

**Special Educational Needs Policy  
(Including Gifted and Talented & English as an Additional Language (EAL) Policy)**

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Date produced: July 2014

Adopted by Governing Body: Approved July 2014

To be reviewed: July 2016



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## 1. Specials Educational Needs Policy

Please note this policy should be read in conjunction with other policies and not as a standalone policy.

### 1.1. Basic Principles

**1.1.1.** At Devon Studio School these are the principles that underpin our SEN policy:

- Equal value and respect for all
- Equal opportunity for all
- Recognition of individual differences
- Development through the provision of appropriate learning opportunities
- Constant striving for improvement in the quality of teaching and learning
- Commitment to the spirit of statutory requirements in legislation for students with identified SEN.

**1.1.2.** Devon Studio School recognises that all children have learning needs and that for some these become Special Educational Needs.

**1.1.3.** Whilst we recognise that children with SEN are not a readily defined and discrete group, for the purposes of this policy we have adopted the same definition as that used for “learning difficulty” in the 1996 Education Act, which is the following definition:

**A child has a learning difficulty if she/he:**

- 1. Has sufficiently greater difficulty in learning that the majority of children of the same age**
- 2. Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Educational Authority**
- 3. Are under compulsory school age and fall within the definitions in 1 and 2 above or would do so if special educational provision was not made for them.**

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

**Special educational provision means:**



- 1. Provision which is additional to, or otherwise different from, the educational provision made generally for the child's age.**
- 2. The School recognises that here is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs is at the core of all excellent teaching and learning.**

### 1.2. Scope of Policy

- 1.2.1.** This policy applies to all children at Devon Studio School who have SEN.
- 1.2.2.** The Policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability, sexuality or social circumstances.

### 1.3. Philosophy

- 1.3.1.** The key values and beliefs which underpin Devon Studio School's SEN Policy are:
  - Equal value and respect for all.
  - Equal opportunity for all.
  - Recognition of individual differences with special regard for children with special educational needs.
  - Development through the provision of appropriate learning opportunities.
  - A constant search for improvement in the quality of teaching and learning.
  - Commitment to the spirit and statutory requirements of legislation, including partnership between students, parents/carers and other professionals.

### 1.4. Statement of Principles and Values

- 1.4.1.** The principles and values within Devon Studio School's Policy are underpinned by the Government's four broad aims for Local Authority policy:
  - Promote high standards of education for young people with SEN.
  - Encourage young people with SEN to participate fully in the School's community and take part in decisions about their education.



- Work with other statutory and voluntary bodies to provide support for young people with SEN.
- For young people with special educational needs, the key principles underpinning this vision and through which the above aims are to be met are:
  - Early intervention.
  - Promoting inclusive education.
  - Partnership with parents/carers and carers.
  - Promoting high expectations.
  - Equality of opportunity.
  - Sharing responsibility.
  - Continuum of high quality provision.
  - High quality trained staff.
  - Procedures, which are clear and effective.
  - Monitoring, review and evaluation.
  - Partnership with young people.

### 1.5. The SEN Objectives of Devon Studio School

- 1.5.1.** To provide students with SENs with a safe and secure environment.
- 1.5.2.** To ensure students' SENs are identified at the earliest possible opportunity.
- 1.5.3.** To implement a whole school policy on special educational needs which forms an integral part of the school's development plan.
- 1.5.4.** To teach students with SENs together with their peers for as much of the time as possible.
- 1.5.5.** To support curriculum staff in their work on curriculum development with particular reference to issues of differentiation, curricular access and entitlement and work with employers in relation to supporting students in the workplace.
- 1.5.6.** To implement a coherent and comprehensive assessment procedure for identifying, meeting, recording and reviewing needs.



- 1.5.7.** To adopt the partnership approach as outlined in the Code of Practice and to liaise and work closely in partnership with parents, carers and employers and involve them fully in all decisions regarding SEN provision.
- 1.5.8.** To provide a variety of support to help all staff to take responsibility for meeting the needs of all students in their classes.
- 1.5.9.** To promote staff development in relation to SENs by ensuring that SEN related issues permeate all aspects of staff development in the school.
- 1.5.10.** To co-ordinate the involvement of outside agencies.
- 1.5.11.** To implement the schools aims and objectives and the SEN Code of Practice making maximum use of available resources.

