



Astrea Academy Trust

Inclusion Policy

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Written by	Executive Director of Inclusion
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1. Introduction and Legislative Compliance

- 1.1. This policy sets out Astrea Academy Trust's expectations for all our schools and those regularly joint working with parents, local authorities and social care partners, as well as external agencies and community groups who continually work together to ensure learners in our care receive the best educational experience.
- 1.2. These expectations will ensure we are compliant with both the requirements and the ethos of the SEND reforms and will serve to improve outcomes for all vulnerable learners.
- 1.3. "Inclusion is a journey with a clear direction and purpose: equality of opportunity for all children and young people." (Council for Disabled Children, 2008)
- 1.4. Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school.
- 1.5. The inclusion focus for Astrea is concerned particularly on those groups of learners who may have been marginalised historically or who have underachieved or who are currently underachieving when compared to their peers.
- 1.6. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.
- 1.7. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.
- 1.8. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.
- 1.9. All schools must operate in accordance with the law as set out in the following:
 - The Education Act 1996
 - The Children and Families Act 2014
 - The Special Educational Needs and Disability regulations 2014
 - The Special Educational Needs (Personal Budgets) regulations 2014
 - The Equality Act 2010
- 1.10. All schools in England **must** have regard to the [Code of Practice \(2015\)](#) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities in light of the guidance set out.
- 1.11. Under the [Equality Act \(2010\)](#) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.
- 1.12. The [Teachers' Standards \(2012\)](#) makes clear the expectation for all *teachers* to "adapt teaching to respond to the strengths and needs of all pupils". Teachers must "have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)



2. Equality and Inclusion

- 2.1. All learners should be equally valued in school. The Equality and Human Rights Commission (EHRC) states that “avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life”.
- 2.2. In addition, in England, equality and diversity are specified factors that must be considered during school inspections, such as those led by Ofsted.
- 2.3. Schools also have wider duties to prevent discrimination, to promote equality and to foster good relations for “an equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people’s different needs, situations and goals and removes the barriers that limit what people can do and can be.” (EHRC, 2014)

3. Vision

- 3.1. The Astrea mission, ‘Inspiring beyond Measure’, reflects the belief that an exceptional education for all is rich and empowering beyond the narrow confines of formal examination success.
- 3.2. The vision for Inclusion across the Trust reiterates the Astrea mission, acknowledging that an exceptional education will provide a rich and empowering experience which produces success through wider and academic outcomes and where ‘success’ is defined in terms of the individual learner.

4. The Astrea Model

- 4.1 The model is based on the five core Value Partners of:

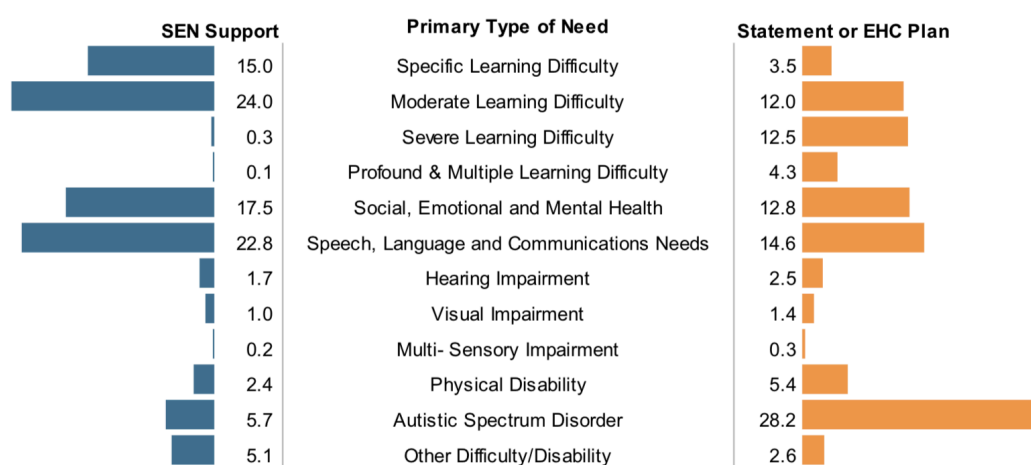
- Responsibility and Leadership
- Enjoyment and Innovation
- Aspiration and Development
- Collaboration and Inclusion
- Honesty and Integrity





5. Learners with SEND

- 5.1 The January Census (2018) identifies that the percentage of pupils in England with special educational needs is now 14.6% and those with a statement or Education, Health and Care (EHC) Plan is now 2.9%.¹ The percentage of the total pupil population in England on SEN Support is now 11.7%.
- 5.2 The most common primary types of needs in England have remained the same from 2017. 24% of all pupils on SEN Support have Moderate Learning Needs (MLD) as a primary type of need in January 2018. 28.2% of all pupils with a statement or EHC Plan have Autistic Spectrum Disorder (ASD) as a primary type of need in January 2018.
- 5.3 The breakdown of primary type of need is taken from the DfE, as per the footnote, and provided below:



Source: *Schools census, January 2018*

- 5.4 There is; however, a clear distinction between ‘underachievement’, often caused by a poor early experience of learning, and ‘special educational needs’.
- 5.5 Some learners may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these pupils ‘catch up’.
- 5.6 As recognised in the SEND Code of Practice, “a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”.
- 5.7 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools,

¹ DfE; Special Education Needs in England: January 2018:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729208/SEN_2018_Text.pdf



mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

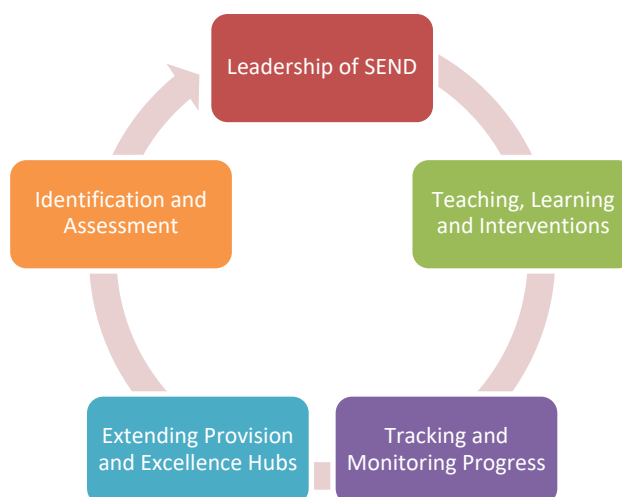
- 5.8 A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).” (Code of Practice, updated January 2015)
- 5.9 The Code of Practice (2014, updated January 2015) makes clear the four broad areas of Special Education Need, these are:
- Communication and Interaction
 - Cognition and Learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- 5.10 In line with the Code of Practice, all schools follow the graduated approach to a learners’ special educational needs. This support should take the form of “a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.”



(The Graduated Approach)



5.11 **The Astrea strategic model for SEND is underpinned by the five core value partners** to provide five key areas of effective leadership of SEND provision:



- 5.12 The **Responsibility and leadership** of SEND is well evidenced when there is a clear strategic approach to SEND provision across the school, with key personnel identified and recognised, and where continuing professional development (CPD) and performance management are successful in improving outcomes for learners with SEND.
- 5.13 **Enjoyment and innovation** for learners with SEND is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all and a belief that learning is without limits.
- 5.14 The **Aspiration and development** of learners with SEND is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners are well-prepared for the next stages of their educational journey.
- 5.15 **Collaboration and inclusion** is well evidenced when the provision for learners with SEND is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which is different from and/or additional to that already offered and which secures effective partnership working for all involved – including parents / carers.
- 5.16 **Honesty and integrity** is well evidenced in the appropriate and early identification of learners' needs; where the SEND register is an accurate and regularly updated 'live document' and where specialist support is available 'at the right time'.



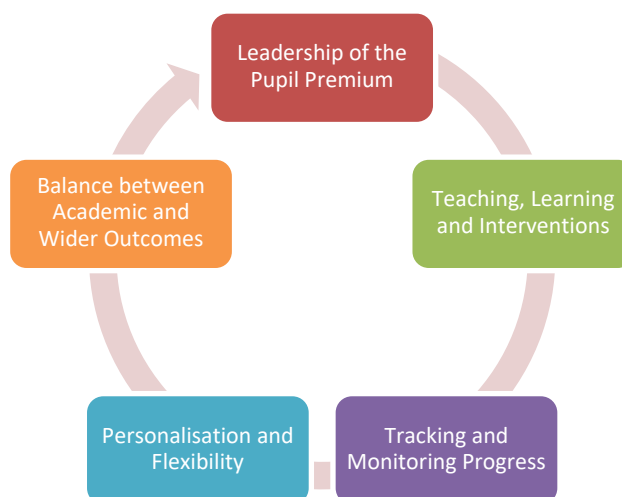
6. Working Together across Education, Health and Care

- 6.1 Astrea Academy Trust is committed to joint working arrangements with education, health and care bodies and professionals to secure effective outcomes for all learners in our schools.
- 6.2 The SEND Code of Practice confirms that at a strategic level, partners must engage children and young people with SEN and disabilities and their parents in commissioning decisions, so that useful insights can be gained into how to improve services and outcomes.
- 6.3 When commissioning training for professionals, partners should consider whether combined services delivery, training or a common set of key skills would help professionals and providers adapt to meeting the needs of children and young people with SEND in a more personalised way.
- 6.4 This could include commissioning 'key working' roles to support children and young people with SEND and their parents, particularly at key points such as diagnosis, EHC plan development and transition.
- 6.5 Each Astrea school will cooperate with the relevant Local Authority in developing and reviewing its local offer.
- 6.6 The Astrea Central Team will work with our schools, local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.



