



# **LOUGHTON SCHOOL**

## **Inclusion Policy 2022 (including More Able Policy)**



**Incorporating SEN, EAL, Pupil Premium (disadvantaged)  
and addressing more able and talented**

Loughton School prides itself on being a highly inclusive school and is **committed to developing the potential** of each member of the school community in a happy, supportive and caring environment. Our aim is that every child will achieve **their highest possible academic attainment** at our school, providing a sound foundation for future educational, social and occupational opportunities. However, we recognise that **every child is unique** and will have talents and skills that cannot necessarily be fostered academically or measured through standard forms of testing.

We provide equality of access and opportunity in all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. We support each other in experimenting with new ideas, learning both from our successes and failures to **make our learning fresh and vibrant**. We want each new day to be **an exciting new challenge**, and for all members of the school community to be **curious, questioning and alert**. We believe children learn best in a **safe, secure and happy environment**, and where necessary, adapt the school to the suit our children's individual needs. We respect and care for each other, **celebrate our diversity**, and learn from each other.

We take responsibility as a whole school to support each and every child to reach their own potential through supported and differentiated teaching across the curriculum. We aspire to provide the **best possible outcomes for all of our children**, through an engaging curriculum.

We believe that our Loughton family extends to parents and carers who play a vital role in supporting their child's education. Therefore, we aim to foster positive relationships between school staff, parents and carers during their time at Loughton School.

## **1 Introduction**

Loughton School aims to provide an educational environment in which all children can thrive academically, emotionally and socially. We aim to support our children to be ready, respectful and safe learners by adopting the principles of inclusion through equality of opportunity and access to a diverse, challenging and differentiated curriculum for all.

Our inclusion team is lead by the headteacher and also includes the senior leadership team (SLT), teacher in charge of special educational needs and disabilities (SEND), teacher in charge of looked after children (LAC), English as an additional language (EAL) lead and pastoral team, including our medical co-ordinator.

We aim to offer our children an inclusive curriculum by paying due regard to principles of:

- Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers for individuals and groups of pupils
- (National Curriculum, DfE, 2014)

"Teachers take action to respond to pupil's diverse needs by;

- Creating effective learning environments
  - Securing their motivation and concentration
  - Setting high expectations for every pupil
  - Providing equality of opportunity through planned teaching approaches
  - Using appropriate assessment approaches and
  - Setting targets for learning that are deliberately ambitious".
- (National Curriculum, DfE, 2014)
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children including extra-curricular activities to extend and support identified individuals or groups of children

This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

## **2 Aims and objectives**

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to a number of identified groups of children within our school family:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language (EAL); see appendix 3
- Children with special educational and disability needs (SEND); see appendix 1, definition of SEND;
- More able and talented children (see appendix 5);
- Any children who are at risk of disaffection or exclusion;

- Children who are registered as Pupil Premium (disadvantaged); see appendix 4, definition of Pupil Premium (disadvantaged);
- Children who are looked after under the care of social services or pupils who may be living with foster families and those who are previously looked after (LAC);
- Children who are adopted;
- Children with medical conditions;
- Children with protected characteristics (as part of the Equality Act 2010);
- Gypsy, Roma and Traveler community;
- Children with emotional, behavioural and social difficulties;
- Pupils identified as young carers;
- Children with poor attendance or punctuality;
- Children who have parents working in the armed forces;
- Children who are identified as vulnerable, based on safeguarding concerns;
- Children who identify as or have family members who identify as LGBTQ+

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- have we identified the barriers to learning for the child?
- how can we personalise their learning effectively?
- are our actions effective?

### **3. Roles & Responsibilities**

All members of our Loughton family will promote and support inclusion.

#### **The Governing Body**

The Governing Body must:

- Appoint an 'Inclusion Governor' to monitor the provision and arrangements for inclusion. The named governor responsible for Inclusion is David Brown
- Make every effort to see that the necessary arrangements are made for any pupil who has special educational needs;
- Make sure that teachers are aware of the importance of identifying children who have special educational needs, EAL, or more able by providing appropriate teaching;
- Making sure that teachers also know who the Pupil Premium (disadvantaged) children are in their class;
- Consult the LA and the governing bodies of other schools when necessary to co-ordinate special educational and Disability (SEND) /EAL teaching in the area;

- Make arrangements and allow pupils with SEN, PP and EAL to join in the everyday activities of the school as far as is practical;
- Report each year to parents on their policy and provision for pupils with special educational needs, EAL, Pupil Premium (disadvantaged) and gifted and more able children;
- Take account of the code of practice when carrying out their duties towards all pupils with special educational needs.

