy Trust values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We actively seek to remove the barriers to learning and/or participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our Academies.

This policy applies to children who:
- have Special Educational Needs and/ or a Disability (SEND);
- have medical needs;
- reflect social and cultural diversity;
- have attendance and/ or punctuality difficulties;
- are Young Carers;
- use English as an Additional Language (EAL);
- are from Ethnic Minority groups (EMA);
- are refugees or asylum seekers;
- have mobile life styles as Travellers;
- are Children Looked After (CLA);
- live in poverty or may be homeless;
- are Most Able;
- bully or are victims of bullying;
- are bereaved;
- are traumatised;
- present with safeguarding concerns.

This policy is to be read in conjunction with our:
- Pupil Premium Policy;
- Safeguarding and Child Protection Policy;
- Equality Policy;
- Behaviour and Anti Bullying Policies;
- Curriculum and Teaching and Learning Policies;
- Academy prospectuses.

Compliance with Statutory Duties
This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 2015
- Equalities Act 2010
- School Admissions Code of practice
- Supporting Pupils at School with Medical Conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)
- Personalised information for individual academies:

Croydon's local offer for SEND: http://www.croydon.gov.uk/education/special-educational-needs/sen-education/
Southwark's local offer for SEND: http://localoffer.southwark.gov.uk/
East Sussex local offer for SEND: https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/
Bromley's local offer for SEND: https://bromley.mylifeportal.co.uk/aboutthelocaloffer

Academy Aims
STEP Academies aim to:
- value everyone equally in an inclusive environment;
- take a positive approach in developing the self-confidence and self-esteem of each and every child;
- help pupils to develop lively, enquiring minds and the ability to question and argue rationally;
- provide a curriculum which is broadly based, relevant and meets the needs of individuals;
- ensure that all children and young people can engage successfully in all school activities, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment;
- bring out the best in children at our Academy and support the development of life skills for a successful future;
- create a stimulating and challenging environment, which is supportive, secure and caring and allows each child the opportunity to reach their full potential in terms of academic, social and emotional achievements;
- create an Academy community in which children, parents, teachers and governors work together with PUPAC for the common good;
- help pupils understand the world they live in and our part in the local, national and global community;
- listen to and value the views of parents and to work in partnership with them;
- ensure that parents, carers and, where relevant, other professionals are kept fully informed of their child's progress and attainment;

- enable all members of the Academy community to participate in aspects of school life in a consultative environment;
- ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued professional development;
- encourage respect, resilience, resourcefulness, responsibility and risk taking in a safe learning environment;
- ensure that pupils are involved, where practicable, in decisions affecting them.

Objectives
STEP Academies will:
- ensure implementation of government and LA inclusion recommendations;
- ensure the Academy's Inclusion Policy is implemented consistently by all staff;
- ensure any discrimination or prejudice is tackled with urgency and eradicated;
- identify barriers to learning and/ or participation and provide appropriately to meet a diversity of needs;
- ensure all pupils have access to an appropriately differentiated curriculum;
- recognise, value and celebrate pupil's achievement, however small;
- work in partnership with parents/carers in supporting their child's education;
- guide and support all staff, governors and parents in inclusion issues;
- work in close partnership with parents, Local Authorities and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.

Inclusive Provision
STEP Academies offer a continuum of provision to meet a diversity of pupil's needs. Although all classes are of mixed ability, our Academies and individual teachers have the flexibility to group children by ability, within their classes, across the year group and/or Academy for specific aspects of the curriculum in order to maximise the progress of all our children. Depending on the needs of the children within the cohort, this may look different from one year group to the next or from one academic year to the next.

Additional in-class support is available. As detailed in individual Academy SEND Information Reports, a range of provision is available to all pupils who require additional support in specific curriculum areas but also with speech, language and communication needs; social, emotional and mental health needs and also sensory/physical needs. Children are carefully assigned provision following detailed progress meetings between the Leadership Team and class teachers and consultation with parents/carers.

There are some organised extra-curricular clubs and activities which all children have access to. Additional provision or adjustments may need to be organised for particular pupils in order to ensure their inclusion.

Organisation of Learning
Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure we meet the full range of pupils' needs, staff are aware of the requirements of the equal opportunities legislation that covers disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.

We take specific action to respond to pupils' diverse needs and to provide access to learning for all by:

- creating effective learning environments;
- securing pupils' motivation and concentration;
- providing equality of opportunities through teaching approaches;
- using appropriate assessment approaches;
- setting suitable targets for learning;
- planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- planning for pupils' full participation in learning activities;
- helping pupils to manage their behaviour and to take part effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning;
- using materials and resources that are non-discriminatory.

In the first instance it is the class teacher's responsibility to provide for all pupils through quality first teaching. It is however, the shared responsibility of everyone in the Trust to plan and to give access to the Curriculum, including the National Curriculum so that the needs of our children are met. Academies have the flexibility to organise teaching and learning according to the needs of their cohorts.

Additional classroom support may be provided by Teachers or Additional adults (Teaching Assistants), including delivery of targeted group and individual support when appropriate. It may take place in the classroom or children may be withdrawn for short periods during appropriate times. Technology is available in every class and is used where appropriate to provide additional support and challenge.

Teachers are made aware of the individual needs in their classes and take these needs into account when planning. Strategies may include:

More Able (see also Appendix 3 – The Most Able):
- tasks which demand higher-order thinking skills;
- access to advanced resources and materials which support the level of challenge;
- extension – not 'more of the same' but more appropriate work;
- stimulating lessons that have pace so that pupils are motivated by challenge;
- creative learning tasks which have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions;
- the opportunity to take risks in an organised way and sometimes to fail and to work collaboratively;
- learning which involves authentic tasks and opportunity for choice and personalisation;
- differentiated homework.

