

SUPPORTING STUDENTS: SEND, EAL and HATs

<p>Policy Owner</p> <p>Deputy Head, Academic and Deputy Head, Pastoral</p>	<p>Applies to</p> <p>Prior Park College (PPC)</p>	<p>Superseded documents</p> <p>Separate Policies- now combined</p>
<p>Associated documents</p> <p>PPC Admissions Policy PPC Curriculum Policy PPS Equal Opportunities Policy PPS Complaints Policy PPC Behaviour Policy</p>	<p>Review frequency</p> <p>Every year (unless the legislation/regulations update before this time)</p> <p>Implementation date</p> <p>1 May 2020</p>	<p>Legal Framework</p> <p>Children and Families Act 2014 (and related regulations) Health and Social Care Act 2012 Equality Act 2010 Mental Capacity Act 2005 Children’s Act 1989 KCSIE SEND Code of Practice</p>

1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College and The Paragon School are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar, is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

Prior Park College is a community built on Christian values, with emphasis on mutual respect, co-operation, and use of talents. The school promotes a policy of positive teaching, seeking to foster and reward constructive Student contribution. Our aim is to create a positive atmosphere that fosters achievement and the happiness of all members of the community. We aim to reward endeavour and success, stressing the benefits of positive behaviour, and will counter misbehaviour to safeguard the community and the individual.

This policy is intended to give clarity about how we will support those students with SEND (Special Educational Needs and Disabilities), EAL (English as an Additional Language) and HATs (High Achieving and Talented students).

The Mission Statement of Prior Park Schools:

- to provide Christian education, and specifically Catholic at the College, of the highest quality for a boarding and day co-educational community.
- to develop as fully as possible the academic and other talents of each boy and girl, to ensure an education of the whole person.
- to provide pastoral care of an encouraging, supportive and disciplined nature for each student.
- to create an outward-looking ethos which builds links with parents and the local community, and also celebrates the richness of cultures from around the world.
- to enable Leavers to be confident, capable, compassionate and independent-minded.

2. Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children

3. SEND POLICY

Definition of Special Educational Needs and Disabilities (SEND)

The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty or difference in learning than the majority of others of the same age.

- Disability or health condition (physical or mental) which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

PPC is aware of health and care needs of their students. Staff follow guidelines of good practice to constantly review and adapt Care Plans for our students.

Areas of SEND

PPC will make provision for students with the following 4 kinds of need:

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

People Involved

- Students
- Parents
- SEND Governors
- SENCOs
- Learning Support Department
- Prior Park College Head
- All Teaching Staff
- External specialists

Responsibilities

- **Students:** Prior Park College have high expectations of all students and encourage students to take more responsibility for their learning as they mature. Through age appropriate methods, students are involved in identifying areas for support and in agreeing their targets.
- The Learning Support Departments monitor the progress of the students, in consultation with other staff, by encouraging them to reflect on their progress and confidence in response to Learning Support.
- **Parents/Guardians:**
 - Parents and guardians play a key role in enabling their children to achieve their potential. Parents and guardians are responsible for:
 - Informing the School about any specific needs their child may have upon entering the School.
 - Informing the SENDCo and allowing information to be shared if any need is investigated during their child's time at the School.
 - Provide copies of formal assessments or reports written by any specialists or outside agencies.
 - Allowing initial assessment to take place within the School to establish the possible existence of learning difficulties when advised to do so by the school SENDCo
 - Participating in sympathetic and positive discussion in relation to their child's difficulties, attainment and progress
- **Prior Park College Staff:**
 - To oversee the operation of the School's Learning Support policy
 - Co-ordinate provision and monitoring SPs/SSPs (where used) for students with SEND
 - Contribute to the in-service training of staff in relation to SEND
 - Liaise with parents of students with SEND
 - Liaise with the School's Examination Officer and outside agencies
 - Maintain a central record of all students with SEND

- To be vigilant for students who might appear to have a learning difficulty or disability
- Support students in class who have SEND
- To differentiate planning according to the needs of the students
- Liaise with the SENDCo
- Develop and deliver SPs/SSPs where applicable

Admission Arrangements

We welcome applications from all children. Provided that our Learning Support Departments can offer students the support that they require; we will do what we can to accommodate them.

We welcome students with physical disabilities provided that the site is suitable. However, we advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the person responsible for admissions and the SENDCo at the individual School before he or she sits the entrance exam (if applicable) so that we can make adequate provision for him/her.

For further information, please refer to the School Information Report. Parents should provide a copy of any reports from specialists involved in their child's care (e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist, etc.) and also disclose any additional support that their child has received in any previous school or setting.

PPC is proud of the help they are able to give to students with special needs and disabilities/specific learning difficulties, but the number of children who can be given such assistance is necessarily limited.

PPC conforms to SEND regulations, therefore full disclosure of needs that are already known (or are under investigation), are required from parents during the admissions process, so that the school can ensure that we can cater for the children that we admit.

We work to ensure that there is a joined-up approach between students, parents, schools and specialists. As PPC has limited resources, we are only able to offer a certain number of places for children requiring additional support. This number will be dependent upon the needs of the child and the year group into which the application is being made.

Children will be admitted who are able to meet the demands of the curriculum with the level of support agreed upon admission.

