

Hall Green Primary School



Inclusion and SEND Policy

DATE OF POLICY	9 th July 2026
REVIEW DATE	July 2027

This policy complies with the Special Educational Needs and Disability Code of Practice (2014), the Children and Families Act (2014), and the Equality Act (2010). It is reviewed annually.

Inclusion Policy Introduction

Everyone has an equal right to a full and rounded education and a right to learn.

At Hall Green Primary School, we are committed to providing an inclusive environment where all pupils feel happy, confident, safe, valued and able to achieve their full potential. We recognise that every child is unique and strive to remove barriers to learning so that all pupils can access a broad and balanced curriculum.

Inclusion is a whole-school responsibility and underpins all aspects of school life including time within lessons, lunch and playtimes or when involved in our extended School activities. We are committed to ensuring that all pupils, including those who are vulnerable or disadvantaged, make the best possible progress academically, socially and emotionally.

School Aims and Vision

The aims of the school are the same for all pupils. In a caring, disciplined and happy environment pupils are provided with many opportunities to develop into happy, well-rounded individuals, who have the skills, confidence and knowledge to continue to achieve well when they move on to high school. We believe that in providing this foundation, we will enable our pupils to take their place as responsible citizens in the multi - cultural society in which we live.

We aim:

- to be a centre of excellence for learning and teaching
- to provide a welcoming, secure and stimulating environment
- to expand pupils vision and raise their aspirations
- to value and encourage lifelong learning in its community
- to respect the rights of, and care for, each other and their property
- to embrace new technologies and apply them to learning
- to develop an awareness and respect for the environment
- to encourage personal development, responsibility and social awareness
- to provide equal opportunities regardless of race, gender, age, religion or disability
- to recognise and celebrate the culturally diverse nature of our society.

School values

Our values underpin all that we do in school and shared by all our staff:

Resilience

Ownership

Honesty

Respect

OUR MISSION STATEMENT IS A SUMMARY OF ALL OUR AIMS AND VALUES.

IT IS OUR FOCUS FOR ALL MEMBERS OF OUR SCHOOL COMMUNITY, CHILDREN AND ADULTS ALIKE:

Your Chance to Shine

Potentially vulnerable groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent. These are, but not limited to:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL), particularly those new to English
- Pupils from disadvantaged socio-economic backgrounds
- Pupils with poor attendance or persistent absence
- Pupils who are Gifted, Able and/or talented (G&T)

- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis, are experiencing trauma or are under great stress
- Pupils at risk of significant harm
- Pupils who are at risk of disaffection and exclusion from school.

Looked after pupils and previously looked after children

The most common reason for pupils becoming looked after is as a result of abuse and/or neglect. At Hall Green Primary School, the Governing Body and Senior Leadership Team ensure that all staff have the skills, knowledge and understanding to keep looked after children safe. In particular, they ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these pupils, who are a particularly vulnerable group.

Definition of Special Educational Needs

A child is considered to have special educational needs if he or she has a difficulty which calls for special provision to be made for them. At Hall Green Primary a child is considered to have special educational needs if he or she:

- Has a greater difficulty in learning than the majority of pupils of the same age.
- Has a greater difficulty in socialising than the majority of pupils the same age.
- Has a greater difficulty dealing with their emotions than the majority of pupils the same age.
- Has a disability which either prevents or hinders the child from making use of the educational facilities of a kind provided for pupils of the same age.

A child will not be regarded as having learning difficulties solely because of their language or if the home language is different from the language in which he or she is taught.

Special Educational Needs and Disabilities – Aims

In compliance with various acts relating to Inclusion and Special Educational Needs and regard to the Code of Practice, the Governing Body, in conjunction with the Head Teacher/SENCo will ensure that all pupils will:

- Be offered an education which offers equal opportunities regardless of individual differences
- Have fully inclusive access to a broad and balanced or bespoke curriculum, adapted according to individual needs – related to four areas:
 - Communication and interaction
 - Cognition & learning
 - Social, emotional and Mental Health
 - Sensory/Physical needs

as identified in the SEND Code of Practice (first published June 2014, dated January 2015, with updates added 30 April 2020):

- Be assessed using suitable materials/resources, to identify needs as early as possible.
- Be supported within the resources available, provided there is no educational disadvantage to other pupils within the school.
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.
- Have their needs monitored and evaluated with programmes of work documented and records maintained.
- Have their needs reviewed at least 3 times per year.