EAL and EMA (see also Appendix 4 – EAL and EMA):
- access to dual language texts, posters and displays;
- access to word banks;
- opportunity for visual literacy techniques such as reading pictures and drama;
- provide opportunity for higher order thinking;
- opportunity for discussion and cooperative learning;
- opportunities to communicate in their first/home language;
- display artefacts and materials which reflect the children's home background/ culture;
- encourage children to write their own dual texts, when appropriate;
- participate in Black History Month and Refugee Week;

- plan learning opportunities in lessons which reflect ethnic minority backgrounds/ cultures;
- differentiated homework.

SEND (See also Appendix 1 - SEND):
As above, but in addition:
- differentiated learning objectives and/or success criteria;
- adapted and differentiated printed text to improve access and understanding;
- graphic organisers and writing frames;
- hands on equipment;
- multi-sensory learning opportunities;
- extra adult support;
- additional visual cues;
- learning opportunities which reflect IEP, Personalised Plans targets;
- mixed ability and homogeneous groupings;
- specialised targets which are reflected in planning;
- differentiated homework.

See also Appendix 2 –CLA:
Inclusive Monitoring
The following groups are specifically monitored with reference to how much the Academy 'includes' them and provides for their learning needs:
- boys and girls;
- pupils from minority faiths, ethnicities, Travellers, asylum seekers, refugees;
- pupils who have English as an Additional Language (EAL);
- pupils who are from Ethnic Minority groups (EMA);
- pupils who have Special Educational Needs and/ or a Disability (SEND);
- pupils who the Most Able;
- pupils who are subject to Child Protection or Child in Need plans;
- pupils who are at risk of disaffection or exclusion, Young Carers, sick children, children from families under stress;
- pupils with social, emotional and/ or behavioural difficulties;
- Children who are Looked After (CLA);
- pupils who are entitled to Free School Meals (FSM) and in those receipt of Pupil Premium.

For effective co-ordination staff must be aware of:
- the procedures to be followed;
- the responsibility all teachers have in making effective provision for all;
- the commitment required by staff to keep the Inclusion Manager well informed about pupils' progress;
- what exactly constitutes a 'level of concern' and at which point 'SEND Support' is initiated;
- the procedure by which parents are informed of this concern and the subsequent SEND provision.

Monitoring of Whole School Effectiveness on Inclusion
The Inclusion Manager, Headteacher and Governors are responsible for reviewing the overall provision for children with SEND, EAL and those children who are the Most Able, CLA, EMA, EAL or Pupil Premium. To support this, pupil's progress is tracked at a number of levels:

- (SEND) the class teacher formatively assesses children's progress and targets;

- (SEND) there are EHCP review held at least annually for children with an Education Health and Care Plan;
- (SEND) the personalised plan is updated each term;
- (SEND) the whole school provision map and SEND Report is updated annually;
- all lesson observations include comments on provision and progress of pupils with different or additional needs;
- Interventions are closely monitored and reviewed;
- the effectiveness of interventions is monitored on a regular basis.

Whole school effectiveness is measured by monitoring children on the inclusion register who are:
- narrowing the gap between themselves and their age appropriate targets;
- achieving their National Curriculum targets;
- achieving or exceeding their SATs targets;
- ready for a reduction in the quantity of support they require.

This is evidenced through extrapolating the data pertaining to children with EAL, CLA, SEND, EMA, FSM and the most able and comparing it to the progress and levels of non - EAL, CLA, SEND, EMA, FSM and Most Able children.

Early Identification
Early identification of pupils with SEND, EAL and those who are the Most Able, CLA, FSM and EMA is a priority. The Academy will use appropriate screening and assessment tools, and ascertain pupil progress through:
- evidence obtained by teacher observation/ assessment;
- their performance is judged against academy learning expectations;
- Standardised screening or assessment tools;
- screening /diagnostic tests;
- reports or observations;
- records from feeder schools, etc;
- information from parents;
- National Curriculum results;
- external exam results;
- class profiles;
- checklists for behaviour observed;
- records of attendance / other factors that may affect learning.

Provision
On entry to a STEP Academy, each child's attainment will be assessed. This will help to inform the Academy of a child's aptitudes, abilities and attainments, and will be used to improve continuity in learning. The records provided help the Academy to design appropriate differentiated learning programs. The class teacher / Inclusion Manager will use the records to:
- provide starting points for an appropriate curriculum;
- identify the need for support within the class;
- assess any learning difficulties;
- ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning;
- where necessary, involve parents in a joint home-school learning approach.

The Range of Provision
The main methods of provision made by STEP Academy Trust are:
- full-time education in classes, with additional help and support by class teacher through a differentiated curriculum;
- periods of withdrawal to work with a support teacher;
- in-class support with adult assistance, where appropriate;
- attendance and/ or behaviour outreach support from the PRU, when needed;
- support from specialists within class or as part of a withdrawal programme;
- additional strategies, reminders and motivational tools to support behaviour;
- nurture provision (in some of our Academies);
- Thrive (in some of our Academies).

English as an Additional Language and Ethnic Minority Achievement
We monitor and support the learning of all ethnic minorities to ensure that all ethnic groups achieve well. Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Monitoring Pupil Progress
Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:
- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in independence;
- Shows improvements in the pupil's behaviour.