Children who are in receipt of a Statutory Assessment (EHC plan, or Statement) will be assessed on a case-by-case basis for example a level of mild/moderate dyslexia can usually be supported by the school resources. The Head and SENDCo will make a decision based on a report from an Educational Psychologist, school report and additional assessments as required.

Appropriate Access Arrangements are put in place for the Entrance Examinations when parents or previous Schools have provided evidence of need which meet the current JCQ requirements.

Identification and Assessment of Student's needs

Whilst some students join the school with a diagnosis of SEN or disability already in place, the school has a number of procedures, which can act as trigger points at which a student may be identified as having a possible SEND and referred for formal assessment if needed.

- All students undergo computerised assessments from CEM centre/GL Assessment.
- Following analysis, disparities between scores and underachievement in tests can trigger individual diagnostic testing by a member of the Learning Support Department on an individual basis.

- The SENDCo regularly meets relevant members of staff to discuss students who are underachieving and may need additional support to help them reach their potential.
- Members of staff make referrals when there are concerns about a student's work, in line with the Three Wave Approach.

A member of the Learning Support Department conducts assessments with students who are referred to Learning Support and may recommend further professional investigations.

A member of the Learning Support Department will contact the parents of all students who are referred to them and will keep parents informed of the results of any assessments that have been conducted and advises them of any additional support that has been put in place or will be required.

The SENDCo may recommend that parents arrange for a formal assessment by an Educational Psychologist, medical practitioner or other specialist, if it is felt that there are indications of a specific learning difficulty or SEND. It is the responsibility of the parents to arrange such assessments, however the SENDCo will offer advice regarding the need for this and how parents can proceed in arranging for an assessment.

Following any formal assessment, the parents should provide a copy of the report to the Learning Support Department. A member of the Learning Support Department will then invite parents for a meeting to discuss the findings of the report and the next steps available to support their child acting on any recommendations.

Co-ordinating Support

We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Parents are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by email, telephone consultations and meetings. A copy of the support plan made available to staff and parents.

Our approach to Learning Support, once identified, is graduated broadly as follows:

- Wave 1: Reasonable classroom adjustments/differentiation for students with recognised SEND.
- Wave 2: Small group interventions (booster groups/drop-in clinics) to target key skill areas in specific aspects.
- Wave 3: Support lessons for specific learning needs (privately funded) to suit the needs of the students, based on information gained through assessment data and class performance.

Parents have the overall responsibility for taking decisions about the management of their children's Learning Support. They should endeavour to ensure that the School is given copies of all reports received.

Records of SEND

All students with identified SEND are listed on the SEND Register. The Register details any student who has received support within the Learning Support Department during the current or the previous academic year. The SEND Register is updated regularly and is electronically available to all members of the teaching staff.

Summaries of students' SEND, recommendations for their support and any access arrangements, as well as brief records of support are recorded on the school's electronic database (SchoolBase).

In addition, the Learning Support Department maintains records in secure online facilities or secure filing cabinets, containing detailed records of assessments, support, meetings with parents and consultations for each student on the SEND register, as well as for all students who have received Learning Support. At age 18, upon exit, hard copies of any specialist reports and access arrangement documentation are formally returned to the student.

Examinations and Access Arrangements

When undertaking external examinations some students with SEND may require some form of Access Arrangement, which is established by prior arrangement with the examination board by the Access Arrangements Coordinator.

- Students with SEND do not automatically qualify for Access Arrangements.
- The provision of Access Arrangements must not give a student an unfair advantage.
- Students who qualify for Access Arrangements are granted these in line with JCQ regulations.

Evaluating the Success of Provision

PPC make their best endeavours to evaluate the success of provision, including:

- Consultation with subject teachers regarding the outcomes and recommendations of Learning Support
- Consultation with, and involvement of, parents and students

In evaluating the success of provision, the Learning Support Department are able to refer to the following:

- Progress made on Learning Support targets agreed with the student
- Progress made with support compared to GL Assessment data /MIDYIS/ALIS scores and classroom assessments
- Comparison of exam results before and after Learning Support interventions
- Reviewing target grades and highlighting value added for GCSE and A-Level results
- The effectiveness of the Three Wave Approach and how this supports teachers and students

Given that teaching is a matter for the whole School, it is not always possible to measure students' progress in Learning Support in quantifiable terms. However, the above provides a non-exhaustive list of the ways in which the Department is able to evaluate its success.

Training

Prior Park College is committed to providing individual and group training as required to all staff and to keep staff informed of any changes in legislation or procedures to facilitate good practice.

Members of the Learning Support Department provide training for teachers as follows:

- Advising teachers on the specific difficulties of students, their profiles of strengths and weaknesses and teaching strategies to support them in the classroom
- Providing INSET sessions for new teachers
- Providing whole School INSET
- Providing individual training as needed.

In addition, members of the Learning Support Department attend specialist courses as appropriate to ensure their practice remains up to date and is informed by the most recent developments in the field of SEND. These include but are not limited to:

- Attending courses to update information regarding exam access arrangements
- Attending the annual ISC SEND Conference
- Attending other courses as relevant

- Attending regional SENDCO meetings to share and exchange good practice in independent schools.

Transitional Arrangements

Our aim is for students leaving Prior Park College is to move on to any Further/Higher Educational establishment of their choice.