Pupils with disabilities (including medical conditions)

It is important to note that many pupils who have SEND may have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This may include sensory impairment affecting hearing or sight and those with long-term health conditions such as severe asthma, diabetes, epilepsy and cancer. Pupils with such conditions do not necessarily have SEND, but there is an overlap between disabled pupils and those with SEND. Disabled pupils requiring special educational provision will also be covered by the SEND definition. Schools must not discriminate against, harass or victimise disabled pupils and young people. At Hall Green Primary School, staff plan and make reasonable adjustments including providing auxiliary aids and services to ensure disabled pupils are not at a disadvantage compared with their peers. Hall Green Primary School seeks to promote equality of opportunity and fosters good relationships between disabled and able-bodied pupils.

Equal Opportunities and Inclusion

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All pupils have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum and using a variety of different teaching and learning approaches and experiences. For those pupils who have specific needs, we endeavour to provide a specialised curriculum but maintain inclusion where appropriate.

Promoting and Supporting Inclusion

1. Head Teacher, Senior Leaders and our Governing body:

- a) Responsibility for making Hall Green a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School.
- b) We aim to promote Inclusion at Hall Green through all of our policies, systems and practices.
- c) Will ensure that where the 'responsible persons,' (the school SENCo) have been informed by the LA that a child has special educational needs, that these needs are shared with all those who teach him or her.
- d) Will ensure that all teachers and learning support staff are aware of the importance of identifying and providing for pupils with Special Educational Needs and Disabilities.
- e) Will have regard to the SEND Code of Practice (2014) when carrying out their duties towards all pupils with Special Educational Needs.
- f) The Governing Body will appoint a Governor to take particular interest in the school's work on inclusion. The SEND Governor for Hall Green Primary School is Mrs Wendy Lamb. The governors have responsibility of challenging and supporting inclusion, including reviewing data and ensuring resources are allocated effectively.

2. Personalising the Curriculum

- a) School Leaders at all levels; including Governors, Head Teacher and Deputy, and Subject/Aspect Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the school.
- b) The school currently uses the National Curriculum (2014), Early Years Curriculum, Local Authority Religious Education Scheme of Work and a bespoke non-core Curriculum designed to be flexible and responsive to the diverse needs of pupils to support the staff, at all levels, in planning the formal curriculum. Where a pupil presents with significant learning needs, the school uses the Sandwell Child Development Guide and the Engagement Model to further plan a bespoke curriculum.
- c) The school has a long-term Curriculum Map which is used by year teams and individual class teachers to plan appropriate, adapted or different activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual rather than age expected needs.
- d) School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes a variety of Extended Schools activities that are offered.
- e) All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

3. SENCo/Inclusion Manager:

- a) The school has an Inclusion Manager who is a member of its Leadership Team. The Inclusion Manager takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups.
- b) In partnership with other senior leaders and the Head Teacher, the Inclusion Manager monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.
- c) SENCo Is responsible for:

- Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.
- Liaising with other members of the Inclusion Team and working closely with the School Attendance Officer
- Monitoring interventions and support their delivery.
- Monitoring Action Plans and contributing to evaluations and the development of new ones.
- Sharing good practice and expertise amongst other staff.

The SENCo/Inclusion Manager for Hall Green Primary School is Mrs Kristina MacDiarmid.

4. Class Teachers:

- a) Most pupils at Hall Green spend the majority of lesson times being taught alongside their class mates in their class base. Class teachers take the lead role in managing and creating the classroom environment.
- b) Pupils with highly complex communication and language needs are given the opportunity to learn both within their class base alongside their peers for part of the day (where they are able to) and also in a small group and a space with a Total Communication approach.
- c) Pupils are taught in targeted ability groups for discrete phonics/reading lessons and remain in mixed ability, class groups for all other lessons. In rare instances, pupils may be grouped differently intentionally, depending on the intended outcome and skills being covered.
- d) Teachers have overall responsibility for the planning and delivery of lessons to their class or set. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This adaptation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of an Action Plan with an All About Me document or an EHCP (or both). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child and these are tracked on the agreed school provision map.
- e) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Pupil Progress Meetings which are led by the Head Teacher and Deputy Head.
- f) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.
- g) Teachers respond to pupils needs by:
 - Planning for pupils to fully participate in all areas of learning including physical/practical activities as well as social skills and communication, wherever practicable and appropriate to do so.
 - Providing support for pupils who need help with communication, language and literacy.
 - Developing pupils understanding using all available senses and experiences.
 - Supporting pupils to socially integrate into the school community to ensure they develop and sustain good friendships.
 - Helping pupils to manage their behaviour for learning to ensure they take part in learning effectively and safely.
 - Helping individuals to manage their emotions and well-being, particularly trauma or stress, and to take part in learning successfully.
 - Ensuring that pupils with SEND have access to the appropriate resources needed to help them to make progress e.g. PECS, workstations, phonic mats, coloured overlays, pencil grips etc.