(School Standards and Framework Act, 1998)

### Headteacher

The headteacher must:

- Have a clear overview of special educational provision in the school and provide strategic direction for SEN, EAL, Pupil Premium (disadvantaged) and more able and talented provision;
- Manage resources and staff transparently and effectively;
- Provide sufficient resources, administrative support and professional support to the Inclusion Manager to enable her to be efficient;
- Provide opportunities for the professional development for the Inclusion Manager;
- Monitor the effectiveness of the Inclusion policy and its implementation in the school;
- Evaluate the effectiveness of Inclusion access and provision and identify its contribution to the overall effectiveness of the school in raising standards for all pupils.

### The Inclusion Team

The Inclusion team have 3 main areas of responsibility:

- Managing and implementing the procedures identified in the Special Educational Needs and Disability Code of Practice: 0-25 years July 2014;
- Ensuring that the barriers to learning are reduced and access to the school and its curriculum is adequately supported;
- Ensuring that access and provision are effective for SEN, EAL, Pupil Premium (disadvantaged), and more able children.

The Inclusion Team must:

- Maintain the school SEN, EAL, Pupil Premium (disadvantaged) and more able register;
- Oversee the records on all children with SEN, EAL in conjunction with the EAL, Pupil Premium (disadvantaged), more able and talented.

The Teacher in Charge of SEND will:

- Support class teachers in gathering and assessing children's needs;
- Provide advice and support as necessary to all staff, including advice on curriculum modification and differentiation, teaching and learning strategies;
- Provide Personal Evacuation Plans for those children who need them and make sure all relevant staff have access to them;
- Make sure SEND support plans are in place for those children who need them and support teachers with target setting;
- Make sure children with Education and Health Care Plans (EHCPs) are getting the correct support they need and teachers are implementing the plan;
- Contribute to in-service training of all staff;
- Support teachers in liaison with parents;
- Liaise with external agencies;
- Monitor the effectiveness of provision made for children with SEND in the context of effective access to the curriculum and the progress that they make and the standards that they achieve;
- Keep the schools' Local Offer up-to-date and make sure it is published on the school website;
- Keep up-to-date with changes being made under the Special Educational Needs and Disability Code of Practice: 0-25 years, July 2014;
- Liaise with feeder schools to gain information about new children;
- Liaise with secondary schools to pass on relevant information about the children who have been in our care.

The assistant headteacher (pastoral) will:

- Make sure individual behaviour plans are in place for those children who need them and support staff with implementing them

### The Class Teachers

The class teachers will:

- Have a good knowledge of children with SEN, EAL, Pupil Premium (disadvantaged) and more able in their class;
- Plan work at an appropriate level to ensure access to learning for all;
- Implement individual targets when needed to help the child understand their barrier to learning;
- Read and implement the advice given on Personal Evacuation Plans (where used);
- Make sure SEND support plans are in place for those children who need them and work closely with the Teacher in Charge of SEND to keep them up to date;
- Make sure individual behaviour plans are in place for those children who need them and use them in classroom practice;
- Ensure that individual learning needs are incorporated into planning;
- Plan and oversee the work of learning support assistants;

- Monitor the progress of children with SEN, EAL, Pupil Premium (disadvantaged) or more able children;
- Provide information to the Inclusion Team as requested;
- Provide, as necessary, information and reports to other agencies involved in supporting individual pupils;
- Provide reports for annual reviews and other statutory procedures;
- Support pupils in preparation of their own reports for annual reviews;
- Alert the Inclusion team to any concerns that they have about children with SEN, EAL or Pupil Premium (disadvantaged) that they suspect are experiencing difficulties with learning;
- Differentiate work for SEN, EAL, Pupil Premium (disadvantaged) or more able children in their class, seeking advice from the Inclusion Manager where needed.

### Family Support Workers

Have a key role in promoting and supporting inclusive practice at Loughton School.