Any additional provision that has been put in place to support a student will be shared with the next setting and reports shared with the permission of the student and/or parents/guardians.

Other Agencies

The SENDCO at PPC can offer advice to parents seeking assessment or specialist support outside school as needed. As independent schools, we do not have access to the services in the 'local offer' although staff will support parents/guardians if additional support is required.

Parents/Guardians are required to share any reports obtained (for example from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist or other medical professional) with the SENDCO. This is in order for the school to meet the needs of the child. The SENDCO will share the results and recommendations of such reports with other members of staff as appropriate.

Complaints Procedures

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.

If the issue cannot be resolved within ten working days, the parent can submit a formal complaint using the School's Complaint Procedure.

Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available on the school website.

4. EAL POLICY

It is fundamental to the principles of Prior Park College that the contribution by international students is valued as a positive enhancement to the strength and diversity of the education afforded to students under our care.

Provision is made across PPC for students whose first language is not English. EAL students are guided towards a rapid understanding of reading, writing, speaking and listening in English to enable them to access the curriculum more easily, as well as conversing with their fellow students, teachers and the wider community. Those students who stay in the UK will go on to successfully complete their education in schools and universities, while those who return to their home countries directly from the school are able to perform far better in the language than when they first arrived at the school.

Overseas students join PPC at different stages of their school career. Some join for a short stay of a year or less, while others follow the UK education system through to Higher Education.

Prior Park College EAL Department

- Prior Park College (PPC) generally caters for around 50 students from various countries including Hong Kong, China, Russia, Korea, Thailand, Mexico, Romania, Germany, France, Spain, Italy, Japan, etc. International students arrive in the Senior School between the ages of 11 and 17 to take their GCSE and A level examinations before going on to a British university. Overseas students can make up around 15% of students.

EAL Department Aims and Objectives

- To provide international students with language skills of life-long value, specifically to improve their communicative ability in speaking, listening, reading and writing in English.
- To develop in students the confidence and motivation to take advantage of the academic, social and cultural opportunities offered by PPC.
- To ensure that students are given the best opportunity to reach their potential in all curriculum areas by reducing the barrier of language, and to support students in curriculum subjects where the lack of English is impeding progress.
- To provide a happy, relaxed and caring atmosphere to ensure that students settle into the school as soon as possible and have a stimulating and enjoyable experience of British education.
- To ensure that there is regular and effective liaison between everyone involved in the teaching and care of EAL students. This may include attending departmental meetings, observing EAL students in mainstream classes, designing and delivering teacher development sessions, informal advice to colleagues, preparing IEPs and reports, liaison with pastoral staff, etc.
- To share knowledge about students' abilities and needs in English and encourage teaching staff use this knowledge effectively in planning, teaching and student grouping.
- To help overseas students to integrate into the life of the Schools as a whole by helping them to explore issues of cultural interest and by encouraging them to take part in extracurricular activities. The role of the boarding and day houses is clearly vital as key facilitators for integrating these students with other nationalities. Tutor groups are another area where integration can be very successfully worked on. The EAL Department aims to act as a link between these various parts of the school community.
- To assist and inform the pastoral care of overseas students. The teaching of language involves close personal relationships, and EAL staff are therefore well placed to play an important role in the pastoral care of international students. This is in tandem with house staff, working in areas such as induction, settling into a new way of life, understanding regulations and their importance, and other pastoral matters.
- To liaise with international parents. EAL staff regularly communicate with international students' parents (or their representatives). This role in supporting the students and liaising between members of staff and parents is of vital importance and one of the most effective ways that the department can contribute to the schools as a whole.
- To prepare students for the next step in their education, whether progression within the school or to other schools or colleges. This may involve offering advice about students' academic work, subject choices, study skills, personal statements for UCAS forms, university choices, references, etc.
- To assist the admissions team by assessing the English level of international applicants. All prospective students are interviewed, normally via Skype, and a written test is conducted using an on-line provider.

Teaching & Learning

EAL classes at Prior Park College are organised as follows:

- In Y7 & Y8, EAL classes are timetabled against mainstream English classes, allowing students to move between the two if one stream is more suitable for them. They generally receive 5 lessons a fortnight. They are taught EAL in a small group, focusing on improving their general communicative competence in the skills of listening, reading, writing and speaking, as well as English grammar and vocabulary development.
- Similarly, Y9 EAL classes are also timetabled against mainstream English lessons, with the same flexibility for students to move between EAL and mainstream as appropriate. 5 small-group EAL lessons are typically scheduled per fortnight, focusing on improving overall communicative competence. Students in this year group whose English is

sufficiently strong are encouraged to prepare for and take a Cambridge Assessment English exam such as B1 PET or B2 FIRST.