5. Learning Support Practitioners/Assistants:

- a) Learning Support Staff (LSPs/LSAs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a LSP/LSA is directed by the teacher during lessons.
- b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Manager or the phonics lead.
- c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.
- d) In order to best utilize their support for pupils' learning, the deployment of LSPs/LSAs within the school is strategically managed by Senior Leaders in consultation with Middle leaders and Class Teachers.

6. Safeguarding & Attendance Officer

- a) The School Safeguarding & Attendance Officer (SAO) plays a pivotal role in inclusion by monitoring the wellbeing and attendance of vulnerable pupils, liaising closely with safeguarding leads, pastoral staff, and external agencies to ensure prompt and coordinated support.
- b) The SAO undertakes a variety of tasks which include:
 - Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
 - Being the key point of contact and supporting pupils who are mid-phase admissions at Hall Green.
 - Helping to devise ways of best supporting the pupils he/she works with.
 - Observing the well-being of pupils within social settings and spending time within classes or in conference working with individual pupils.
 - Undertaking meetings with parents or other agencies for vulnerable pupils.
 - The SAO advises other support staff on the running of groups aimed at developing pupils' and parenting skills.
 - Taking a lead and/or supporting role in working alongside external family support agencies.

The Pastoral Team:

The Pastoral Team is led by the Inclusion Manager and consists of the Family Support Worker, School Secretary, in charge of attendance, LSP in charge of medical needs, HLTA supporting the SAO and as appropriate, the Head Teacher. The team are responsible for the leadership and development of each of their aspect. Pastoral meetings are held to discuss the vulnerable pupils within the school, share knowledge and discuss developments and identify areas to develop across the school.

Identification of Special Educational Needs or Disabilities.

Early identification is key to ensuring pupils receive the appropriate support and ensure progress is not hindered. Given the high proportion of pupils with SEND at School Support level, the school will prioritise early identification and targeted intervention, with a particular focus on overcoming barriers exacerbated by deprivation and language needs.

