



# St. Edward's Church of England Academy

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[www.st-edwards.staffs.sch.uk](http://www.st-edwards.staffs.sch.uk)

## **SEND Policy** **(Special Educational Needs and Disability)**

**This policy should be read in conjunction with the Teaching and Learning Policy**

Approved by the Learning and Achievement Committee on 20<sup>th</sup> January, 2016

Date of Review: January, 2018

**This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2014) and has been written with reference to the following guidance and documents:**

- SEN Code of Practice 0 – 25 years (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2015
- Equality Act 2010
- Children and Families Act 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014
- The National Curriculum In England 2014
- Safeguarding Policy
- Accessibility Plan 2015 – 2018
- Teachers Standards 2012
- Advice provided to Staffordshire schools on producing their school's local offer

#### **Contact Details**

- **Name of SENCO (Special Educational Needs Co-ordinator) :** Mrs J Bell & SENCO support Mrs S Strong
- **Administration officer Helen Jenkinson**
- **Telephone:** 01538 483218
- **Email:** BELLJ@st-edwards.staffs.sch.uk
- The SENCO and support officer have been awarded with the National Award for SEN (NASENCo Award).

#### **Aims of this SEND policy**

St Edward's C.E. Academy is a Christian, caring and inclusive school where there are high expectations for the achievement of SEND pupils. The school has a regard for the Code of Practice 2015 in that:

- It sees that all pupils are entitled to an education that enables them to make progress
- All pupils have access to a broad and balanced curriculum
- Teachers are expected to set high expectations for every pupil, whatever their prior attainment
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset
- Pupils with SEND are able to study the full National Curriculum
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or Specialist Staff
- The school regards high quality first teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND. Refer to the wave model in the Teaching and Learning Policy
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement
- The school ensures that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- The school reduces barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- The school makes reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and printed information

- The school aims to request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- The school ensures that staff meet pupil need, through well-targeted continuing professional development
- The school seeks to work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

We will make every effort to implement special educational provision for pupils who require support that is “additional to and different from” that provided within the differentiated curriculum. We are mindful of the need to respond effectively to the four areas of:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

### **What are special educational needs?**

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*  
Code of Practice 2015

The purpose of identification is to consider what action the school needs to take, not to fit a pupil into a category. However, these four broad areas of need give an overview of the range of needs that are planned for:

1. Communication and Interaction, including ASD (Autistic Spectrum Disorder)
2. Cognition and Learning, including MLD (Moderate Learning Difficulties), SLD (Specific Learning Difficulties) and PMLD (Profound Multiple Learning Difficulties)
3. Social, Mental and Emotional Health, including ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactive Disorder) and Attachment Disorder
4. Sensory/Physical Needs, including Visual Impairment, Hearing Impairment and Physical Disability

Pupils with a special educational need often make less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Is significantly below age related expectations, particularly in Literacy or Numeracy.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- Presents persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.
- Concerns that are raised by parents/carers, teachers or the pupil's previous school.

The following are **NOT SEN** but may impact on the progress and attainment of individual pupils:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child (LAC).
- Being a child of a Serviceman/woman.

### **The Graduated Response to SEN Support**

The role of subject teachers is to provide high quality teaching for all pupils, as the Code of Practice states: *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.* **Code of Practice 2015**

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. The quality of teaching is monitored through a number of processes that includes:

1. Lesson observations by the Senior Leadership Team, the SENCO and external verifiers.
2. On-going assessment of progress made by pupils in specific intervention groups.
3. Planning scrutiny.
4. SEND Learning Walks.
5. Pupil and parent feedback when reviewing target attainment.
6. Whole school pupils progress tracking.
7. Attendance and behaviour records.

Pupils will be added to the register for Special Educational Needs according to the following criteria:

- Previous support such as information from first school and outside agencies.
- Evidence of little progress despite quality first teaching from subject teachers.
- Considering individual pupil progress in school, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

Pupils will exit the register when the need becomes less significant because progress can be demonstrated and/or additional resources to assist with progress are no longer required.

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle of Assess, Plan, Do and Review through which earlier decisions and actions are

revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It is at this stage that a young person will be placed on the SEND register.