They:

- Support with observing and engaging with any pupil who may be vulnerable
- Liaise with class teachers and SLT
- Are a key point of contact for families
- Undertake individual/group work with identified children
- Have a supporting role working alongside external family support agencies
- Monitor attendance and support school refusers
- Work alongside children who have mental health issues and support the families

### Learning Support Assistants (LSAs)

LSAs

- Are directed by the class teacher, year leader and Inclusion Team;
- Are involved in planning of lessons as appropriate;
- Support the implementation of individual targets when needed to help the child understand their barrier to learning;
- Read and implement the advice given on SEND support plans/Personal Evacuation Plans
- Receive guidance on appropriate teaching and support strategies;
- Make an input to planning and review of special provision;
- Provide feedback to teachers and the Inclusion team regularly;
- Are clear about their roles and responsibilities within the school, especially towards named children;
- Are given opportunities for continuing professional development;

## Supporting families

### The Parents

The school will keep parents informed at all times about their child's learning and progress. They will make sure that parents are actively involved in decision-making with regards to their child's needs in line with the principles set out in Chapter 1 of the Special Educational Needs and Disability Code of Practice: 0-25 years July 2014.

The school will publish their arrangements for assessing and identifying pupils as having SEN and the provisions they make for children with SEN as part of the Local Offer; appendix (Special Educational Needs and Disability Regulations 2014).

### The Child

The Special Educational Needs and Disability Code of Practice: 0-25 years, July 2014, requires the school to consider ways in which all children with SEN are involved in their own assessment and learning process. The views of the children should be taken into account at all stages of their school life.

All children at Loughton School are involved in setting targets for learning. These targets are agreed in class with the teacher and teaching assistant and shared with parents.

## **4. Teaching and Learning**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement, through a cross curricular, immersive learning approach. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, the child finds it difficult to access the curriculum due to EAL, learning difficulty and/or disability; teachers enable the child to succeed by planning differentiated work that is in line with that child's individual needs. (Appendix 2 – Loughton School Graduated Response of additional needs).

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude. (See More Able Policy, Appendix 5)

Teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability.

Teachers ensure that children:

- feel secure and know that their contributions are valued;



- appreciate and value the differences they see in others;
- take responsibility for their own actions and learning;
- participate safely in clothing that is appropriate to their religious beliefs or SEND need;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenge, including targets that are deliberately ambitious to enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.
- are able to access the learning opportunities through the reasonable adjustments provided as part of First Quality Teaching (as outlined in Section 4.3 of the Equality Act, 2010)

## **5. Disapplication and modification of the National Curriculum**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation and personalisation of the child's work, through learning support assistant support or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for Inclusion would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 268 of the Education Act 2011. This allows modification or disapplication of the National Curriculum, or elements of it, through an Educational, Health and Care Plan (formally a statement of special educational needs, or full time/part time provision due to long term illness or exclusions);
- Section 269 of the Education Act 2011. This allows the temporary modification or disapplication of the National Curriculum, or elements of it, to provide alternative provision.

Policy to be read in conjunction with Behaviour Policy (includes physical intervention) and in conjunction with Looked After Child and Previously Looked After Child Policy.

## **6. Monitoring and Effectiveness of this Policy**

This policy and its effectiveness will be reviewed regularly by the Inclusion Team and findings reported to the Teaching and Learning Group. Class teachers are responsible for maintaining documentation of pupils' progress and achievements.

The Inclusion Governor will meet termly with the Inclusion team to monitor the implementation and effectiveness of the policy. This will be reported to the headteacher and teaching and learning governors committee annually.

## **7. Summary**

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

## **Appendix 1**

### **Definition of SEN**

As defined by Section 20 of the Children and Families Act. 2014, used in conjunction with the Special Educational Needs and Disability Code of Practice: 0-25 years, July 2014:

- A child or young person has SEN 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 or young person has a learning difficulty or disability if he or she:
  - Has a significantly greater difficulty in learning than the majority of others of the same age, or
  - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 3 above when they reach compulsory school age or would do so if special educational provision was not made for them.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

### **Disabled children and young people**

Many children and young people who have SEN may have a disability. As defined by the 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those effecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

## **Areas of need**

Children's SEN are generally thought of in the following broad areas of need and support:

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

This appendix should be read in conjunction with the

- *Disability Equality Scheme and Accessibility Plan*
- *Children with Medical Conditions Policy*

## **Appendix 2**

### **Graduated Response and Record Keeping**

Loughton School adopts the levels of intervention as described in the SEN Code of Practice. The SEN Code of Practice advocates a graduated response to meeting pupils' needs.