## 1.6. Implementation of Objectives

### **1.6.1. To provide students with SENs with a safe and secure environment**

The design of the new Studio School aims to provide safe physical access to all parts of the site while supporting the school's inclusive approach in term of the academic, pastoral and social experiences of all students needs as well as mainstream students. Spaces are designed to be clear, calm and ordered with layouts that reduce confusion. Wheelchair access is provided to all parts of the building and site with disabled parking, adequate dropping off points, level entrances, step-free routes and lifts. The building accommodates safe means of escape for all building users.

### **1.6.2. To ensure that students' SENs are identified at the earliest possible opportunity**

Secondary School students, who have been deemed as having or identified as having additional needs and who choose Devon Studio School as their preferred educational route are all interviewed in the Spring and Summer Terms and some SEN related information is collected at this point. In the Summer Term all these students are visited at their secondary schools by staff from the Devon Studio School.

### **1.6.3. Admission Arrangements**

Each student with identified SEN (whether or not they have a statement) is invited to take part in transition planning, as is the SENCO in the current provision and a range of information is collected. Identifying students' special



educational needs and becoming familiar with successful strategies already developed by the secondary school is an important part of this procedure. The information gathered is shared with permission and helps to inform the support strategies that can be put in place. Students with SENs are identified and supported and individual plans are established for the start of term in September. Significant information on students is circulated to relevant staff. In addition to being visited at their secondary schools. All students coming to Devon Studio School in September are invited to the school for an induction day. Included in this day are various assessments which are used to help us create personalised learning plans. The school is informed of prospective Year 10 students with Statements of SENs during the Spring term prior to their starting in September. These students may be visited at their Secondary school by the SENCO in order to ensure that adequate preparation can be made for their introduction into the school. This process will also relate to students who are transferred to the school mid-year.

The Devon Studio School has a number of Personal and Support Coaches who support students with statements and a planning meeting is normally held in the Summer Term to prepare for their entry in September. The SENCO will screen the in-coming Year 10 for any students who are known and in particular, for any students who are in the process of being fully assessed.

During the Autumn Term, the school records from the secondary school are sent to Devon Studio School. These are collated by the SENCO. The school gathers some medical information that relates to a student's SENs during the process described above in partnership with the local authorities.

Staff who interview students transferring to Devon Studio School other than at normal secondary transfer will pass any SEN related information to the SENCO. A further interview may then take place. Provision is made for mid-year admissions to sit a numeracy and literacy assessment.

Students who have been permanently excluded from another school will be inducted into the school by the appropriate pastoral team who will liaise with the SENCO.

#### **1.6.4. Transitions out of the Devon Studio School**

Where a student with SENS is transferring out of the school, whether moving to another school or moving on to a new stage of life or education, Devon Studio School will plan and deliver a suitable transition programme that is negotiated between Learning and Personal Coaches, the student and their



parents/carers and where appropriate other education providers and external agencies.

**1.6.5. To implement a whole school policy on special educational needs which forms an integral part of the school's development plan**

The policy for SEN is reviewed and evaluated annually. The responsibility for ensuring this review takes place rests with our governing body. The annual SEN report to parents of SEN students must include a review of the effectiveness of the school's policy for SEN. This includes evaluation of:

- Systems for identifying and assessing students with special educational needs
- The provision made to meet students' special educational needs
- The record keeping for special educational needs
- The allocation of resources to and amongst students with special educational needs

The effectiveness of the policy will be measured against success criteria, which will be set annually and annexed to this policy at A.

Further details of how resources will be allocated to and amongst students with SENs can be found under objective 11 of this policy.

**1.6.6. To teach students with SENs together with their peers for as much of the time as possible**

At Devon Studio School it is the policy and practice to educate students with SENs in whole groups. Students with SENs will generally be able to engage in all the activities of the school together with pupils who do not have special educational needs. There are times, however, when some students with SENs will be withdrawn for teaching. Students may be withdrawn for additional literacy, mentoring, counselling, intensive behaviour programmes provided by the Inclusion Team, either alone or as part of a small group.

It is the policy of the school to enable students with SENs to have access to a broadly based and balanced curriculum, including the National Curriculum. The principle that all Coaches are Coaches of SEN applies and Learning Coaches will ensure that all students have access to the curriculum through careful planning and differentiation.