### **What should I do if I think my child may have special educational needs?**

If you have concerns then please firstly discuss these with your child's subject teacher/form tutor or Progress leader.

This may then result in a referral to the school SENCo Mrs Jane Bell (the deputy SENCo is Mrs Sue Strong) whose contact details are above

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **How will I know how the school supports my child?**

- All pupils will be provided with high quality wave one teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

### **Additionally:**

1. The quality of teaching is monitored through a number of processes that include: classroom observation by the Senior Leadership Team (which includes the SENCo) the Leader of Learning and external verifiers.
  2. There is on-going assessment of progress made by pupil in specific intervention groups.
  3. The Leadership Team and Leaders of Learning monitor progress through work sampling and a scrutiny of planning.
  4. Departmental meetings and Leader of Learning meetings include a discussion of pupils.
  5. Pupil and parent feedback at termly target reviews, with Form tutor/Progress Leader, inform support needs.
  6. Half-termly tracking of progress for specific groups, and termly tracking of progress for all pupils, is monitored by the Senior Leadership Team.
  7. Whole school pupil progress tracking, attendance, and behaviour records highlight pupils in need of additional support.
  8. Progress Leaders and Senior Leadership meet weekly to discuss pupils giving cause for concern on a social and emotional level.
  9. Contact and referral, should the need arise, is made to Local Support Teams for additional parental guidance and support with professionals and other agencies.
- Information on the quality of teaching will be collated in the Principal's report to governors
  - The school website displays links to Ofsted and the Data Dashboard illustrating progress of individual groups
  - All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents' Evenings. Pupils' attainments to meet these targets are tracked using the whole school tracking system.
  - Pupils who are failing to make expected levels of progress are identified as soon as possible and are discussed at various meetings: departmental, weekly Progress Leader meeting, Senior Leadership team meetings, staff briefing, Governor's meeting

- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes
- Additional action to increase the rate of progress will be then identified and recorded. Action will include a review of the impact of the differentiated teaching being provided to the child. If required, the teacher will be given additional strategies to further support the success of the pupil.
- If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that will stretch the pupil. Progress towards these outcomes will be tracked and reviewed termly with staff, parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
  - 1. Special Educational Needs Support Service (SENSS)
    2. Behaviour Support Service
    3. Dyslexia Centres
    4. Autism Outreach Team
    5. Hearing Impairment team
    6. Visual Impairment team
    7. Educational Psychologist Service
    8. Educational Welfare Officers
    9. Physical and disability support service
    10. Social Services
    11. School Nurse
    12. CAMHS (Child & Adolescent Mental Health Service)
 

*For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.*
    13. Speech and Language
    14. Local Support Team

### **How will the curriculum be matched to my child's needs?**

- Teachers plan using pupils' achievement levels, differentiating work to match ability. When a pupil has been identified as having special needs, their work will be further differentiated by the subject teacher to remove barriers to learning and enable them to access the curriculum more easily. They will also be provided with additional support that may include specialised equipment or resources, ICT (Information and Communication Technology) and/or additional adult help.

## **How will I know how my child is doing?**

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parents' Evenings. Parents may also find the home-school diary a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the subject teacher, Progress Leader SENCo, or Senior Leader. Please contact the school office by phone or email to make an appointment.

## **How will you help me to support my child's learning?**

- Please look at our school website. This includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the school newsletter will sometimes include a section that identifies local learning opportunities such as how to join the local library, courses etc.
- The subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school will organise a number of parent workshops during the year. These will be advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- The SEND report is available on the school website explaining the support available

## **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by: the Governor responsibility for this area, Parents' Evening questionnaires, School Council, Parent Forum, Open Door policy.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school.
- The school has gained Healthy School status in the past which evidences the work undertaken within the school to support pupils' wellbeing and mental health.
- The school has completed the Anti-bullying Pledge #
- The Local Authority is required to publish The Local Offer with details of support available for families.
- The Staffordshire Local offer can be found at:  
<http://www.staffordshiremarketplace.co.uk/marketplace/the-local-offer.html>
- Pupils with medical needs will be provided with a Health Care Plan, compiled by the school nurse in partnership with parents, school staff and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines.