### **SCHOOL CONCERNS**

If a class teacher is concerned about the lack of or slow progress a child is making they will be placed on the school SEND monitoring register. The focus is on such matters as classroom organisation, teaching materials, teaching style and differentiation to reduce barriers to learning and enable the child to learn effectively.

The teacher in charge of SEND and class teacher meet to discuss the child's needs and decide on a course of action. These documents are kept securely on the schools' server. The class teacher also maintains a copy to keep with the child's records.

School Concerns provision will always involve extending in-class strategies with advice/ observations from teacher in charge of SEND as necessary.

It may also include:

1. Programmes used in school e.g. Early Intervention, Reading support,
2. Group work with a learning support assistant once per week, if time is available, on specific needs.
3. Targets setting on a school monitoring sheet which can be monitored and evaluated over a period of 2 terms

The class teacher/teacher in charge of SEND/learning support assistant, as appropriate, talk about and share the targets with the child as part of curriculum provision and any additional programmes. Discussions take place with parents at parental consultation evenings. Progress is reviewed at least termly with teacher in charge of SEND and class teacher. Where possible, children will be placed on the school SEND monitoring register for at least two terms to try to reduce barriers to learning before placing on the SEND register. The child may remain on the monitoring register for as long as is necessary.

### **SEN SUPPORT**

The trigger for placing a child on the SEND register at SEN Support is if adequate progress has not been made at School Concerns despite differentiated learning opportunities targeted at the child's evidenced and identified area of weakness.

Adequate progress may be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less

- than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

The class teacher, with the advice of the SENDCo/teacher in charge of SEND, draws up targets on *Edukey*. The target monitoring sheet details 'interventions that are **additional to or different from** those provided' as part of the differentiated curriculum. The class teacher is responsible for ensuring time is allocated to meet the needs of the target monitoring sheet within the class environment. This may involve the learning support assistants working with the child individually or in a small group.

A child at SEN Support has access to all the resources within school. The SENDCo/teacher in charge of SEND will be fully involved.

The targets are reviewed at least half-termly and the necessary follow-on action taken. The class teacher is responsible for ensuring termly reviews are held and target monitoring sheets are drawn up for each term. Parents are invited to review targets and agree recommendations for the new ones at parental consultations. Parents are kept informed at all times and are asked to sign copies of the target monitoring sheet. Parents are encouraged to work on academic targets detailed on the plan at home. The child may remain at SEN support for as long as this level of support is required.

### **SEN SUPPORT PLAN**

The trigger for placing a child on a SEND Support plan is if he/she does not make adequate progress despite an individualised curriculum and concentrated support under SEN Support. Outside agency advice is sought to help meet the needs of the child.

A meeting takes place between the SENDCo/teacher in charge of SEND, class teacher and parent where possible. This may be at a review meeting at SEN Support where the child has not made adequate progress or an initial meeting about a child new to the school.

The SENDCo/teacher in charge of SEND remains fully involved and coordinates the involvement of the outside agencies, depending on the needs of the child e.g. Behaviour Inclusion and Intervention, Education Psychologists, Health Services, Social Services, Speech & Language Therapy etc, borrowing additional resources as necessary. The SENDCo/teacher in charge of SEND ensures the advice from outside agencies is fed into the SEND Support Plan and planning. They work closely with parents and the class teacher to advise on SEND support plan ~~IEP~~ targets, programmes of work etc.

The SENDCo/teacher in charge of SEND may set up a programme of work for the child that is delivered by the Inclusion Team and learning support assistants. In this case regular meetings take place between the SENDCo, the class teacher and SLT to ensure continued progress. The class teacher remains responsible for drawing up the SEND support plan with in conjunction with the SENDCo/teacher in charge of SEND, meeting the needs detailed on the plan and allotting time for the programme of work to be carried out.

The child may remain on a SEND support plan as long as is necessary. Where progress remains inadequate and the child's progress meets the LA criteria for an Education Health and Care Plan, a decision may be made to proceed with a request for Formal Assessment in consultation with the parent. In this case, the SENDCo/teacher in charge of SEND will ensure all the necessary information has been collated and complete a case for Formal Assessment in consultation with parents, the class teacher and headteacher and external agencies.