- At GCSE level (Y10 & Y11), EAL students usually prepare for IGCSE in English as a Second Language. The scheme of work for this is attached as an appendix to this document. Students are taught in a separate dedicated set during GCSE English lesson time, usually 6 lessons per fortnight. Early on in Y10 there is scope for linguistically stronger students to move to mainstream English if appropriate.
- It is policy not to tender an additional charge for group classes that are scheduled in place of mainstream English classes.
- Private or very small group tuition is provided for students where a need is identified by the school, the parents, or the student him/herself. This may be to work on a specific linguistic weakness such as writing skills but may also be to support the student's work in mainstream subjects, often those subjects with a heavy load of unfamiliar vocabulary such as Geography, Theology, Economics or Psychology.
- Students remaining at the College for one year only are encouraged to prepare for and take a Cambridge Assessment English exam such as B1 PET, B2 FIRST or C1 ADVANCED.
- International Sixth Form students are taught at a mutually convenient time during their study periods. These are generally individual or small group lessons, and the focus of these can be on specific areas of difficulty (e.g. grammar, academic writing), or help with A level subjects with particular linguistic challenges (e.g. Psychology, Economics). Most frequently, however, international Sixth Formers choose to prepare for the International English Language Testing System (IELTS) exam, which for most is a requirement for entry into university. International Sixth Form students are also given help with the drafting of their UCAS Personal Statements and receive other relevant help associated with their university choices. They may also need advice and references for applications to overseas universities.
- Private classes scheduled outside of the regular timetable are charged additionally.
- Setting and marking of work is done in accordance with general school policy.

It is the policy of the EAL department that the curriculum will integrate with and support the mainstream curriculum that international students' study.

- Each student has an Individual Education Plan (IEP) which is accessible to all staff.
- The Induction Programme for new teachers includes a session on Supporting EAL students in their Academic Studies and CPD and Inset training is sometimes offered to all teachers in the college, given by a member of the EAL department.

Pastoral support for EAL students

PPC Induction

- On arrival students will be taken to a representative from the House, and they will be allocated a mentor from among the students. Their mentor will help them to settle in and find the way around the site, as well as adjust to the daily routines of the school.
- On the first evening EAL students will receive a briefing from the school nurse from the Medical Centre.
- In the Michaelmas Term, new international students are given a familiarization tour of Bath during the first week of term.
- Soon after arrival, international students are provided with an induction to life at Prior Park, including school rules, who's who, as well as academic, logistic, social and other aspects.
- The EAL department with support from relevant staff (eg. Head of Sixth Form, HoDs) will ensure that EAL students understand the complexities of the UK education system including external examinations and qualifications, as well as entry to higher education and careers.

- Tutors will go through weekly routines, including timetables, calendar, school rules and systems.
- Academic guidance on such matters as prep routines, coursework requirements, who to ask for help etc. will be carried out by the EAL department with the support of relevant tutors and Housemasters/mistresses.

PPC During Term Time

- It is the responsibility of HoDs and subject teachers to ensure that EAL students are given clear and appropriate advice on study skills in their chosen subjects. This should take place ideally at an early stage. It is equally important that teachers are sensitive to special needs of EAL students and ensure that due differentiation takes place. The EAL department stands ready to advise as required. All teachers are expected to be familiar with the EAL policy, as well as be aware of who the EAL students are.
- A full list of names, along with relevant policy documents and Individual Education Plans are available each academic year and will be updated by the EAL department as necessary.
- The EAL team supports tutors in advising students at key moments, such as when choices are made for GCSE and A Level. In addition, support is given as students transfer to university. This is coordinated by the Head of Sixth form, with the EAL team supporting students with personal statements, interview preparation, etc.
- It is policy that students are encouraged to speak English at all times, both in the House and the classroom. Teaching and pastoral staff are expected to support this principle actively. This is done to help EAL students to improve their language skills and to integrate most effectively with their UK peers.
- EAL students will as a matter of course be given advice on particular areas of daily life in the UK, such as smiling, making eye contact, friendly greetings, table etiquette etc. This advice will be given to all students in some cases, but specific advice on cultural differences will be offered under the guidance of the EAL department.
- Students are encouraged to share information about their culture by making displays or giving assemblies or performances, especially when there is a celebration (e.g. Multicultural Evening or Chinese New Year). All international students take part in a public speaking competition in the Michaelmas term, and three students are selected to take part in the annual International Student Voice competition, a public speaking competition for overseas boarders in the Bath area. This allows them to have their own 'platform' and they and their accompanying audience members have the opportunity to meet their compatriots from other local schools.
- International students make a valued contribution in all aspects of school life.

5. HATs Policy

The principal goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done. *Jean Piaget*

The Highly Able and Talented (HATs) Policy supports the school's aims and outlines the provision made by PPC for students who require additional support to access the school curriculum for them to achieve their full potential. PPC has high expectations of all students and caters for the 'whole' child. We do everything practical to make school a positive experience for all students, including those who are identified as gifted and talented.

Aims and objectives

The aims and objectives of this policy are to promote good practice in identification, teaching, learning and management and support of students who are highly able and talented. In order to do this, PPC will:

- Provide a common definition of “highly able and talented” and an understanding of the needs of these students.
- Provide a structure to identify and monitor highly able and talented students.
- Provide training that assists all staff in identifying highly able and talented students confidently.
- Promote a whole school approach to highly able and talented provision.
- Support the needs of our students and help them to develop to their full potential. Developing the whole child socially and intellectually.
- Encourage students to think and work both independently and collaboratively with their ability peers.
- Ensure that highly able and talented students have access to a broad, balanced and relevant curriculum, which meets their individual needs and that there are opportunities for them to access further enriching experiences outside the regular timetable, such as Masterclass sessions and trips to stretch and inspire learning and challenge.
- Encourage a parent partnership to support highly able and talented students, including information sessions and individual meetings as required.