- Close links are kept with the first and high schools on transition. The SENCO holds additional meetings to inform transfer details for need or prepare well in advance for medical needs
- Pupils with medical needs will be provided with a detailed Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as a competent. All medicine administration procedures adhere to the Local Authority Policy and DfE (Department of Education) guidelines included within “Supporting Pupils at School with Medical Conditions” (DfE) 2014.

### **How will my child be supported during examinations?**

**Access Arrangements** will have been considered well in advance of the tests and are based primarily on a recorded history of need and the normal classroom practice for the pupils concerned. In general, access arrangements may be appropriate for pupils with a Statement of Educational Needs / Education Healthcare Plan or pupils with a learning difficulty or disability that significantly affects their ability to access the tests.

### **Arrangements that can be made at the Academy’s’ discretion include:**

#### **Additional time**

Only pupils with a statement of special educational needs are allowed up to 25 per cent additional time for written tests at the school's discretion -no external permission is required.

For other pupils the Academy will have to apply to the examination board with evidence from a number of assessments.

#### **Use of readers**

This may be provided for those pupils who have this provision regularly in class and who are unable to read the test materials unaided.

A reader is **NOT allowed for the English Reading tests**, apart from to read the general instructions.

#### **Use of an amanuensis**

An amanuensis can only be used when a pupil is physically unable to write down their own answers or use a word processor

An amanuensis should only be used if there are no other options to allow the pupil to respond independently and the pupil regularly uses an amanuensis as part of normal classroom practice.

An amanuensis can also be used due to an unforeseen injury.

#### **Rest breaks**

Rest breaks will be given to pupils who find it difficult to concentrate or who are likely to experience extreme fatigue

### **What training do the staff supporting children and young people with SEND undertake?**

In the last two years school staff have received a range of training including:

- How to support pupils with a diagnosis of dyslexia. The school has gained Dyslexia Friendly Status (2014) and is now considering a move towards full status.
- How to support additional needs of English and maths from subject leaders
- How to address differing learning styles
- Attendance at the termly SENCo Update
- Specialist training has been provided to the SENCo via: PGCE SENCo (Birmingham University)

- When necessary the Academy makes referrals to SENSS specialist teachers, Key Learning centres, Learning Support team, and the Behaviour Support team who provide advice to staff on how support the success and progress of individual pupils
- The academy also works with NHS Speech Language Therapists who will advise on how to support targeted pupils. This will be delivered by the additional support team.
- The school has close links with the Governor with specific responsibility for SEN. Where necessary training needs are identified and implemented.
- Mrs Christine Dawson has completed Level 7 Dyslexia Training and is competent to teach and assess all pupils
- The school links with key learning centres who specialise in: behaviour, and physical learning difficulties eg Cecily Horton and the Meadows
- TA's have individual specialisms eg Autism and Social and Emotional Support
- Regular visits from specialist teachers – Autism Outreach Team, Educational Psychologist, Visual Impairment Team, Physical Disability Support Team and the Special Educational Needs Support Service who provide advice to staff in supporting the success and progress of individual pupils.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable our pupils to participate in all school activities - unless health and safety deem otherwise. The school has a tradition of adapting trips and working with individual parents and pupils to support additional needs both for day and residential trips e.g. changing trips to accommodate the needs of pupils, modification of activities, specific risk assessments, care plans for pupils with medical needs

### **How accessible is the school environment?**

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A medical area has been provided in order to enable a safe place for insulin testing/injections
- A lift has been installed

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

<http://www.st-edwards.staffs.sch.uk/>

### **How will the school prepare and support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupil's transition. These include:

#### **On entry:-**

- A planned programme of visits is provided in the summer term for pupils starting in September. An additional programme is made for the more vulnerable pupils identified by the First schools. This will include extra visits to the main 4 day transfer and sharing of a lunchtime meal.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- The Additional Needs team meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- The annual review in Y4 for pupils with a statement of educational need or an Education, Health and Care plan begins the transition process. This may be attended by St Edward's staff at the discretion of the First schools if need arises.
- If pupils are transferring from another school mid- term, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.
- For the main feeder schools the Progress Leader of Year 5 will visit and speak to the Year 4 pupils to reduce anxiety prior to coming into the Academy.