Where a child with a high level of need has been receiving 13.25hrs of support a week and a lack of progress is seen, the school, in consultation with the parents, can request temporary funding from the 'Pre and Post 16 (no EHCP) top-up Funding Panel.

## **EHCP**

An EHCP details the Special Educational and non-educational needs of the child and the provision that must be made by school to meet these needs. It is a legal document.

The class teacher and teacher in charge of SEND continue working closely together as above to ensure that the needs of the EHCP are met. The class teacher remains responsible for drawing up the target monitoring sheet in close consultation with the teacher in charge of SEND and ensuring time is allocated to meet the targets set in the sheet. The target monitoring sheet reflects the provision details on the EHCP and the funding provided alongside the EHCP.

The class teacher and teacher in charge of SEND arrange the IEP reviews at least termly and these are shared with parents at parental consultation evenings or during a meeting held during the school day, to which any outside agencies necessary are invited. The teacher in charge of SEND is responsible for managing the Annual Review in consultation with the headteacher.

The Annual Review is a yearly meeting to discuss the progress of the child towards the needs detailed on the EHCP and targets set from the previous annual review, and to make a decision as to whether the current EHCP is still accurate. All relevant agencies are invited to the review meeting and/or to submit written advice e.g. educational psychologist, speech therapist, physiotherapist, education support, class teacher, pupil, parent, teacher in charge of SEND, headteacher etc. as appropriate.

Suggestions and recommendations may be made at this meeting for amending details, removing of support if significant progress has been made and it is deemed the child no longer needs an EHCP, or for the EHCP to remain in place unchanged. This will then need to be approved by the LA. A transition review will be held in the summer term for a Year 5 child to ensure an appropriate secondary school placement where the child's needs can be most appropriately met.

## **Appendix 3**

### **English as an Additional Language**

Children with EAL are defined as being 'any pupil who was exposed to another language during their early years and continue to be exposed to the language in the home or community.'

Provision for children with English as an Additional Language is provided by the class teacher, together with the learning support assistant and EAL lead. Visual cues will be used accordingly to allow the EAL child to access the curriculum.

The EAL lead and higher-level teaching assistant (HLTA) who has been identified as particularly skilled in this area, will provide support to identified children in each year group. The Inclusion Team, together with the class teacher, EAL lead and HLTA will identify children requiring this support. The class teacher is responsible for implementing EAL targets and differentiating work for EAL children.

#### **Newly arrived EAL children**

Newly arrived EAL children will receive support from a buddy in class and from the class teacher, EAL lead and HLTA to allow them to become familiar with class and school routines in the initial phase. From the parental and child interview to the time the child enters the class, there is a period allowed of 2-3 days. This is to allow the class teacher to prepare any first language resources and pictures of that child's home to display around the classroom in order to allow the child to settle to a new environment.

There is a newly arrived generic support pack provided for each class teacher once the Inclusion team have been informed of the child's start date. The school office must inform the Inclusion team of the child's start date. The period of notice is one week.

Where necessary, the Inclusion team will request dispersed needs support from outside agencies.



## **Appendix 4 – Pupil Premium (disadvantaged) children**

### **What is Pupil Premium?**

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals (FSM) at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than 6 months and children of service personnel.

### **Why has it been introduced?**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers.

### **What is Pupil Premium Plus?**

This came into effect from April 2014 whereby children adopted from care, or have left care under special guardianship, since December 2005, will receive funds of £1900 each.

## **Appendix 5**

### **Loughton School**

#### **Policy for More Able and Talented Children**

##### **1 Rationale**

One of our school aims states that we endeavour to provide teaching which makes learning challenging, exciting and enjoyable and enables children to recognise and achieve their potential. Meeting the educational needs of more able and talented children is about building on good general school provision not providing something entirely different (Eyre & McClure, 2001).

In the light of this aim it should be clear that we are committed to providing an environment which encourages all children to maximise their potential and this clearly includes pupils who display some form of ability or talent.