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the support and advice of the Inclusion Manager. The Inclusion Manager and teacher will review the approaches adopted and the provision which is in place. Where support *'additional to and different from'* that of normal class provision is required, it will be provided according to the child's identified Special Educational Need. Where concerns remain despite sustained intervention, the Academy will consider requesting an Education, Health and Care Assessment through the Local Authority. Parents will be fully consulted at each stage. Each of these steps are detailed in the SEN section of this policy, in line with the 'SEN Code of Practice'. The Academy also recognises that parents have a right to request an Education, Health and Care (EHC) assessment of their child's SEND.

Record Keeping
The Academy will record the steps taken to meet pupils' individual needs. The Inclusion Manager will maintain the records and ensure access to them. In addition to the usual Academy records, the pupil's profile will include:
- Information from parents;
- Information on progress and behaviour;
- Pupil's own perceptions of difficulties;

- Information from health/social services;
- Information from other agencies.

Teaching all children is a whole-Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. The 'SEN Code of Practice' advocates **a graduated approach** to meeting pupils' needs.

APPENDIX 1
Special Educational Needs and Disability (SEND)
SEND Code of Practice 2015
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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:
- A significantly greater difficulty in learning than the majority of other pupils of the same age; or
- A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions.

Equality Act 2010
A disability 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.

This definition includes:
- Sensory impairments such as those affecting sight and hearing;
- Long term health issues such as asthma, epilepsy and cancer.

> This box will be personalised to each academy (delete):
>
> Our Inclusion Manager also has the role of Special Educational Needs Coordinator (SENCO) who takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEN support. Our SENCO also contributes to the strategic development of SEN provision.
>
> Our SENCO is _____ and s/he can be contacted through the school office. S/he is a qualified teacher and experienced in this role and who has been in post since _____. / is a qualified teacher and has completed the National Award for SEN Co-ordination. / is working towards completing the National Award for SEN Co-ordination. S/he has been a SENCO continuously since before 1 Sept 2009 and is not required to undertake the National Award for SEN Co-ordination. S/he is a member of the senior leadership team.

When determining provision for children with SEND, the Academy works hard to take into account the views, wishes and feelings of the child or young person and the child's parents or carers. It is of great importance that all participants - the child or young person and the child's parents, teacher and SENCO - participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions.

The ultimate aim is to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

Admission Arrangements for Pupils with Education, Health and Care Plans (EHCP) (see also Admissions Policy)

The Academy's admission arrangements are set out in the Academy prospectus and make it clear that the Academy will not discriminate or disadvantage pupils with a disability or SEND.

The Code of Practice requires a school to admit all pupils who have an EHCP where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child; or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the Academy so that any decisions on placement for a pupil with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and the Academy. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from our Local Authority's Special schools.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition).

Those children without an EHCP will be admitted following the Academy Admissions Policy.

Identifying Special Educational Needs

STEP Academy Trust uses the definition of SEND and disability as set out in the SEND Code of Practice (2015) and Equality Act 2010 (Appendix 2).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:
- review of skills and attainment when pupils join the Academy, taking into account information from any previous settings or agencies as appropriate;
- termly tracking of all pupils to monitor rates of progress and attainment;
- concerns raised directly by parents or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered such as social and emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:
- attendance;
- English as an additional language;
- family circumstances;
- economic disadvantage.

STEP Academy Trust acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support, the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Meeting the Needs of Pupils with SEND
When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer SEND Support.

Parents will be notified that their child will receive this additional support and placed on the SEND Register where his/her progress and provision can be monitored more closely.

The SEND Register

The Register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored;

- there is an overview of the range and level of need across the Academy;

- school provision reflects and is responsive to the current profile of need.

Close monitoring of this register also provides evidence to show impact of the Academy provision for pupils with additional needs.

Once identified as requiring SEND support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response
ASSESS:
Once identified as requiring additional SEND support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.
Each pupil's difficulties will be considered against the four broad areas of needs:
- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

STEP Academy Trust recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The Academy will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- be outcome focused with the desired benefit or difference from any intervention clearly identified and support the evaluation of any impact of any provision;
- outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes;
- highlight the ways parents can be involved to reinforce and contribute to progress outside of the Academy;
- give details of the role and input of external agencies when they are involved with a pupil;
- be recorded on individual support plans and/or on school provision maps;
- be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will be invited to contribute to the individual support plan. This will then be reviewed at least three times a year.

DO:

Class/subject teachers, with the support of the SENCO will be responsible for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offered and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general Academy cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- impact of each element of the intervention/approach towards the identified outcomes;
- pupils' response to the support and view of their progress where this is applicable;
- views of parents and specialist agencies;
- next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included at the end of this section.

Removal from the SEND Register
If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be notified of this decision. Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans
The additional needs of most of the pupils with SEND at The STEP Academy Trust will be met by interventions and resources from the Academy.

In a few cases, the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Meeting the Needs of Pupils with Medical Conditions (see also Supporting Children with Medical Needs Policy):
In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:
 • Produced through collaboration with parents, pupil as appropriate, and health professionals;
 • Shared with all relevant staff;
 • Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND, the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy, which can be found on the Academy's website.

Transition Arrangements

These are the arrangements to support pupils with SEND moving into the Academy or moving to a different school. The Academy is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

For pupils joining the Academy in our Reception/Nursery classes the SENCO and/or EYFS Leader will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHC Plan.

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

If it is felt that the child needs more support to ensure a smooth transition, visits to and by the school can be arranged to increase the familiarity of the new school and also the key adults in the new school.

Funding and Resources

The Academy receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the Academy and levels of deprivation.

The school leadership through consultation with the SENCO and Strategic Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole Academy. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEND.

Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

Staff with more specialist skills to support pupils with more complex needs, have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

The SENCO attends the Local Authority briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. She/he is also an active member of the local cluster network and STEP Academy Trust Cluster of Inclusion Leaders.

Roles and Responsibilities
Please also see the SEND Information Report on the Academy website.

The SENCO
The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. In some Academies, this includes the line management of Teaching/Learning Assistants who give support to individual and groups of pupil with SEND. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENCO will also take a key role in supporting the transition of pupils with SEND to different settings.

The Strategic Governing Body
In line with The SEND Code of Practice (2015) a member of the Strategic Governing Body or a subcommittee with specific oversight of the Academy's arrangements for SEND. The lead governor for SEND at _____ Academy is _____.

The key duties of the Strategic Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND. The Strategic Governing Bodies will ensure that the Academies meets all their statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead SEND governor will meet at least termly with the SENCO to review and evaluate effectiveness of the schools' SEND provision and contribute to discussions about plans to develop and enhance this provision.

The lead SEND governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Local Governing Body cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include: personalised to each academy:
- SENCAs/SENTAs/Intervention TAs;
- Attendance Officer;
- Learning Mentor.

Monitoring and Evaluating SEND Provision
STEP Academy Trust undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the Academy will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Dealing with Complaints (See also the Complaints Procedure)
Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO as

required. If concerns are still unresolved parents will be asked to make a formal complaint and directed to the STEP Academy Trust Complaints Procedures.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEND Information, Advice and Support service (SENDIAS) (see appendix for details). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by our Local Authorities. They can provide a quick and non-adversarial way of resolving disagreements.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by each Local Authority's SEND team. Parents will be contacted directly to receive information about the mediation services available.

Anti-Bullying
We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils are aware of the adults within the school that they can report bullying to. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

Disability Access Arrangements
In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:
- increase participation in the curriculum;
- make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities;
- improve access to a range of information.

delete/add depending on authority
Links with Local and National services and organisations to support implementation of the SEND policy (Croydon)

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS	Tel: 0203 228 0000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech and Language Therapy	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300

Peripatetic Visual Impairment Service	020 8760 5784
	linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783
	luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162
	Valerie.Burrell-Walker@croydon.gov.uk
Secondary Fair Access Panel	020 8726 6162
	Valerie.Burrell-Walker@croydon.gov.uk
Parents In Partnership	0208 663 5626
	www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	020 3131 3150
	parentssupportherts@familylives.org.uk
Contact a Family	0808 808 3555
	www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900
	www.councilfordisabledchildren.org.uk/

Links with Local and National services and organisations to support implementation of the SEND policy (East Sussex)

ESCC SEND Team	senteam@eastsussex.gov.uk
	01273 336740
ESCC Educational Psychology Service	01323 463636
CAMHS	01323446070
Children's Integrated Therapy Service (Speech and Language, Physiotherapy Occupational Therapy)	03001232650
ESCC Autistic Spectrum Support Team	01273336887
Education Support, Behaviour & Attendance Service (ESBAS)	01273481967
School Nursing Team	03001234487
Council for Disabled Children	0207 843 1900
	www.councilfordisabledchildren.org.uk/
SENDIAS (SEND support for parents and carers)	020 3131 3150
	parentssupportherts@familylives.org.uk
Contact a Family	0808 808 3555
	www.cafamily.org.uk/advice-and-support/

Links with Local and National services and organisations to support implementation of the SEND policy (Southwark)

SOUTHWARK LOCAL OFFER   localoffer@southwark.gov.uk
                                                     0207 5253104

SOUTHWARK Early Help Services   020 7525 2714
                                                     earlyhelpdutyofficer@southwark.gov.uk

Autism Support Team   0207 5251000

Hearing Impairment team   020 3049 8206

SENDIAS (SEND support for parents and carers)   020 3131 3150

Contact a Family   0808 808 3555
                                                     www.cafamily.org.uk/advice-and-support/

Council for Disabled Children   0207 843 1900
                                                     www.councilfordisabledchildren.org.uk/

APPENDIX 2
Children Looked After (CLA)

Context and Rationale
Under the Children Act 1989, a child is looked after by a Local Authority if he or she is in their care or provided with accommodation for more than 24 hours. They fall into four main groups:
- children who are accommodated under a voluntary agreement with their parents (section 20);
- children who are the subjects of a care order (section 31) or interim care order (section 38);
- children who are the subjects of emergency orders for their protection (sections 44 and 46);
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term **'in care'** refers only to children who are subject to a Care Order by the courts under Section 31 of the Children Act 1989 - they may live with foster carers, in a Children's Home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are **'accommodated'** by the Local Authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school.

All these groups are said to be **'Children Looked After' (**CLA). They may be looked after by our Local Authority or may be in the care of another authority but living in ours.

Children who are subject to special guardianship or adopted are not looked after but are now included in Pupil Premium Funding.

The Strategic Governing Bodies of STEP Academy Trust Academies are committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place and are working effectively:
- a senior Leader as Designated Teacher for CLA;
- Personal Education Plans for all CLA;
- all staff have a clear understanding of confidentiality and issues that affect CLA;
- effective strategies that supports the education of this vulnerable group.

Responsibility of the Headteacher of each Academy
- identify a designated teacher for CLA, whose role is set out below. Cover arrangements will need to be in place should the designated teacher not be available to undertake these legal duties. The designated teacher for CLA at ……………………………. Academy is …………………………………………..;
- ensure that procedures are in place to monitor and track the admissions progress, attendance, exclusions and attainment of CLA and that appropriate action is taken where outcomes fall below expectations;
- ensure that all staff receive relevant training and are aware of their responsibilities under this policy and related policies.