Definition of highly able and talented

Definitions of what constitutes a highly able and/or talented student varies and international terminology is ever-changing, for example, Potential Plus UK use the term ‘high learning potential’; Ofsted use ‘most able’; and the report ‘Educating the Highly Able’ produced by the Sutton Trust (July 2012) recommends the term ‘highly able’.

The term ‘highly able’ refers to those students who are capable of excelling in academic subjects such as English, Science, and History.

The term ‘Talented’ refers to those students who may excel in areas requiring visio-spatial or practical skills such as games and PE, drama or art. These students are likely to have been identified by our special talent scholarships, but other students may also fall into these categories.

The terms highly able and talented do not only refer to those students who are demonstrating these abilities. It is recognised that those who are gifted and talented, for a number of reasons, do not always show their ability. Just as there are children who have learning difficulties and need a particular type of support in order to reach their potential so there are also gifted and talented children who also need help to unlock their full potential, such as students with special abilities in empathy, understanding and negotiation. It’s not an “academic” gift or talent, but it connects with Emotional intelligence or Pastoral abilities.

Roles and Responsibilities

- Deputy Head Academic
 - Will be jointly responsible with the Head for the selection of academic scholars into the school.
 - Will lead on the provision for HATS club and Academic Scholars Programme which will seek to include the highly able students from across the school as appropriate.
 - They will work with the AH(T) to identify the students who are highly able from the entrance exams and other CEM data.
 - Will encourage the review and completion of the HATS register termly.
- Heads of Department
 - will ensure the highly able and talented provision is implemented within each faculty.

- This should include at least one masterclass or supercurricular opportunity each year.

- **Teachers**

In line with the School's Teaching and Learning framework, teachers have a whole school responsibility to cater for the needs of all students.

- Every teacher is responsible and accountable for all students and for the provision of quality first teaching to ensure that, students who are highly able and talented achieve their potential and are challenged appropriately in the classroom environment and beyond.
- Teachers will ensure that the curriculum in their subject area should meet the needs of all the students to whom it is delivered and should be modified where necessary and appropriate for highly able and talented students.
- Before meeting a new class, all staff should make themselves aware of those students in each of their classes who are on the highly able and talented register and communicate where possible with the previous teacher in order to ensure that progress continues, and transition is smooth.
- Participate effectively in the identification, assessment and referral process.

- **Parents as Partners:**

The school prides itself on the partnership it has with parents. We believe that good communication links between home and school help to support the progress and development of students. It is recognised that it is particularly important for students who have learning support needs, including those who are highly able and talented, to have the support and encouragement of parents so that they can achieve success. Therefore, the triangulation of parents, teachers and the child as partners in the student's learning is key.

Parents will always be kept informed about their child's learning and progress, with regular communication taking place. In addition, annual information sessions for parents will be held enabling parents to learn more about the opportunities available for their highly able and talented child.

- **Students**

- The school will work to ensure that, where possible, highly able and talented students are fully aware of their individual needs and be involved in the targets that are set for them.
- As far as is possible and practicable, students will be involved in the decisions taken regarding their education.
- Students should take advantage of the opportunities available to them.
- Scholars should engage and lead within the school community and set an example to other students.

Identification of highly able and talented students

The identification of students who are gifted and talented is not a straightforward process.

To ensure we can value both a gifted & talented program and put a growth mindset at the heart of it and our student's education all available material will be used to decide if a child is entered on the gifted and talented register. However, the two currently most influential theories of intelligence: Gardner's Theory of Multiple Intelligences (it helps us support the understanding that a student can be gifted in particular areas) and Sternberg's Triarchic Theory of Intelligence (conventional or analytical, creative and practical intelligences).

- A list of students who are highly able and/or talented will be kept on a register, which will be available to teachers on the whole school SharePoint held within the highly able and Talented folder. This list is always a working document and students can be added to it - or withdrawn from it - following appropriate evidence.
- Particular care is taken to try and identify highly able students who are under-achieving and those who have English as an additional language, for whom tests may not be accurate.

Provision, access and inclusion

Provision for students who are identified on the highly able and talented register is generally provided by subject teachers through effective quality first teaching and differentiation. It is the school's current curriculum model to ensure highly able and talented are catered for in their peer ability groups through the development of higher order thinking skills and challenging age-appropriate work.

Activities that aim to enrich highly able and talented students should:

- Inspire students
- Encourage empathy
- Encourage creativity
- Use problem solving
- Research & development
- Effective differentiation
- Encourage individual responses
- Stress process not just product
- Encourage high quality thinking
- Develop task commitment
- Celebrate the growth-mindset

Working with outside agencies

Where necessary and appropriate, the school will seek support from and work closely with outside agencies to assist in the provision for students. This may include educational psychologists who are able to identify highly able and talented children through psychometric testing. Parents will cover any costs associated with accessing this provision.

Staff development

- Highly able and talented training will be provided by the Deputy Head (Academic) to all staff at pertinent points of each academic year.
- All staff will be advised on new additions and amendments to the highly able and talented policy. Relevant teachers will be advised regarding changes to the entries on the gifted and talented register.