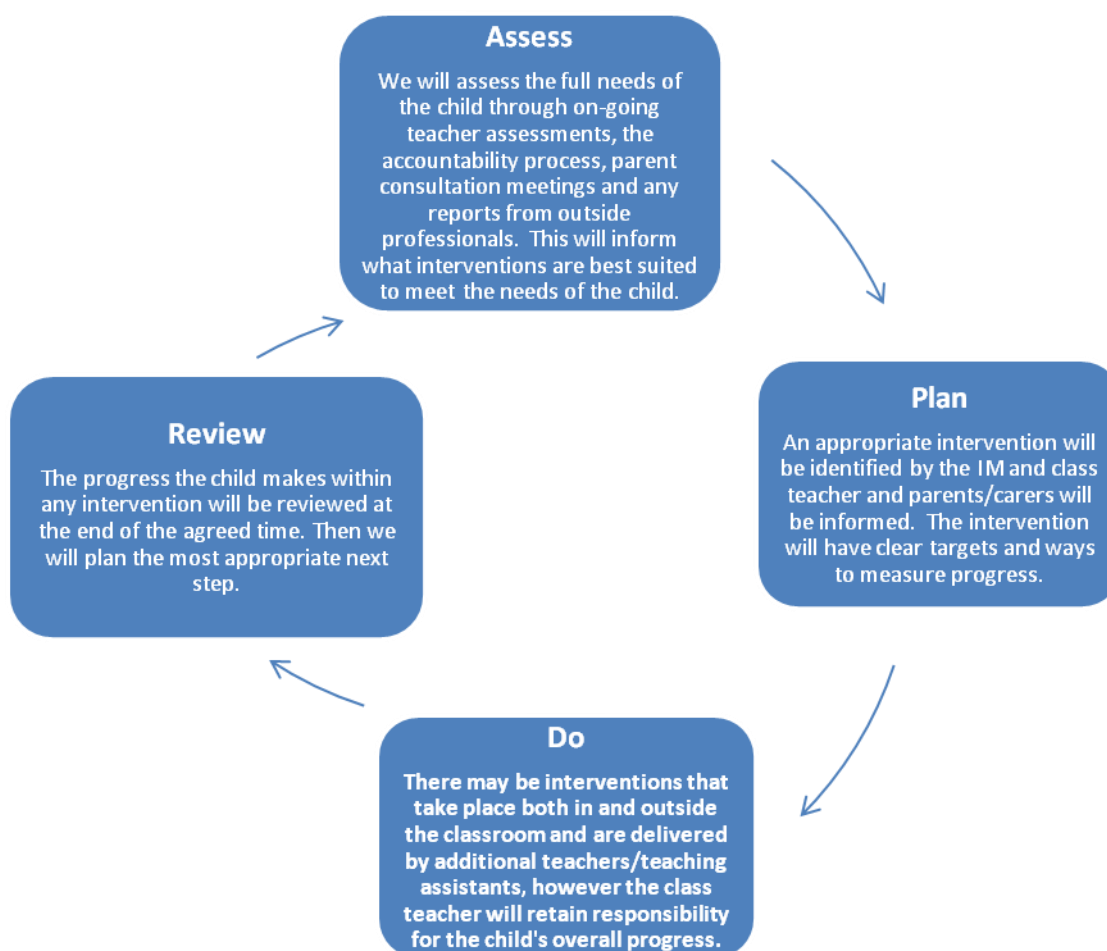
- i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case, then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Hall Green.
- ii. When a concern is evident the class teacher will liaise with the IM/SENCo and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician, for example. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
- iii. Pupils' individual difficulties can be identified by any member of the staff team. The evidence is collected and the pupils are discussed individually at the reviews which take place three times a year. Identification processes:
 - At point of transition. Liaison with previous school or pre-school setting where needs are discussed
 - Assessments throughout the year
 - Screen tests for Phonics, Reading, Spelling and Maths.
 - Information from outside agencies e.g. for a physical/sensory issue, speech and language
 - Concerns raised by a parent
 - Concerns raised by a teacher or support staff
 - Concerns raised by a medical professional
 - Pupils with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by Sandwell LA SEN Department.
- iv. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- v. Parents and carers are involved throughout the identification process and this is then ongoing throughout pupils' school life.
- vi. Pupils, who have been identified as having Special Educational Needs which are primarily learning, are reviewed in Autumn, Spring and Summer Terms*.

Stage of support	Level of Working	Personnel
SEN Support (K)	Pupils causing continued concern – All About Me and Action Plan	Class Teacher, LSA/LSP with support from SENCo as needed
SEN Support + agencies (K)	Pupils with involvement from outside agencies	Class Teacher, LSA/LSP and SENCo with advice from

	– All About Me and Action Plan plus additional advice	appropriate outside agencies.
Education Health and Care Plan (E)	Pupils with involvement from outside agencies and additional funding from the Local Education Authority – All About Me and Action Plan following EHCP	Class Teacher, LSA/LSP and SENCo with advice from appropriate outside agencies.

*annual reviews for pupils with EHCPs may take place at other times throughout the year

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below) The school follows the graduated approach of assess, plan, do, review to ensure that support is carefully matched to individual needs and regularly evaluated for impact.



1. The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- High quality learning through the provision of high quality teaching; both formal and informal.
- Formal learning and teaching that is adapted to need and enables the vast majority of pupils to make good or better progress.

- On-going and timely assessments which inform any further provision needed.
 - b) Targeted Support – Some pupils may benefit from:
 - Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
 - Interventions where progress is monitored by the HT, DHT, IM, Class teacher and the adult leading the intervention through Pupil Progress Meetings. If a pupil has not made the required progress, then the appropriate referral will be made to outside professional support (see below).
 - c) Specialist Support – A few pupils may benefit:
 - Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.
2. Outside Agencies who help us achieve inclusive practice and meet specific needs
 In achieving provision which will meet the wide range of pupils' differing needs at Hall Green, we are supported by a number of specialised health or educational bodies.
 Those agencies most commonly involved in supporting pupils are:
- Health
 - Child and Adolescent Mental Health Service (CAMHS)
 - The Speech and Language Therapy Service to Schools (SALT)
 - The Occupational Health Therapy Service for Pupils (OT)
 - Children and Family Services
 - The School Nursing Service
 - IS – Attached Teacher for Learning (SENAT-L/SPLD)
 - IS - The Educational Psychology Service (EP)
 - IS – Attached Teacher for Social, emotional and Mental Health (SENAT-SEMH)
 - IS – The Complex Communication and Autism Team (CCA Team)
 - IS – Sensory Support Team / SDO team / PPE team
 - School Nursing Team and Community Nursing Team
 - Albright Education Centre
 - The Regis Academy
 - Reflexions
3. Before making a referral
- i. Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.
 - ii. The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.
4. Additional Funding to Support Inclusion
- i. In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure additional funding.
 - ii. For pupils in EYFS this will be through application of the Early Years Intervention Grant (EYIG)
 - iii. Subject to review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil.
 - iv. The Inclusion Manager takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
 - v. The majority of SEN pupils will have their needs met through mainstream provision, however If a child continues to demonstrate significant cause for concern, a request for an EHCP (Education Health and Care Plan) assessment may be made to the Local Authority (L.A.). A CAM (Community Assessment Meeting) may be held, where professionals working with the family come together to discuss the child's needs in order to establish whether an Assessment is the right course of action. This may be done prior to the request for an EHCP being submitted or after confirmation from the Local Authority that it is appropriate to do so. The appropriate paperwork will be filled in and sent to the LA. Pupils on an EHCP require an annual review to decide whether the provision needs to be continued, changed or stopped altogether.
 - vi. Parents and carers are encouraged and supported to engage fully with the Education, Health and Care (EHC) needs assessment process, with the school providing clear information and advocacy to ensure equity of opportunity.