Responsibility of the Strategic Governing Body

The Strategic Governing Body of each Academy will:

- identify a Nominated Governor for CLA who links with the Designated Teacher. The Nominated Governor for CLA at ……………………………… Academy is ………………………….;
- ensure that all Governors are fully aware of the legal requirements and guidance on the education of CLA;
- Ensure that the Academy has an overview of the needs of all its CLA regardless of the originating authority (no names);
- With the Headteacher, ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to CLA;
- Allocate resources to meet the needs of CLA;
- Review annually the effective implementation of the Academy policy for CLA.

Role and Responsibility of the Designated Teacher

The Designated Teacher will:

- be an advocate for CLA;
- ensure a smooth and welcome induction for the child and carer. Note will be made of any specific requirements, including care status;
- ensure that a Personal Education Plan (PEP) is completed, as soon as possible (at least within 20 days of entering care or joining a new school). This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months; a flow chart showing the PEP completion is found at the end of this policy;
- keep PEPs and other records up to date, particularly in time to inform review meetings;
- ensure that each child (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher);
- Maintain a register / database of all CLA in the Academy, to include:
  - the name of the social worker, area office and contact details;
  - status i.e. care order or accommodated;
  - type of placement i.e. residential, foster, respite;
  - daily contact information e.g. name of carer / parent / key worker in residential home.
- ensure that the status of CLA is identified within the Academy's management information system to track academic and other progress and target support appropriately;
- prepare reports for Governor's meetings to include:
  - the number of CLA on role and confirmation that they have a PEP;
  - their attendance compared to other pupils;
  - their attainment (SATs and teacher assessments compared to other pupils);
  - the number, if any, of fixed term and permanent exclusions;
  - the destinations of pupils who leave the Academy.
- ensure staff receive relevant information and training and act as an advisor to staff and governors, raising awareness of the achievements as well as the needs of CLA;
- ensure confidentiality for individual children and only share personal information on a need to know basis;
- provide written information to assist planning/review meetings and ensure attendance as far as possible;
- ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive;
- encourage CLA to participate in extra-curricular activities and out of hours learning, where feasible;

- ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded;
- work in partnership with the Local Authority Virtual School to provide progress data as requested.

Roles and Responsibilities of all Staff
- ensure that any child is supported sensitively and that confidentiality is maintained;
- respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- respond positively to a child's request to be the named person that they can talk to when they feel it is necessary;
- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate;
- as with all children, ensure that no child is stigmatised in any way;
- provide a supportive climate to enable a child to achieve stability within the Academy setting;
- as with all children, have high aspirations for the educational and personal achievement of CLA;
- positively promote the self-esteem of CLA.

Admission to Academy
Children Looked After are very high on our admission criteria and we expect them to have a planned admission to our Academy. We will seek to admit these children after meeting the social worker, carer and other relevant professionals, to identify needs, support mechanisms and allow the child to prepare to enter the Academy.

Allocation of Resources
The Local Governing Body of each Academy will ensure that the Academy allocates resources to support appropriate provision for CLA, meeting the objectives set out in this policy and within our Pupil Premium Policy.

We will work with Croydon Virtual School and Virtual Schools for students from other Local Authorities, to ensure that CLA receive the full support to which they are entitled to enable them to make progress and achieve.

Confidentiality
Information on CLA will be shared with Academy staff on a "need to know basis." The Designated Teacher will discuss what information is shared with which staff at the PEP meeting or initial meeting with the social worker and carer. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Training
The Headteacher and Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

The Strategic Governing Body of each Academy will ensure staff receive appropriate training to fully undertake their roles with relation to CLA, allocating resources and time.

Further Information

Croydon Academies:

Support for Children Looked After by Croydon is provided by the Croydon's Virtual School. They may also be able to give advice about children looked after by other boroughs in the school.

Department for children, families and learning
Learning and Inclusion, School Improvement, 4th Floor, Zone B, Bernard Weatherill House, 8 Mint Walk, Croydon, CR10 1EA Telephone: 020 8726 7389
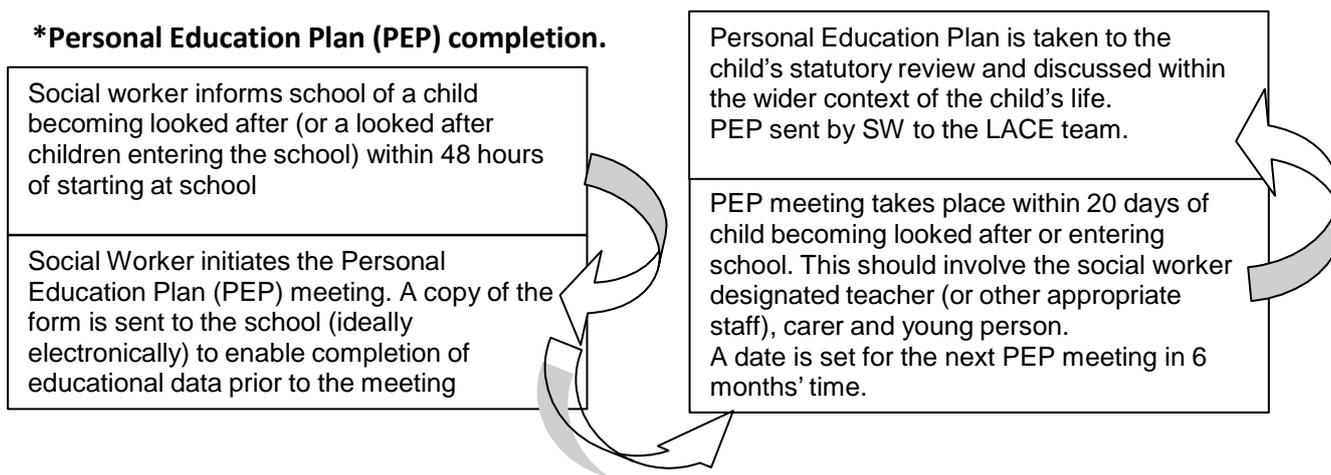
East Sussex Academies
Support for Children Looked After by ESCC is provided by the Virtual School.