The school aims to use statements of SENs, Personal Development Plans (PDPs), annual reviews and six-weekly assessment and reporting process to provide a framework in which to document, modify and review access. In this





way we will ensure that a student's entitlement is delivered and progress monitored.

**1.6.7. To support staff in their work on curriculum development with particular reference to issues of differentiation, curricular access and entitlement and vocational and work based learning.**

At Devon Studio School we recognise that our students have an entitlement to a balanced and broadly based curriculum that includes vocational and work based learning. This will meet individual needs, both through National Curriculum programmes, the 'Create' Framework, vocational and work based learning, and planned enrichment opportunities. Staff at Devon Studio School will work together to plan a properly balanced and relevant curriculum which can be modified, reviewed and adjusted to the needs of the students. To assist in this, the SENCO will give input into staff training days, deliver CPD and contribute to high level meetings.

**1.6.8. To implement a coherent and comprehensive assessment procedure for identifying, meeting, recording and reviewing needs.**

The School aims to follow the procedures of assessment as set out in the Code of Practice on Special Educational Needs (2014) and to build these into whole school curriculum and pastoral systems operating in the school.

**Four areas of SEN**

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

**Expression of Concern**

A student is identified in the first instance by the Learning Coach as requiring frequent additional assistance in class, or a member of staff expresses a concern regarding the needs of a student. The parents are informed and the relevant documentation is completed and the student is placed on the School based Expression of Concern list.

**SEN Support Category**

Where a student is not making progress, despite frequent help, consultation and discussions with all staff concerned, and this may include Learning Coaches, Personal Coaches, Support Coaches, SENCO, and representatives from the outside agencies where appropriate.



Students will be given a Personal Development Plan (PDP) containing a maximum of 4 targets.

- A minimum of 2 targets are learning targets relating to numeracy and literacy needs.

Progress towards the achievement of targets will be monitored by the relevant support coach.

The PDP will also highlight the strategies that all staff concerned with the student can apply resources, details of review, possible parental contributions and student responsibility. The PDP will be circulated to students, parents, teaching and support staff. The PDP will be reviewed after completion of a course of action.

#### **Reviewing a Student's Progress**

The following decisions may be made:

- To amend PDP
- To ask the LA for a statutory assessment.

#### **Increased Intervention**

Where a student receives regular assistance either in class or on a withdrawal basis and a PDP will be drawn up to reflect this. Progress will be monitored and reviewed and advice from the Educational Psychologist may be sought and assessments undertaken

#### **Statutory Assessment**

A very small number of children fail to make progress at SEN Support. For these children, the school and the LEA consider the need for statutory assessment. The Code of Practice gives clear time-scales which the Local Education Authority has to adhere to. After a request for Statutory Assessment, the Local Authority has six weeks in which to reach a decision as to whether to agree a Statutory Assessment. If the LEA agrees, reports will be requested as follows:

- Advice from parents
- Educational advice from school
- Medical advice
- Advice from Educational Psychology Services
- Any other services involved



The information gathered at SEN Support by the school and outside agencies form an important part of the evidence which the LEA uses in making its decisions as to whether statutory assessment is necessary. So do parental, medical, psychological and any other relevant advice.

**Statement of Special Educational Needs evolving into Education Health Care Plans (EHCP)**

Once all the advice requested for the statutory assessment has been received, the LEA must decide whether to draw up a statement/EHCP. The LEA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement/EHCP.

A statement/EHCP follows a prescribed format and contains information relating to the child's need, the special educational provision (see objectives) that the educational provision should aim at, the special educational provision the LEA consider appropriate to meet the needs and the objectives and the arrangements to review the progress, the placement, the child's non-educational needs and non-educational provision the child might be entitled to.

All students with SEN statements and/or EHCPs will have their needs and the provision to meet these needs reviewed annually. The student and his/her parents/carers will be invited to attend the review as well as other appropriate individuals, i.e. Personal Coach, LEA representative etc.

**1.6.9. To adopt the partnership approach as outlined in the Code of Practice, working closely in partnership with parents, carers and employers and involve them fully in all decisions regarding SEN provision**

**Working in partnership with parents and involving them at all stages of the assessment process.**

The school aims to include parents at all stages of the assessment procedure and to keep them informed of the support being provided for their children and the progress being made. Where possible we seek to include parents in the process of helping to meet the needs of their children. Staff at Devon Studio School aim to involve parents positively when they find cause for concern with a student and involve them in the planning and reviewing meetings during the assessment process. The school operates an open and clear policy. Parents and carers can approach the school whenever they have a



concern and time will be made to discuss their concerns. The SENCO holds details of local and national support groups and helps to establish contact.