##### **2 Definition of a 'more able' child**

A 'more able' child is one who demonstrates a higher level of ability than most pupils of the same age in one or more curriculum areas or in any of the following categories:

- Physical Talent (P.E., sports, dance);
- Artistic and Creative (art, design, music, drama);
- Practical (design and technology, mechanical ingenuity);
- Intellectual (aspects of numeracy, interacting, science);
- Social (personal and interpersonal, leadership qualities, working with adults).

(Based on Havard Gardner-Seven Intelligence)

It is worth remembering that 'more able' children can be:

- good all-rounders;
- high achievers in one area;
- of high ability but with low motivation;
- a good verbal ability but poor writing skills;
- very able with a short attention span;
- very able with poor social skills;
- keen to disguise their abilities.

(Deborah Eyre, 1993)

##### **3 Identification of all 'more able' children**

Before identifying any child with significant high level of ability, we aim that all children have had the opportunity to learn and succeed in the curriculum which has been differentiated. As with all pupils, the school is committed to ensuring more able children are fully challenged and achieve their potential through quality first teaching.

Identification of children as 'more able' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at Loughton does not mean in another school or context the child would be identified. Similarly, the converse is true when a child is admitted to Loughton.

A 'more' able child is identified through teacher assessment and judgement. This professional assessment is carried out through:

- analysis of information from first schools;
- discussion of children with colleagues (including outside agencies);
- discussion with the child;
- consultation parents/guardians;
- ongoing assessments (including pupil's work);
- careful record keeping.

Careful consideration should be given to the identification of all more able pupils because once they have placed on the 'more able' registers it is anticipated they will remain on this for their entire time at Loughton School. (See Appendix 1 General Characteristics of a 'More Able' Child)

Everyone at Loughton has a responsibility to recognise and value children's abilities and we are aware that:

- unnecessary repetition of work and/or non-challenging work is de-motivating and de-motivated children will not always demonstrate potential
- there is sometimes peer pressure to under-achieve
- more able children are not always easy to identify
- more able children may have low self-esteem, academic avoidance behaviour, poor study skills and lack of concentration.

A child who has been identified will be placed on the 'more able' register. The area of ability will be recorded. The register will be reviewed mid-way through Spring Term and end of the Summer Term. Parents/carers will be consulted before a name is placed on the register.

#### **4 Approaches to developing the potential 'more able' children (and for all children)**

##### **a) School Level**

Opportunities for extension and enrichment are built into all our programmes of work:

- create a ethos where 'it is OK to be bright';
- encourage all pupils to become 'independent learners';
- recognise and celebrate all achievement in and outside of school;
- be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement;
- always provide work at an appropriate level;

- use of a variety of whole school strategies including
  - enrichment weeks/special activities (when the normal timetable is suspended and cross-curricular projects are pursued which offer pupil more choice and responsibility)
  - occasionally allowing pupils to work with a different year group
  - withdrawal across year groups
  - provision for the exceptionally able, e.g. mentoring
  - giving pupils opportunities to serve on various working parties (e.g. Newsletter, School Council, Environment, Behaviour, etc.)
  - recognising achievement (teacher praise, celebration assemblies, representing the school etc)
  - visits from authors, artists, dancers, professional performers etc and workshops
  - visits school library service
  - visits from sports people.

b) In the classroom

The following strategies are employed in the classroom where appropriate:

- teachers have high expectations;
- a culture of challenge and independence is embedded within the classroom
- an exciting and relevant curriculum delivered in a creative and stimulating environment;
- there are planned extension opportunities or open-ended task;
- varied and flexible pupil groupings, sometimes allowing able pupils to work together;
- sometimes allowing them to take particular roles in mixed ability groups;
- differentiation (See Appendix 7b – Types of Differentiation)
- differentiated homework;
- setting individual targets;
- specialist teaching;
- access to resources e.g. ICT;
- seek alternative answers through the provision of open-ended task.

and most importantly:

- encouraging all pupils to become ‘independent learners’
  - organising their own work
  - carrying out unaided tasks which stretch their capabilities
  - making choices about their work
  - developing the ability to evaluate their work and so become more critical.
  - giving them the role of ‘Lead learner’

Pupils’ abilities should be recognised and valued. Appreciation of their achievements makes an important contribution to their development.

c) Out of the classroom

We aim to provide:

- a wide range of extra-curricular activities and clubs in which children have the opportunity to participate and represent the school in local and national competitions/festivals
- enrichment weeks and local and residential trips
- where possible, the use of outside agencies for training and provision.