East Sussex Virtual School, Virtual School for Children in Care, Hailsham Resource Centre, Dunbar Drive, Hailsham, East Sussex BN27 3UW Telephone: 01323 464630

Southwark Academies

Southwark Virtual School, Southwark Council, Local Offer, PO Box 64529, London SE1P 5LX, Tel: 020 7525 3104, Email: LACeducation@southwark.gov.uk

Further guidance can be found in Promoting the Educational Achievement of Looked After Children - Statutory Guidance for Local Authorities (March 2010)

*Personal Education Plan (PEP) completion.

Social worker informs school of a child becoming looked after (or a looked after children entering the school) within 48 hours of starting at school
Social Worker initiates the Personal Education Plan (PEP) meeting. A copy of the form is sent to the school (ideally electronically) to enable completion of educational data prior to the meeting

Personal Education Plan is taken to the child's statutory review and discussed within the wider context of the child's life. PEP sent by SW to the LACE team.
PEP meeting takes place within 20 days of child becoming looked after or entering school. This should involve the social worker designated teacher (or other appropriate staff), carer and young person. A date is set for the next PEP meeting in 6 months' time.

*Note: This process is for Children who are looked after by Croydon, it is very similar for children looked after by Lambeth - other authorities may have slightly different procedures on PEP completion as well as a different PEP format.

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APPENDIX 3
The Most Able/Faster Graspers
We define a Most Able child as any child who is attaining above their 'Age Related Expectations' this means they are doing better than the National Curriculum for their age dictates.

Definitions
Where previously the terms 'gifted and talented' were used to identify children who excel in certain aspects of the Academy Curriculum, the terms 'The Most Able', including 'Greater Depth' and 'More Able' are now used across STEP Academies to describe learners who are working above the expected standard, and are often 'faster graspers' of learning.

How do we Identify our Most Able Children?
Our Most Able Children are identified through prior attainment and starting points as well as teacher professional judgement in relation to their progress against age-related expectations (ARE) and other pupils within the class and/or year group.

Provision
In the classroom, every child has access to Quality First Teaching through which differentiation (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with challenge, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by individual target setting and appropriate grouping arrangements.

The main types of curriculum provision for our most able children are enrichment, extension or acceleration.

Enrichment
Enrichment is used as a distinct teaching and learning strategy when there is planned intervention on behalf of a child or children, in order to broaden their knowledge and understanding beyond the usual parameters of a subject or topic. Enrichment will usually occur through the use of additional resources or learning opportunities, it may consist of classroom exercises or be a more open ended project type piece of work.

Extension
Extension is used when children are encouraged to use higher order thinking skills, work practices and response skills than might normally be expected from pupils of their age. An example of such an approach would see most able children challenged through the use of greater degrees of independent and self-directed learning.

Acceleration
Acceleration is used as a distinct teaching and learning strategy when a pupil is moved to work with older pupils, or when the work of older pupils is taken and used in a class of younger pupils. Acceleration does not suit all pupils and the strategies of enrichment and extension should be worked through first.

We aim to create an ethos where children feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

Outside the classroom, we aim to provide activities that will enrich and extend the experiences of our most able pupils. We provide a varied programme of specialist teachers, after school clubs, visiting experts and curriculum days/weeks. We also work with local secondary schools so that the more able children have opportunities to participate in a wide range of exciting and challenging activities to inspire and develop their skills.

Monitoring

The progress of the Most Able children will be monitored at Pupil Progress Meetings and used to inform provision planning. We follow the principles of the Assess – Plan – Do – Review cycle, using assessment to inform provision and planning and then reviewing progress to once again inform planning and delivery.

Information on the Most Able pupils will provided on transfer between classes and between schools.

APPENDIX 4
English as an Additional Language (EAL) and Ethnic Minority Achievement (EMA)
A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language.

Teaching and Learning Styles
In STEP Academies, teachers take actions to help children who are learning English as an additional language by various means:
Developing their spoken and written English by:
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:
- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, visual support materials, readers and amanuenses;
- using the home or first language where appropriate.

Providing additional support for EAL children who are learning in the following categories:
- providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language;
- Teaching Assistant and class teacher support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children;
- additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in our Academies.

Curriculum Access
To enable children who are learning English as an Additional Language to access the curriculum, academies:
- prepare sessions with the pupil before teaching input, for example before a whole class session;
- prepare sessions following up a whole class or group session to reinforce key language and concepts;

- prepare sessions to enable the pupil to complete homework tasks with understanding;
- provide intensive support for older bilingual pupils at a very early stage of learning English;
- build on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- provide bilingual support to extend vocabulary;
- provide a variety of writing in the children's home languages as well as in English;
- provide opportunities for children to hear their home languages as well as English.

Roles and Responsibilities

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating Academy expectations for Speaking and Listening. All staff have responsibility for:
- modelling good use of English, in extending sentences and encouraging children to do the same;
- communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate;
- communicating to children that they are expected to listen and respond when someone speaks to them.