### **Student Participation**

The School fully embraces the principles of student participation. Children who are capable of forming views have a right to receive and make known information. Students are fully involved in the formation of learning and behaviour targets. Students also contribute largely to the review of their targets through self-evaluation. Students' views are also sought when evaluating the effectiveness of provision put in place to address their needs, and the provision in the school overall.

### **Arrangements for considering complaints about the school's SEN provision:**

The need for home and school to work closely in order to meet students' needs is central to this policy. Arrangements are in place which should ensure that parents are consulted at all stages about the ways in which the school aims to meet the needs of the students. This should remove the possibility of misunderstandings and conflicts.

However, if a parent is unhappy with anything the school is doing when dealing with their child's special educational needs, they should first talk to the SENCO, or to the child's Personal Coach. The staff will raise the matter with the SENCO who duty it is to clarify matters and resolve the difficulty. The SENCO will also be able to give the parent the names of local voluntary organisations and parents' groups which might be able to help.

If the parent remains unhappy about the situation after the SENCO has taken steps to resolve the matter, the parent can discuss the matter with the Principal. Where the issue is not resolved the Devon Studio School Complaints Policy should be referred to. The DfE has produced a helpful guide for parents, "Special Educational Needs – A guide for Parents and Carers – Revised 2009" and copies of this are available.

If the complaint relates to decisions taken by the LA as part of the Statutory Assessment process there is an external complaints procedure available to parents. Details of this are available from the SENCO.

### **1.6.10. To provide a variety of support to help all staff to take responsibility for meeting the needs of all students in their classes.**

#### **In-class support**



As far as possible, support to students is delivered in the classes where they are being taught rather than by withdrawing them from classes. Personal and Support Coaches can offer a range of types of help depending on need. They might target particular individuals or groups of students, help with differentiating teaching materials, team teach or split the class into smaller groups.

**1.6.11. To promote staff development in relation to SENs by ensuring that SEN related issues permeate all aspects of staff development in the school.**

The SENCO will work closely with all staff to help them to apply SEN policies which permeate all aspects of their work and which all members of the School will adhere to. They can also work with staff on reviewing their development plans. In CPD workshops the SENCO will assist subject Learning Coaches with schemes of work and methodologies which promote differentiation. The SENCO will assist staff in developing formative assessment and efficient record keeping as a planning tool and give INSET on SEN related matters.

**1.6.12. To co-ordinate the involvement of outside agencies**

Students who have Special Educational Needs may receive support from Learning Support or Personal Coaches. These staff are employed by the school and have specific briefs with regard to students with statements. The SENCO will liaise with support agencies from outside the school and engage their help when the school has exhausted its own resources. The School will liaise with outside agencies when they have been involved with a student who is transferring to Devon Studio School from another school.

The school has links with local support organisations, other schools e.g. special schools, social services and voluntary organisations etc and uses teachers and facilities from these organisations in order to enhance a student's experience and in order to provide staff with development opportunities.

**1.6.13. To implement the school's aims and objectives and the SEN Code of Practice making maximum use of available resources**

Special educational needs are context specific which means that in general students may require sustained support, or for some tasks and for a limited period of time. It is important therefore that the support available is sufficiently flexible to meet these criteria. Types of support are detailed below, but it is an important feature of any support that it is target orientated and subject to regular review.



The staged assessment process is one way in which support is targeted and delivered to students. The individual education plans detail the objectives of the support and have a built-in reviews process.

Group Profiles are another tool in allocating resources. Group profiles are compiled by teachers using available data, and help identify and record the needs of all students within the school. They also provide a profile of these needs on a class by class basis. In addition they help monitor the progress and performance of individuals and groups and inform the assessment process.