APPENDIX A
Practical Implementation of SEND Policy

Topic	At Prior Park College
Types of Special Educational Needs that are provided for	<p>As a selective independent school, we provide for children of mixed ability who are able to achieve their potential in the mainstream classroom. Children with mild to moderate Specific Learning Difficulties and ASD are supported through the Learning Programme.</p> <p>As a Grade 1 listed site there are limitations to the alterations which can be made to the buildings. The site is on many levels, making accessibility difficult in many areas, especially for wheelchair users.</p>
Principles for identifying children with SEND and assessing their needs	<p>Children are identified as having SEND through internal and external assessment, observations and meetings with the parents and class teacher. Any other information from feeder schools or other schools may also be used to provide evidence of a need. Parents are always welcome to make an appointment with their child's tutor in the first instance to raise concerns. They may also decide to speak to the Learning Support Department.</p> <p>If subject teachers think that more support is needed, they will discuss their concerns with the child's parents and also consult with the Learning Support Department.</p> <p>The Learning Support Department works in collaboration with parents and class teachers to identify the specific needs of a child. They may recommend that further assessments may be needed and other specialists such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists or CAMHS may become involved.</p>
Arrangements for consulting parents of children with SEND and involving them in their child's education	<p>Parents are welcome to meet with the Learning Support Department whenever the need arises. Regular contact is made through emails and telephone calls when required. Parents are invited to attend Parent Consultation evenings to discuss their child's progress and to contribute to the pupil's Support Plan.</p> <p>Parents are encouraged to contact the Learning Support Department if concerns are raised regarding their child's general well-being.</p>
Arrangements for consulting children with SEND and involving them in their education	<p>Pupils in the Learning Support Department have Plans which indicate strengths and weaknesses and preferred approaches to teaching in the classroom. Pupils contribute to these plans which are available for subject staff on the school's intranet. The Support Plans are working documents and will change when and if the need arises. These plans are discussed at Parent consultation evenings.</p>

<p>Arrangements for assessing and reviewing children’s progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review</p>	<p>Pupil assessments occur prior to entry to establish a baseline of their specific needs. Internal testing takes place at the end of Years 7 and 8 to monitor progress and inform teaching and target setting. These targets are discussed and agreed with the pupils. In Year 9 external assessments with an educational psychologist determine whether or not access arrangements are required for GCSE and GCE examinations. These arrangements may also apply to pupils studying external music or drama awards.</p> <p>Pupils are supported throughout all their phases of education at the College. During the transition from the junior house to the senior house at the start of year 9, preparing for suitable GCSE choices and then in the transition to either 6th Form or some further form of study elsewhere.</p> <p>The independent careers advisor also contributes to the pupils’ transition through their key stages. Parents are involved in this process through all key stages of their education.</p>
<p>Arrangements for supporting children in the moving between phases of education and preparing for adulthood</p>	<p>Before arriving at the College, the Learning Support Department liaises with the pupils’ feeder schools to ensure a smooth transition. Similar arrangements can be made at Year 9 entry.</p> <p>All SEND pupils have Support Plans which accompany them throughout their education at Prior Park. Moving from Key stage 3 to 4, the pupils’ House staff will also be involved in guiding and advising. Guidance is given with both choices at post 16+ and then again for Further or Higher education.</p> <p>The independent careers advisor will also be involved at these key stages, as will parents or guardians.</p>
<p>Approach to teaching children with SEND</p>	<p>We endeavour to ensure that every child reaches their potential given their specific learning need. Curriculum teachers aim to differentiate their lessons and activities to suit the individual children in their class.</p> <p>Departments’ schemes of work identify resources, activities and teaching strategies to help pupils with specific learning needs to access the curriculum.</p> <p>Within the Learning Support Department the pupils receive specialist teaching to support their core needs as well as strategies to access their curriculum.</p> <p>The College has a dedicated teaching area for pupils with SEND creating a supportive and nurturing environment.</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</p>	<p>SEND pupils have an adapted timetable which may involve reduced subjects. The majority of this additional time will be spent in the Learning Support Department or within another supervised location such as the library.</p> <p>In Years 7 and 8 there is a Booster group for pupils who do not currently meet the criteria for SEND, but may do so in the future.</p>