- vii. Parents and carers are entitled to ask the Local Authority to conduct an Education, Health and Care (ECH) needs assessment.

The role of the Parents

- Share information regarding their child as they are the people who know the child best.
- Keep school informed of agencies such as health that are working with their child.
- Contribute to the assessment, review and decision making process including writing and reviewing Action Plans and attending planned workshops.
- Support interventions by working in partnership with the school at home.
- Attend arranged meetings.

Parents of a child with an EHC Plan will be invited to an Annual Review along with any appropriate outside agencies.

Tracking pupils with SEND

SEND pupils, alongside all other pupils are tracked and monitored in a range of ways and through the use of internal and external data.

Examples are

- Observations and use of trackers in EYFS
- Wellcomm data
- Engagement Model
- Sandwell's Child Development Guide
- Insight – assessment data, AAM information and provision mapping
- Subject trackers – key skills as a focus
- Ongoing discussions between staff
- SDQ and/or Boxall Profiles
- Use of AAM targets – termly reviews
- Tracking of EHCP targets and annual review for EHCP pupils
- Skills ladders
- RA/CA data, entry/exit data/Phonics and spelling
- Use of Boxall profiles
- Attendance data
- Pupil Voice
- Discussion
- Liaison with parents
- Targets from IS, SLT, OT
- Use of moderation exercises, in phase, cross phase and within LC
- Use of hot/cold tasks within Maths
- Assessments at the start/end of each unit, e.g. in PE
- End of KS and national data

Provision is mapped and monitored by the SENCo, working alongside postholders to ensure subject leaders track SEND pupils as part of their role. Vulnerable groups are monitored by subject leaders alongside the SENCo.

English as an Additional Language

1. Definition and Rationale.

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- iii. Therefore, our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- iv. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

2. Identification and Assessment

- i. Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Assessment tool within school- EAL Star.
 - ii. This assessment will be done termly to record specific progress against EAL targets.
 - iii. Progress is monitored by theSENCoand through pupil progress meetings by the HT and DHT.
3. Provision for EAL pupils
- i. The SAO meets all mid-phase admissions and will liaise with class teachers andSENCoif a new pupil has English as an additional language.
 - ii. If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention and supported by bi-lingual LSPs where possible
 - iii. Teachers and other adults aware of good EAL practices within a lesson and throughout school life.
 - iv. EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
 - v. Classrooms are highly visualised environments – dual-language texts where appropriate, labels and visual widget support within lessons.

G. Gifted, Able and Talented

1. Definitions

i. **Gifted pupils**

Gifted refers to students who achieve, or have the ability to achieve, *significantly* above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

ii. **Able pupils**

'Able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

iii. **Talented pupils**

Talented refers to those students who achieve, or have the ability to achieve, *significantly* above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

2. Identification

- i. We use a range of strategies to identify more able and very able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.
- ii. Data taken into account will include:
 - Information from Pupil Progress Meetings
 - Information from parents and carers
 - Information from previous teachers or pre-school records
 - Discussions with pupils
 - Identification by staff using professional judgements, classwork and test and assessment results.
- iii. Pupils gifted 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.
- iv. Pupils gifted in Mathematics 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