Once the level of a student's difficulties has been assessed and strategies implemented, the following methods of support may be used:

- In Class Support. Support Coach goes into a class and may support the whole class, a group of students in the class, or an individual student in the class.
- Withdrawal Teaching. Here the Learning Coach or Personal Coach may take a group of students out of their class to another classroom and work with them. Sometimes the work that students do in withdrawal classes is the same as that being done by the rest of the class. At other times the withdrawal group may be for concentrated work on things like reading, writing or study skills.
- Assistive technology to support a student around a particular difficulty for example audio and/or visual recording of lessons for re-cap, specialist IT equipment or programme
- The SENCO and Support staff are also involved in assessing the needs of individual students or class groups, (checking students' reading abilities for example). They then work with other Staff in the school to develop successful ways of working with students who are having difficulties with their learning.
- The SENCO will work closely with parents and keep them informed about the progress of their children and explain to them the purpose of any extra help that their children are getting and will work with all outside agencies as appropriate.



## 2. Gifted and Talented Policy

### 2.1. Rationale

**2.1.1.** Devon Studio School recognises that all students are individuals with their own gifts and talents, strengths and weaknesses and unique learning needs. This range includes those having significantly higher levels of ability than most pupils of the same age, in one or more curriculum areas. We understand that each student has the right to be included in a broad, balanced and relevant curriculum; and that every student is entitled to have the opportunity to be involved in education appropriate to their needs, which challenges, motivates and rewards all abilities, enabling them to fulfil their potential.

### 2.2. Aims

**2.2.1.** The policy is to support the following aims to ensure the success of students and aims to achieve the following:

- High expectations of achievement for all students;
- A culture which raises the aspirations of all students so that they feel encouraged to work hard and succeed;
- Equipping all students with greater confidence, enterprise, self-reliance and independent learning skills for life and the workplace.

### 2.3. Outcomes

**2.3.1.** To ensure the best success of the students the school aims to achieve the following outcomes:

- To provide enrichment opportunities that allow all pupils to develop their particular strengths and talents;
- To create access to a suitably differentiated and challenging curriculum, including work at a higher cognitive level, and to offer personalised learning opportunities;
- To encourage pupil reflection, self-assessment and self-evaluation;
- To encourage pupils in all year groups with high interpersonal skills to take on leadership responsibilities within the school and the wider community;



- To encourage students to develop a wide range of skills in a work based setting supported by vocational qualifications that will open up a wide range of career choices;
- To enable all pupils to achieve examination grades that reflect their potential and to make appropriate education and career choices;
- To praise and reward pupils for their high levels of achievement in and out of school;
- To develop high levels of motivation and commitment to learning;
- To respond sensitively to the range of intellectual, social and emotional needs of gifted and talented students.

## 2.4. Definition

**2.4.1.** There is no single, simple definition of a gifted and/or talented pupil as each pupil has his or her own set of skills and abilities. In accordance with the DFE definition:

- The term 'gifted' is a term denoting academic ability
- 'Talented' is used to denote special ability in art, sport, music, dance, drama etc.

**2.4.2.** At Devon Studio School, gifted and talented pupils are recognised as those pupils who, compared with their peers, have an outstanding ability in one or more subject specific area and/or in less easily measurable areas such as social leadership skills. Able pupils do not fit any particular stereotype nor do they always have predictable learning styles. This cohort may include pupils who: belong to any ethnic group; have learning difficulties or physical.

**2.4.3.** Disabilities (dual exceptionality); have problems of a behavioural, psychological or social nature; have English as an additional or second language. It is important to recognise that gifted and talented pupils may willingly, or unknowingly, conceal their ability and under-achieve. Ability or talent should therefore be measured through both actual and potential achievement.

## 2.5. Our Commitment

**2.5.1.** Outstanding provision for the able, gifted and talented can also enhance the quality of learning for all pupils. It must impact on the whole curriculum to be successful.





**2.5.2.** Provision for gifted and talented pupils should not be at the expense of other pupil groups, but equally such pupils have a right to the best possible provision, Coach time and consideration. This will be achieved by:

- Clear differentiation by staff in all sessions;
- Differentiated homework when appropriate;
- Enrichment (breadth) / extension (depth) across the curriculum and beyond the classroom;
- Links with other organisations and external agencies to provide a wide range of opportunities for support or further development;
- Opportunities for development of vocational skills in a work based learning environment;
- Opportunities for the development of entrepreneurial skills;
- Following the CREATE framework for education to ensure progression in all skill areas to maximise potential;
- Acceleration (or fast-tracking) in some areas;
- Transition information collected and used to inform teaching and learning strategies;
- Schemes of work addressing the individual needs of the gifted and talented.