<p>The expertise and training of staff to support children with SEND, including how specialist expertise will be secured</p>	<p>Subject teachers provide quality first teaching which is differentiated to suit the needs of the children in their lessons and guidance is provided by the specialist teachers in the Learning Support Department. New staff entering the College receive an induction from the Head of Learning Support. Currently the Learning Support Department consists of one full time and two part time specialist teachers who regularly update their expertise through attending training provided by professional organisations.</p>
<p>Evaluating the effectiveness of the provision made for children with SEND</p>	<p>Within the Learning Support Department, pupils' progress is monitored, evaluated and recorded dependent on their individual learning programme. As an ongoing process, the Department supports SEND pupils throughout their education at the College. Results at the end of Key stages 4 and 5 reflect the effectiveness of the department in light of pre-entry data. Informal measures of qualitative information received from parents, pupils and staff contribute towards evaluating the effective provision of SEND.</p>
<p>How children with SEND are enabled to engage in activities with children in the school who do not have SEND</p>	<p>Pupils are expected, with suitable adjustments where necessary to participate in all activities within the college. Advice may be given to departments and the boarding community if a pupil has a specific difficulty which may require some form of adaptation in the activity they are undertaking. There is an inclusive 'can-do' ethos which encourages all pupils to participate in activities irrespective of their SEND.</p>
<p>Support for improving social and emotional development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying</p>	<p>The tutorial team liaises with the Learning Support department to support the social and emotional needs of children with SEND. Strategies are discussed and agreed and implemented with the involvement of the child.</p> <p>The College has a pastoral support programme for all year groups.</p> <p>Pupil Support Plans will indicate if a pupil is especially vulnerable due to their Specific Learning Difficulty. The SEND Provision Map also outlines pupils' specific difficulties and some guidance on how to support them.</p> <p>If and when necessary, a pupil may be referred to the school counsellor or Chaplain.</p> <p>The College has an active anti-bullying policy. The designated person in charge of Child Protection will also be notified of any concerns.</p> <p>For further information, see the school's Counter-Bullying Policy.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEND and supporting their families</p>	<p>As an independent school, a limited number of these organisations are available to us free of charge. In every case, parents are consulted, and permission is sought before proceeding with a referral.</p>

	<p>The Learning Support Department can advise parents as to which service may be helpful and will assist in setting up an initial meeting on their behalf.</p>
<p>Arrangements for handling complaints from parents of children with SEND about the provision made at school</p>	<p>If a parent is ever dissatisfied, they are encouraged to speak to the Learning Support Department, in the first instance. If parents are still not satisfied, they should then take their complaint to the Deputy Head Academic and lastly the Headteacher. The school has a comprehensive complaints procedure.</p>

APPENDIX B
Cambridge IGCSE English as a Second Language 0511 (count-in speaking)

The aims of Cambridge IGCSE English as a Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

Syllabus content

Candidates may follow either the Core curriculum only or the Extended curriculum which includes both the Core and Extended. Candidates aiming for grades A* to B must follow the Extended curriculum.

Reading: Core Level <ul style="list-style-type: none"> • understand simple texts, e.g. public notices and signs (including timetables and advertisements) • identify and retrieve some facts from simple texts, e.g. to complete a form • select and organise some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds • recognise some ideas, opinions and attitudes in a range of texts • begin to understand what is implied but not actually written, e.g. gist, purpose and intention 	Reading: Extended Level <ul style="list-style-type: none"> • understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers • identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form • select and organise relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds • recognise and understand ideas, opinions and attitudes within extended texts and explore the connections between them • understand what is implied but not actually
Writing: Core Level <ul style="list-style-type: none"> • carry out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100-150 words) in an appropriate and accurate form of English • describe, report and give personal information • identify, organise and present material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper 	Writing: Extended Level <ul style="list-style-type: none"> • carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English • describe, report and give a wide range of information • identify, organise, structure and present material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper
Listening: Core Level <ul style="list-style-type: none"> • understand simple information presented in a variety of forms, e.g. an answerphone 	Listening: Extended Level <ul style="list-style-type: none"> • understand and select from a range of information presented in a variety of forms, e.g. an answerphone message, news,



<p>message, news, weather, travel, interviews, dialogues and telephone conversations</p> <ul style="list-style-type: none">• identify and retrieve some facts from material, e.g. a formal talk• recognise some ideas, opinions and attitudes• begin to understand what is implied but not actually spoken, e.g. gist, purpose and intention	<p>weather, travel, interviews, dialogues and telephone conversations</p> <ul style="list-style-type: none">• identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk• recognise and understand ideas, opinions and attitudes and explore the connections between them• identify the important points or themes of the material including attitude, relationships between speakers• understand what is implied but not actually spoken, e.g. gist, purpose and intention.
Speaking: Core Level	Speaking: Extended Level
<ul style="list-style-type: none">• carry out a range of speaking activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs• conduct a sustained conversation with some confidence	<ul style="list-style-type: none">• demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs• respond confidently to new, topical ideas• conduct a sustained conversation with a sense of audience and purpose

APPENDIX C

Supporting EAL students in their academic studies

Liaison between EAL pupils, subject teachers and the EAL teacher is crucial. This 3-way process of support will enable pupils to feel at ease in their academic life at school.