All teachers have responsibility for:
- planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English;
- planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils;
- setting targets for improving oracy and speaking and listening;
- assessing and tracking progress in speaking and listening.

The Inclusion Manager is responsible for:
- overseeing initial assessment of children's speaking and listening level at admission to Academy;
- additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency;
- supporting whole Academy or year group planning with additional input on developing language across the curriculum;
- identifying and providing resources which support children learning English as an additional language;
- overseeing speaking and listening assessments each term in partnership with class teachers.

Additional classroom support staff have responsibility for:
- working with targeted groups to support children's access to the curriculum;
- translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks;
- translating to enhance communication between Academy and parents.

Assessment

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language:

- in the mathematics tasks and tests at Key Stage 1, we may translate words or phrases that appear in the assessment materials or that the children use in their responses;
- for the written mathematics reasoning tests at Key Stage 2, we may provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language;
- for the arithmetic test at Key Stage 2 we are unable to provide a verbal translation of the test to children who have limited English. (see Assessment of English as an Additional Language and levels within EAL).

All STEP academies are required to report on Children's Proficiency in English. Inclusion Leaders work collaboratively with Class Teachers to agree a stage using the following descriptor document.

Proficiency in English Assessment				
Name		Class		DOB
Language		Date of Arrival in UK		

EAL Stage	Aural	Oral	Reading	Writing
A New to English	1 S1 / 2 S1 / 3 S1 — 4 S2 / 5 S2	1 S1 / 2 S1 / 3 S1 — 4 S2 / 5 S2 / 6 S2	1 S1 / 2 S1 / 3 S1 / 4 S1 / 5 S1 — 6 S2 / 7 S2 / 8 S2 / 9 S2	1 S1 / 2 S1 / 3 S1 / 4 S1 — 5 S2 / 6 S2 / 7 S2 / 8 S2 / 9 S2
B Early Acquisition	6 Thr / 7 Thr — 8 Sec / 9 Sec	7 Thr / 8 Thr / 9 Thr — 10 Sec / 11 Sec / 12 Sec	10 Thr / 11 Thr / 12 Thr / 13 Thr / 14 Thr — 15 Sec / 16 Sec / 17 Sec / 18 Sec	10 Thr / 11 Thr / 12 Thr / 13 Thr — 14 Sec / 15 Sec / 16 Sec / 17 Sec
C Developing competence	10 / 11 / 12 / 13	13 / 14 / 15 / 16 / 17	19 / 20 / 21 / 22 / 23 / 24	18 / 19 / 20 / 21
D Competent / **E** Fluent	14 / 15 / 16 / 17 / 18	18 / 19 / 20 / 21 / 22	25 / 26 / 27 / 28 / 29	22 / 23 / 24 / 25 — 26 / 27 / 28

Pupils may need focused language support for up to seven years

Aural (Listening)			
EAL Stage	Extended Scale	No	Level descriptors
A New to English	Step1	1	Listens attentively for short bursts of time
	Step1	2	Uses non-verbal gestures to respond to greetings and questions about themselves
	Step1	3	Follows simple instructions based on the routines of the classroom
	Step2	4	Understands simple conversational English and basic questions
	Step2	5	Listens and responds to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations
B Early Acquisition	Threshold	6	With support, understands and responds appropriately to straightforward comments or instructions addressed to them
	Threshold	7	Listens attentively to a range of speakers, including teacher presentation to the whole class
	Secure	8	Understands basic classroom language and instructions
	Secure	9	In familiar contexts, follows what others say.
C Developing Competence	Consolidating	10	Understands basic social and classroom language and can follow the teachers everyday instruction and commands at normal speed (copes with BICS language- Basic Interpersonal Communication)
	Consolidating	11	Understands some conversations where the subject of conversation is more abstract with a few figurative and idiomatic expressions
	Consolidating	12	Can cope with new topics when contextual and vocabulary support is provided
	Consolidating	13	Understands and responds to sequenced instructions
D Competent E Fluent	Competent	14	Understands most social and general school instructions at normal speed
	Competent	15	Extracts main points in a subject based lesson
	Competent	16	Understands many culturally embedded references and idioms, but may still need some explained
	Competent	17	Understands more complex academic discourse and specialist interactions as appropriate to age (CALP language- cognitive and Academic Proficiency Language)
	Independent	18	Has the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the NC English levels

Oral (speaking)			
EAL Stage	Extended Scale	No	Level descriptors
A **New to** **English**	X	1	Uses non-verbal methods of communication. Some passive knowledge
	Step1	2	Echoes/ repeats single words and expressions drawn from classroom routines and social interactions
	Step1	3	Expresses some basic needs or responds using single words or short phrases
	Step2	4	Joins in with predictable refrains and repetitive language
	Step2	5	Copies talk that has been modelled, showing some control of English word order
	Step2	6	Pronunciation is generally intelligible
B **Early** **Acquisition**	Threshold	7	Joins in with peer group conversations about matters of immediate interest in familiar settings
	Threshold	8	Uses single words, simple phrases and gesture to convey meaning.
	Threshold	9	Asks simple questions
	Secure	10	Speaks about matters of immediate interest to a range of listeners (BICS competency)
	Secure	11	Is beginning to make connected utterances as in a recount of an experience
	Secure	12	Speech shows some grammatical complexity, but grammatical patterns are irregular (e.g. incorrect tense, word order and omissions)
C **Developing** **Competence**	Consolidating	13	Uses lengthy chunks of connected speech with good word order and no important omissions
	Consolidating	14	Speaks clearly and uses a growing vocabulary, expressing description detail
	Consolidating	15	Can express simple ideas in academic contexts (e.g. explain)
	Consolidating	16	Begins to modify own language use in context
	Consolidating	17	Begins to show some feeling for idiomatic expression
D **Competent** **E** **Fluent**	Competent	18	Uses appropriate speech types according to situation and across the curriculum
	Competent	19	Uses grammatically complex language, including clause sentences (still makes some errors)
	Competent	20	Can explain in detail and argue convincingly, according to age
	Competent	21	Makes appropriate choice of vocabulary for different context and purposes
	Independent	22	Has the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using only NC English levels