## 2.6. Identification and Monitoring

**2.6.1.** A gifted or talented pupil should be identified as early as possible using a variety of methods. Providing a creative, enriched, stimulating and challenging environment for all is integral to this process of identification. This identification should be on-going and flexible to allow for recognition at any point in a student's development.

**2.6.2.** The Gifted and Talented register is fully inclusive – all students in all year groups are listed. It is not based on one unitary notion of intelligence but draws on multiple criteria, both hard data and subjective opinion. It includes the following:

- Test results (SAS, KS2 NC tests, KS3 teacher assessments, GCSE results);
- Predictive tests;
- Identification by provision – observation of who responds best to a challenge;
- Learning and Personal Coach nomination based on observation, instinct and intuition, and inspection of;
- Classwork, home learning and workplace performance;



- Performance in Enrichment activities;
- Reference to subject-specific checklists of G&T characteristics;
- Secondary school identification;
- Identification from parents at transition from secondary schools;
- Interim and progress reports.

**2.6.3.** Staff have full access to detailed information regarding students identified as gifted and talented and this is used to inform planning and delivery of differentiated sessions that take into account the needs of all student education. Learning Coaches and Personal Coaches have access to assessment data to ensure that able pupils' needs are fully recognised and successfully met.

This information is used in the following ways:

- Data gives a profile of all pupils and highlights their particular strengths across curriculum and vocational areas to enable staff to plan effectively for success;
- Pupils' data will be reviewed by staff to ensure appropriate progress is being made in all areas, according to potential;
- Data will be reviewed by departments and tutors to identify, and respond to, underachievement;
- Staff will use using tracking procedures to continually monitor progress towards predicted outcomes.

Provision:

- Central to delivery for gifted and talented students is the CREATE framework that delivers a holistic approach to education and ensures that all aspects of achievement are developed and celebrated and allows for stretch and challenge for students to achieve their full potential;
- An enrichment curriculum including access to D of E awards that encourages the active participation, engagement and inclusion of all pupils. Thus students remain in normal class for their chronological age group unless the pupil has been socially integrated into another age group for some time;
- A vocational curriculum that gives opportunities for further development in the workplace and encourages an entrepreneurial approach to work;
- A work based environment with provision from 9.00 – 5.00 Monday to Friday to ensure that students are encouraged to develop positive approaches to the world of work;
- A teaching and learning strategy that encourages formative feedback and self-evaluation;



- Opportunities to develop Independent Learning skills that are recognised as being particularly valuable to the learning experience of able pupils;
- Lesson observations include comments on elements of stretch and challenge;
- All students are allocated a Personal Coach to support them in achieving their personal goals;
- Ongoing development for staff to ensure high level skills in delivery in relation to gifted and talented students.

### 2.7. In Class Approach

- Differentiation in classes with planned extension activities and open ended tasks embedded into schemes of work and homework challenges;
- Tasks designed to take account of levels of existing knowledge and experience, skills and understanding;
- Problem solving approach that encourages risk taking, experimentation and speculation;
- Project based learning that actively encourages an entrepreneurial approach to problem solving and student led research providing opportunities for students to shape their own learning;
- Use of flexible questioning and teaching techniques that takes account of varied learning styles and learning preferences;
- The use of higher order skills such as analysis synthesis and evaluation;
- The nurturing of learning resilience and resourcefulness;
- Work in class kept at a brisk pace but providing time for reflection;
- Focused feedback enabling students to set personalised targets that are aspirational and will enable them to achieve their potential and learning goals;
- Staff that have high expectation of all students.

Good practice is shared throughout the school utilising CPD opportunities, staff observations, peer observations, shared understanding of personalised learning targets for each student.

### 2.8. Out of Class Provision

- A full and varied enrichment programme that encourages the development of a range of skills including sport provision;
- Broad work experience;
- D of E opportunities;



- Partnerships with employers with master classes;
- Opportunities for self-study and supported study;
- Opportunities for involvement with positions of responsibility including student council, student ambassadors;
- Opportunities for offering peer support to students in the school;
- High quality IT facilities to support learning.