- Encourage the other pupils in your class/tutor group to make new EAL pupils feel welcome. Keep an eye on them & make sure they know where they have to be & when etc. Familiarise them with classroom/school procedures
- Sit EAL pupils at the front of the class so you can see what they are taking down. Even if you allow 'free seating' new EAL pupils like to be told where to sit.
- Pair them with English pupils for group/pair work.
- Think about the language you use:
 - Talk slowly & clearly
 - Avoid ending mid-sentence
 - Ask one question at a time
 - Try to avoid idiomatic/colloquial expressions
- Stick to the topic, introduce the topic of the lesson and summarise the main points.
- Do not assume verbal instructions have been understood. Write instructions & prep on the board.
- Rephrase (rather than just repeating) anything that has been misunderstood.
- Electronic translators/dictionaries. Let them be used (if you agree) but not over-used.
- If possible, read out what is written on the board & don't rub it out too soon.
- Keep regular eye contact to monitor attention & understanding.
- Correction techniques - use praise & encouragement, 'A good try but....'
- Remember, some EAL pupils are still trying to get to grips with everyday communicative English. Explain technical terms in plain English, then emphasise them by repetition & writing on the board (keep a corner of the board for this?) / flash card / photocopied sheet.
- You may need to give extra help with subject-related concepts by giving gap-filling exercises, labelling diagrams etc. Remember that a lot of EAL pupils have just joined our education system & have missed classes in the lower school (eg safety procedures in science laboratories)
- Repeat instructions & get EAL pupils to repeat them back.
- Try not to make Euro-centric assumptions. Please think ahead at the beginning of each topic - you may need to explain (or refer to EAL Dept) when you realise there are chunks of missing elementary knowledge.
- Many EAL pupils have not had experience of independent learning / doing research. They have often been expected to **NOT** participate or ask questions but to memorise all that the teacher says.
- Public reprimands (and excessive public praise) can be extremely embarrassing in some cultures. Best to do it on a 1:1 basis.
- Note-taking is a high-level skill & you (or an able British pupil) may have to give assistance with photocopied notes.
- Coursework - EAL dept can check through for grammatical errors/register before submission to subject teachers.
- Unsatisfactory work/exam result - again EAL dept can go through this with pupil on an individual basis.

APPENDIX D
Checklist of gifted and talented attributes

A range of broad qualities shown by gifted and talented learners in areas of learning and attitude across the curriculum often include the ability to:	Frequently	Sometimes	Rarely
• Think quickly and accurately			
• Work systematically			
• Generate created working solutions			
• Work flexibly			
• Communicate their thoughts and ideas well			
• Achieve, or show potential in a wide range of contexts			
• Be particularly creative			
• Show great sensitivity or empathy			
• Demonstrate particular physical dexterity or skill			
• Make sound judgements			
• Be outstanding leaders or team members			
• Be fascinated or passionate about a particular subject/interest			
• Demonstrate high level of attainment across a range of subjects, within a subject, or aspect of work.			
• Be resilient with their learning and challenges they may face			
• Have a high threshold for task commitment *			
• Showing good insight into cause-effect relationships			
• Easily grasp underlying principles, and need the minimum of explanation			
• Quickly make generalisations and extract the relevant points from complex material			
• Having exceptional curiosity and constantly want to know why			
• Being perceptive in discussion about peoples' motives, needs and frailties			

APPENDIX E
HATs- Identification methods at Prior Park College

Method	Strengths	Limitations
Ability Profile Tests (CEM select, MidYIS, YELLIS, ALIS)	<ul style="list-style-type: none"> • Useful screening procedure • Objective evaluation of performance of abilities in comparison with others of a similar age 	<ul style="list-style-type: none"> • Limited to the skills measured • High scores don't necessarily translate into high levels of performance/ achievement • May not identify students with different cultural/linguistic backgrounds or dyslexic students • Less robust at the extremes of the range
Teacher Assessment	<ul style="list-style-type: none"> • Based on clear criteria • Linked to the school curriculum 	<ul style="list-style-type: none"> • High levels of achievement dependent on access to appropriate curriculum opportunities • Open to interpretation
Teacher Nomination	<ul style="list-style-type: none"> • Makes use of teacher's ongoing assessment of students • Closely linked to provision • Facilitates recognition of student responses to teaching, levels of initiative and interest, creative and critical thinking, extent of high-level problem solving 	<ul style="list-style-type: none"> • Subjective if not undertaken against agreed criteria
Classroom Observation	<ul style="list-style-type: none"> • May help to confirm other assessments through systematic data collection based on agreed criteria • Assesses child in familiar context doing familiar tasks 	<ul style="list-style-type: none"> • Time consuming and therefore expensive • Subjective if not undertaken rigorously and on a series of occasions
Examination of Student Work	<ul style="list-style-type: none"> • Good measure of written outcomes • Helps refine teacher expectations through analysis of high-quality work 	<ul style="list-style-type: none"> • Subjective if not undertaken rigorously • Only measures achievement, not potential • High performance reliant on good opportunities and high teacher expectation • Over reliance on written work can hide wider potential
Generic Checklists	<ul style="list-style-type: none"> • Easily accessible • Simple to handle 	<ul style="list-style-type: none"> • Runs the risk of creating stereotypes • Too general to be useful in curriculum terms
Reading Tests	<ul style="list-style-type: none"> • Easy to administer • Reading competence gives some indication of likely exam performance 	<ul style="list-style-type: none"> • Reading is a skill rather than ability and high scores on reading tests are not necessarily a reliable indicator of cognitive ability
Creativity Tests	<ul style="list-style-type: none"> • Measures abilities not normally assessed as part of school assessment • Offers divergent thinkers a chance to display their abilities 	<ul style="list-style-type: none"> • Time consuming to administer
Educational Psychologists/ Assessors	<ul style="list-style-type: none"> • Invaluable in identifying high ability linked to complex issues e.g. areas of SEN 	<ul style="list-style-type: none"> • Can be expensive • May be unnecessary for students achieving well with no issues

Parents and Peers	<ul style="list-style-type: none">• Intimate knowledge of the individual• Takes account of performance outside school environment	<ul style="list-style-type: none">• Subjective, based on own experience and knowledge
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