3. Teaching, Learning Curriculum and Organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.

- Ongoing assessment against year group objectives and National Curriculum Levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process.
- In addition, and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for Gifted, Able and Talented pupils to work on various projects.
- Opportunities for Gifted, Able and Talented pupils to take part in specific extra-curricular activities.
- If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.
- Teaching is adapted to meet the needs of all pupils and to ensure they all receive the same quality of education. There is a range of strategies used to enable this. This includes, but not exhaustive; adaptation of lessons, differentiation and support, use of additional staff in year groups to close identified gaps in learning, small group, 1:1 support within the lesson, practical tasks/resources, use of technology and APPS, use of EYFS targets in Year 1 and recapping prior learning each lesson.
- Interventions support the teaching and learning of subjects to enable gaps to be closed. A range of interventions are used throughout the school to ensure pupils make the progress they should; with a focus on learning, SEMH and SLCN enable gaps to be closed and ensure pupils continue to access a full, broad and balanced curriculum.
This includes: Wellcomm, S+L, Talk Boost, Maths, reading, phonics, SPAG and writing interventions, e.g. VIP in Y5/6, AAM provision, working on specific targets, school led tutoring, phonics interventions, after school phonics club, OT/Physio support, PE interventions – motor skills, confidence, physical, social skills/Lego Therapy, Emotions work/Feel Good Friday/Well-being Wednesday, Nurture, Involvement from other agencies; IS, EH, health, 1:1 intervention for EHCP pupils.
- To ensure pupils are enabled to receive the full curriculum, short, sharp interventions are used as appropriate and timetabling of interventions is creative. This includes use of register and snack times in EYFS, use of transition times, specific groups during appropriate lesson times, e.g. Kinetic letters, pupils and timetabling changed for interventions at least half-termly to ensure the same pupils do not miss the same lessons, a rolling programme – surgeries in Y6 and pupils given time to be exposed to objectives and then ‘moved on’ appropriately.
- Use in lessons of objectives from other year groups for pupils working below ARE and skills ladders work linked to subject/curriculum are also incorporated into lessons to ensure needs of all pupils are met.
- Where a pupil has identified SEMH needs, class teachers work with the SENCo as well as the mental health lead and wellbeing leads to plan appropriate support/intervention. This may include the involvement of trauma-informed approaches or external agency involvement depending on need.

Inset /Training

Training will take place in accordance with local and national requirements. It will be based on meeting the targets on the School Improvement Plan and with regard to staff continued professional development needs.

The SENCo, along with senior leaders, will ensure there is sufficient ongoing professional development focused on cultural competence, trauma-informed practice, and strategies for supporting SEND pupils as well as pupils affected by deprivation and language needs.

Complaints Procedure

The partnership with parents is particularly important aspect of provision for pupils with SEND and we hope that through this partnership the number of complaints will be very few.

The complaints procedure has a hierarchical structure and is as follows: -

1. Parents are asked to discuss their concerns as early as possible with the class teacher so that appropriate action can be taken.
2. Should there be continuing difficulty the class teacher would arrange a meeting with the Senco within an agreed time.
3. If parents remain concerned, a meeting would be arranged with the Headteacher within an agreed time.
4. Finally, complaints should be referred to the governing body.

Parents should feel confident that all concerns or complaints would be dealt with sympathetically at each stage. Should parents feel their complaint has not been dealt with they may approach the Local Authority.

Equal Opportunities

Equal Opportunities and Racial Equality

At Hall Green Primary School we are committed to equality of opportunity for all pupils, parents/guardians, members of staff, governors and visitors to the school. We aim to ensure that no-one is discriminated against on the grounds of

race, ethnicity, gender, disability, colour, age, nationality, marital status, sexual orientation, trade union activity, political or religious belief. We aim to take positive steps towards raising awareness of these issues in order to develop our pupils as tolerant, responsible citizens in a multi-cultural society. *Also refer to the Equality Policy.*

We must ensure that all pupils are valued equally, that SEN pupils are valued as much as higher ability pupils and are given the same opportunities to participate in the whole range of school activities and are given their share of responsibilities.

This policy is reviewed annually.

Documents Related to this Policy

Code of Practice 2014

Single Equality Policy

Accessibility Plan

Administering of Medicines Policy

First Aid Policy

Teaching and Learning Policy

School's Local Offer

LA Local Offer

SEN Information Report

Behaviour and Discipline Policy

Monitoring and Review

- The Head teacher and Inclusion Manager will monitor the effectiveness of this policy on a regular basis. The Head teacher and Inclusion Manager will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

Agreed by the Governing Body – July 2026

Review – July 2027