### **Transition to the next school**

- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN. The annual review in Y7 for pupils who have a statement of educational need, or an Education Health and Care plan, begins the transition process.
- Parents are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at: <http://www.staffordshiremarketplace.co.uk/marketplace/the-local-offer.html> Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Feedback from Y4 pupils on the effectiveness of the transition process is sought via questionnaires
- The records of pupils who leave the school mid phase will be transferred as soon as possible – usually within five working days of the parents notifying their child has been enrolled at another school.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Learning Support Centre (LSC)
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD (Continual Profession Development) relating to SEND for staff

## **How is the decision made about how much support my child will receive?**

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, subject teacher/Progress Leader and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

## **How will I be involved in discussions about and planning for my child's education?**

This may be through:

- Discussions with either/or the subject teacher, Progress Leader, SENCO or senior leadership team member
- During Parents' Evenings

## **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's form teacher
- Your child's Progress Leader
- The SENCo
- The Headteacher
- For complaints please follow the school procedures listed on the website or contact the School Governors with responsibility for SEN. Their names are Cate Hall and Beryl Tunnicliffe.

## **Support services for parents of pupils with SEN include:**

### **Parent Partnership**

Additional information is available in reception area.

- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on: [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).
- **Parent In The Know** newsletters  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

## Appendix to SEN policy;

### Policy for meeting the needs of More Able learners.

Our school aims state that we:

- *help all our pupils to develop their skills and abilities, intellectually, emotionally and socially; for the individual to develop fully*
- *provide teaching which makes learning challenging, engaging and enables pupils to reach their potential*
- *and that we are committed to working for quality and equality of opportunity*

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

#### **Aims**

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

#### **Definitions**

A more able pupil is one who 'has the capacity for or demonstrates high levels of performance in an academic area and may consequently require extension beyond the normal curriculum'.

A pupil may also have a specific ability in a non-academic area, for example:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

#### **Identification**

More able pupils are identified, at this stage, by making a judgment that could be derived from an analysis of various sources of information including:

Test scores (end of key stage levels or other assessment data)

Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)

Peer or self-nomination

Parental nomination

Predicted test/ examination results

Reading ages

More able pupils are those that are working at levels significantly in advance of their peers, usually a year ahead of other pupils.

The list of More Able pupils is collated by the lead teacher for More Able pupils and the assessment co-ordinator and is distributed to all staff. Each term the effort and tracking data is analysed so ensure that More Able pupils are making the expected progress and effort. Departmental and Pastoral interventions are in place to ensure pupils make the expected progress. The register of More Able pupils is regularly reviewed and updated to ensure that it is reflective of the school's most able students at that time.

#### **Provision for More Able pupils may include:**

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of more able pupils in some groups there will be pupils who are able in most groups.

- Differentiation in lessons within all subject areas. Subject staff are aware of those identified as more able and plan classroom activities to meet their needs.
- The provision of enrichment/extension activities and tasks.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- When given written feedback pupils are encouraged to plan their 'next steps' in their learning.
- Peer and self assessment within the classroom is used across all subject areas, based on an understanding of success criteria, to help pupils develop responsibility for learning.
- Personal, Learning and Thinking Skills are developed across the curriculum and pupils are encouraged to monitor their achievements.
- The provision of opportunities for more able pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally. This may include working with pupils across the Leek Schools Collaboration.
- Achievement is recognised and success celebrated.

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills. A register is kept of pupils who attend such activities.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities.
- Visits and visitors

### **Co-ordination and monitoring**

The Lead Teacher for More Able pupils has overall responsibility for

- (i) ensuring that this section of the SEN policy is implemented
- (ii) co-ordinating the monitoring of progress of the More Able Pupil Programme.
- (iii) ensuring that the professional development programme includes aspects relevant to meeting the needs of More Able learners.

This policy is reviewed in conjunction with the SEN policy. The SEN link governor will cover this area of responsibility. It should be considered with reference to the policies for Teaching and Learning and Inclusion.