When it is not possible to offer a provision within school we will inform parents/carers of their child's ability and offer suggestions how their child may be able to pursue their ability.

## **General Characteristics of 'More Able' Children**

### **He or she may:**

- be a good reader
- be very articulate or verbally fluent for their age
- think quickly or accurately
- give quick verbal responses (which can appear cheeky)
- have a wide general knowledge
- learn quickly
- be interested in topics which one might associate with an older child
- communicate well with adults - often better than with their peer group
- have a range of interests, some of which are almost obsessions
- show unusual and original responses to problem-solving activities
- prefer verbal to written activities
- be logical and work systematically
- be self-taught in their own interest areas
- have an ability to work things out in their head very quickly
- have a good memory that they can access easily
- be artistic
- be musical
- excel at sport
- have strong views and opinions
- have a lively and original imagination / sense of humour
- be very sensitive and aware
- focus on their own interests rather than on what is being taught
- be socially adept
- appear arrogant or socially inept
- be easily bored by what they perceive as routine tasks
- show a strong sense of leadership
- not necessarily be well-behaved or well-liked by others

### **More able children in English may be identified when they:**

- demonstrate high levels of fluency and originality in their conversation

- use research skills effectively to synthesise information
- enjoy reading and respond to a range of texts at an advanced level
- use a wide vocabulary and enjoy working with words
- see issues from a range of perspectives
- possess a creative and productive mind and use advanced skills when engaged in discussion
- work confidently on objectives for year groups higher than their own. Achieve levels in end of year tests above those expected for their year group

### **More able children in maths may be identified when they:**

- explore a range of strategies for solving a problem
- are naturally curious when working with numbers and investigating problems
- see solutions quickly without needing to try a range of options
- look beyond the question in order to hypothesise and explain
- work flexibly and establish their own strategies
- enjoy manipulating numbers in a variety of ways
- work confidently on objectives for year groups higher than their own
- achieve learning at a greater depth in end of term/year tests

### **The various types of differentiation**

“Good use of differentiation is vital in a curriculum for the more able.” *(Barry Teare, 1999)*

#### **1. By outcome or response:**

- Individuals answer at their own level of ability so pupils produce very different outcomes.
- Works best when the task is open-ended.
- Can be over-used.

#### **2. By resource or text:**

- Some pupils are capable of using more advanced resources than others.
- Use in history or geography for example.

#### **3. By task:**

- Consider the starting point of the task for the pupils concerned.
- Think about the number of steps to be followed-more able children can have larger gaps between steps.
- Use differentiated workcards/sheets for groups, or sheets that become progressively more difficulty.
- Collaborative work could be used where pupils can contribute according to their ability.

#### **4. By dialogue:**

- The most important resource for any child is human not material.
- Emphasis on the role of the teacher.
- Vary language/vocabulary for each child or group of children.

#### **5. By support:**

- Amount or degree of help given.
- Use of LSA or teacher; or lack of this!
- Increasing independence and giving child greater responsibility.

#### **6. By pace:**

- Pupils can sustain a quicker programme.
- Time constraints for simpler tasks.

#### **7. By content:**

- Enrichment.

#### **8. By independence or responsibility:**

- Pupils assess what to do themselves; they have control of their learning.

#### **Key Messages**

- Appropriate use of differentiation is vital to the well-being of able pupils
- Differentiation should not be left to chance but written in to schemes of work
- More than one piece of differentiation can be employed within the same task or piece of work

#### **What constitutes an effective and challenging lesson for more able children?**

- Lessons have a clear sense of purpose with time, space and resources well organised.
- The children make clearly observable or measurable progress in the lesson.
- Unexpected contributions from the children are valued.
- Children are given the opportunity to make their own links and associations of ideas, drawing on their own skills, knowledge and understanding.
- Originality, creativity and unusually imaginative thinking and problem solving are recognised and reinforced.
- Self-esteem built in the children by acknowledging creditable failure.

- Drawing together what has been learned and matching it to the success criteria set at the beginning of the lesson ie the plenary.
- Enabling and helping the children to make meanings from their experiences and findings. They make links between their existing or increasing, skills, knowledge and understanding, discovering new patterns of thinking or opportunities for further exploration.
- Leaving the way open for continuing reflection of the theme beyond the lesson.