Reading			
EAL Stage	**Extended Scale**	**No**	**Level descriptors**
A New to English	Step1	1	Participates in reading activities
	Step1	2	May build on knowledge of literacy in another language
	Step1	3	Knows that, in English, print is read from left to right and from top to bottom
	Step1	4	Recognises their names and familiar words
	Step1	5	Identifies some letters of the alphabet by shape and sound
	Step2	6	Beginning to associate sounds with letters in English
	Step2	7	Beginning to predict what the text will be about
	Step2	8	With support, follows a text read aloud
	Step2	9	Reads words and phrases that they have learned in different curriculum areas
B Early Acquisition	Threshold	10	Reads a range of familiar words
	Threshold	11	Identifies initial and final sounds in unfamiliar words
	Threshold	12	Reads aloud phrases and simple sentences
	Threshold	13	Uses teacher support and contextual clues to gain understanding
	Threshold	14	Responds to events and ideas in poems, stories and non-fiction
	Secure	15	Uses knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting
	Secure	16	Guesses meaning of unknown words from context
	Secure	17	Reads simple texts
	Secure	18	Comments on events or ideas in poems, stories and non-fiction
	Secure	19	Reads a range of simple texts with understanding
C Developing competence	Consolidating	20	Decodes with some comprehension, although with some errors and is beginning to infer (answering why and how questions)
	Consolidating	21	Uses more than one strategy (such as phonic, graphic, syntactic, contextual) in reading unfamiliar words
	Consolidating	22	Reads and extracts information from a variety of texts
	Consolidating	23	Uses texts as a tool for learning
	Consolidating	24	Is developing scanning and skimming skills
D Competent E Fluent	Competent	25	Reads age-appropriate texts and understands some culturally embedded references and idioms
	Competent	26	Uses an English dictionary to comprehend new vocabulary
	Competent	27	Reads beyond the literal and uses higher order thinking skills such as inference and deductions
	Competent	28	Evaluates and analyses the content of texts
	Independent	29	Can be fairly assessed using NC English levels

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Writing			
EAL Stage	**Extended Scale**	**No**	**Level descriptors**
A New to English	Step1	1	Uses English letters and letter-like forms to convey meaning
	Step1	2	Writes from left to right
	Step1	3	Copies or writes their name and familiar words
	Step1	4	Writes phrases or simple sentences using a model or dictionary
	Step2	5	Attempts to express meanings in writing, supported by oral work or pictures
	Step2	6	Writing is intelligible to themselves or a familiar reader
	Step2	7	Writing shows some knowledge of sound and letter patterns in English spelling
	Step2	8	Has some ability to write in home language
	Step2	9	Shows knowledge of the function of sentence division
B Early Acquisition	Threshold	10	Produces recognisable letters and words in texts, which convey meaning
	Threshold	11	Writing shows some knowledge of English sentences division and word order
	Threshold	12	Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation
	Threshold	13	Demonstrates growing awareness of spelling patterns of familiar words
	Secure	14	Uses phrases and longer statements which convey ideas to the reader
	Secure	15	Makes some use of full stops and capital letters
	Secure	16	Grammatical patterns are irregular (omissions, incorrect or restricted tense use, incorrect word order) and pupils' grasp of English sounds and how they are written is not secure
	Secure	17	Letters are clearly shaped and correctly orientated
C Developing Competence	Consolidating	18	Produces sequences of sentences using a range of appropriate grammatical structures withy support of writing frameworks or a special focus on linguistic requirements of different kinds of writing
	Consolidating	19	Without support, writes narrative and non-narrative outcomes using separate sentences and simple connectives (e.g. but, and). No clauses yet
	Consolidating	20	Attempts to extend ideas and choose words for a variety and interest as a genre demands
	Consolidating	21	Uses punctuation age-appropriately
D Competent E Fluent	Competent	22	Without support, and in familiar contexts, produces appropriately structured and generally accurate writing
	Competent	23	Uses grammatically complex sentences and a range of connectives accurately (age-appropriate)
	Competent	24	Recognises and applies organisational features of a new genre with support
	Competent	25	Recognises and applies linguistic features of new genre with support
	Independent	26	Has the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed using only NC writing levels

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APPENDIX 5

Employment

Age	Early Years 0-4 year olds	Primary Reception Y2 Key Stage 1 5-7 year olds	Primary Y3-Y6 Key Stage 2 8-11 year olds
Steps Towards Outcomes	• Following instructions - consider any specifics around sensory impairment • Adapting to new environments • Playing with other children • Real world play (builder / nurse / doctor)	• Numeracy • Real world visits (fire stations, farms etc.) • 'What do you want to be when you grow up?' • Meeting role models	• Talk about different careers and education options • Access to career related role models • Start to build a personal profile of interests and ambitions • School sessions from visitors on their careers
Resources	• Achievement for all – Whole School Approach • Whole School SEND • Communication Trust • Children's Sleep Charity	• Aspirations for Life employment posters • Employment Video Case Studies	• Aspirations for Life employment posters • Employment Video Case Studies

3

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PfA Outcomes across the age ranges for children and young people with SEND