### 2.9. Co-ordination

- Provision is co-ordinated by a named staff member who has responsibility for the monitoring and assessment of gifted and talented students;
- A named governor will have specific interest in the schools arrangements for gifted and talented;
- The co-ordinator will work with all staff in terms of development of skills in ensuring a wide range of opportunities for students.

### 2.10. Revision of Policy

- The policy is reviewed annually;
- Feedback from students and stakeholders is used to inform the review;
- The policy is reviewed in line with the school safeguarding policy.



### 3. EAL Policy

#### 3.1. Aims

**3.1.1.** Devon Studio School is committed to making appropriate provision for teaching and resources for students for whom English is an additional language and for raising the achievement of ethnic minority students who are at risk of underachieving. The School will recognise individual students' needs, recognise the skills they bring to the School and ensure equality of access to the curriculum.

**3.1.2. We aim to ensure that all EAL students are able to:**

- Use English confidently and competently;
- Use English as a means of learning across the curriculum;
- Where appropriate, make use of their knowledge of other languages.

#### 3.2. Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum;
- Effective use of language is crucial to the learning and teaching of every subject and success in a vocational setting;
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension;
- Access to learning requires attention to words and meanings embodied in each vocational and curriculum area. Meanings and understandings cannot always be assumed but need to be explored;
- Teachers have a crucial role in modelling uses of language;
- A distinction is made between EAL and Special Educational Needs;
- Language is central to our identity; Coaches need to be aware of the importance of students' home languages and to build on their existing knowledge and skills;
- Many concepts and skills depend on and benefit from a well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

#### 3.3. Learning and Teaching

- Classroom activities are carefully structured and focused to take account of the range of purposes and audiences;



- Activities will have clear language development and learning objectives and appropriate support and resources employed to ensure that students are able to participate in lessons. Grouping arrangements will be reviewed to ensure that EAL students have access to strong English language peer models;
- Booster sessions will be provided for those students who are significantly behind their peer group in language and literacy instead of taking up a second additional language identification;
- Information will be gathered about students' linguistic background and previous educational and schooling experience;
- EAL students will be identified through the information provided on entry by parents and secondary schools. Students may also be identified by feedback from Learning Coaches and Personal Coaches;
- Students' EAL needs will be identified with reference to the local RBKC EAL stages and the English National Curriculum;
- Students identified as having English as an Additional Language will be monitored by the EAL co-ordinator in addition to the monitoring via the whole Academy monitoring system to ensure student progress;
- Where student achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place by the EAL co-ordinator;
- The EAL co-ordinator will set appropriate targets with an individual action plan for students targeted for support and these are reviewed on a regular basis;
- Information related to students EAL needs is passed on to subject teachers by the EAL co-ordinator.

### 3.4. Special Educational Needs and Gifted and Talented Students

**3.4.1.** The School recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL students will have equal access to SEN provision. Similarly, the School recognises that there may be EAL students who are Gifted or Talented even though they may not be fully fluent in English. EAL and SEN staff will work together to ensure a co-ordinated approach where any of the above applies.



### 3.5. Assessment and Record Keeping

- 3.5.1.** Staff will have regular liaison to discuss student progress, needs and targets.
- 3.5.2.** The School will ensure that all EAL students have regular formative EAL assessments and statutory assessments, making full use of special arrangements including first language assessment/ support where appropriate.
- 3.5.3.** The School will analyse EAL/Minority Ethnic student achievement and regularly evaluate the effectiveness of additional support provided in terms of student progress.

### 3.6. Resources

- 3.6.1.** A range of resources will be used to support students' linguistic development including computer software, bilingual dictionaries (where students are literate in first language), thesaurus', key word lists, key visuals/graphic organisers to support organisation of language and thinking across the curriculum.

### 3.7. Parents/Carers and the Wider Community

- 3.7.1.** We aim to provide a welcoming admission process for the induction, assessment and support of all new students and their families.

### 3.8. Staff Development

- 3.8.1.** The School will ensure that all staff know about learning and teaching EAL in the curriculum and that those staff carrying out specialist EAL roles receive subject specific professional development to ensure that provision for EAL students is appropriately delivered and co-ordinated.

### 3.9. Review and Evaluation of Policy

- School data will include relevant information on the success ethnic minority/EAL students and this will enable the School to monitor targets.
- This evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.



- This policy will be reviewed annually by the SENCO in conjunction with the EAL co-ordinator.