7. Disadvantaged Learners in Receipt of the Pupil Premium

- 7.1 For those learners who have been in receipt of free school meals (FSM) at any point in the last six years, are children of Service personnel who have served at any point in the last six years, or are learners who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order, the Pupil Premium is additional funding provided to schools in order to address two policies:
- To raise the attainment of disadvantaged pupils of all abilities to reach their potential; and
 - Supporting children and young people with parents in the regular armed forces.
- 7.2 **The approach for disadvantaged learners is underpinned by the Astrea core value partners** and informed by evidence from research and best practice, and as recommended through the '7 Building Blocks' approach², see appendix 1.



- 7.3 The **Responsibility and leadership** of the Pupil Premium is well evidenced when there is a clear strategic approach to provision for disadvantaged learners across the school, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for disadvantaged learners.
- 7.4 It is important that more able learners are identified at the earliest opportunity and are known to staff so that provision can meet need.
- 7.4 **Enjoyment and innovation** for disadvantaged learners is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which entuses and engages, resulting in consistently high expectations and aspirations of all and a belief that learning is without limits, including for learners from disadvantaged backgrounds.
- 7.5 The **Aspiration and development** of disadvantaged learners is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and

² NFER (2015) *What are the most effective ways to support disadvantaged pupils' achievement?*



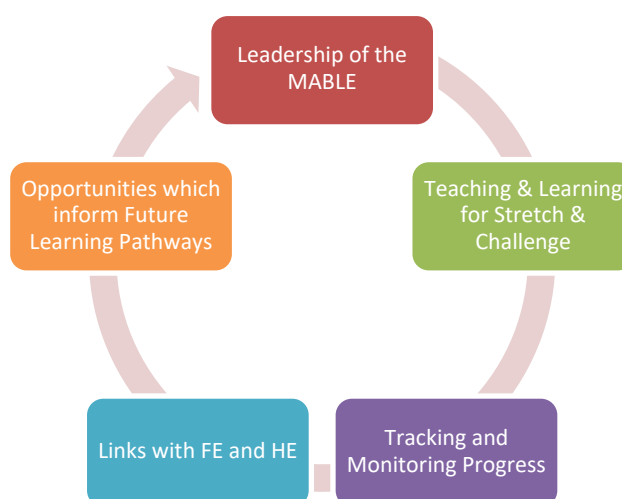
where all learners are well-prepared for the next stages of their educational journey.

- 7.6 This need is recognised in The Sutton Trust report (2018), which recommends that the use of funding should reflect the wider need for disadvantaged pupils to have access to activities and programmes which allow them to reach their potential.
- 7.7 Where disadvantaged pupils are also more able, The Sutton Trust report also recommends that funding would be well used in obtaining extra tutoring or booster sessions which allow pupils to achieve 'greater depth' in primary education and/or A* grades or Level 9 at GCSE and A* at A Level.
- 7.8 **Collaboration and inclusion** is well evidenced when the provision for disadvantaged learners is well developed and innovative, with opportunities available for personalisation and flexibility; providing a broad curriculum offer which is suitably stretching, provides an understanding of context and which secures effective partnership working between parents / carers and the school.
- 7.9 It is important that where learners are disadvantaged and more able that parents and carers are involved and supported to enhance and extend the curriculum and wider experiences, as identified in The Sutton Trust report; *Potential for Success* (2018).
- 7.10 **Honesty and integrity** is well evidenced in the appropriate and accurate identification of need for disadvantaged learners; where provision considers the 'whole child' and provides an appropriate balance of support between academic and wider outcomes.



8. More Able Learners

- 8.1 A learner is considered to be 'more-able' if they perform at a level that exceeds that which is expected for their age group; this may be in one or more areas of learning.
- 8.2 The National Association for Able Children in Education (NACE)³ believes:
- Defining ability is complex and evolving
 - High ability includes all domains of human achievement
 - Many children are capable of high achievement given the right opportunities
 - There should be no ceiling on how many children in a school are defined as highly able
 - Every school can and should provide opportunities for their highly able to flourish and achieve.
- 8.3 NACE also states that learners of high ability may demonstrate all or some of the following characteristics:
- Able to master the rules of a domain easily and transfer their insights to new problems
 - Make connections between past and present learning
 - Work at a level beyond that expected for their age group
 - Produce original and creative responses to common problems
 - Shows curiosity, asks questions and enjoys engaging in debate or discussion.
- 8.4 **The approach for more able learners is underpinned by the Astrea core value partners** and informed by evidence from research and best practice, such as that recommended by Ofsted in their 2015 report.⁴



- 8.5 **Responsibility and leadership**, which enhances provision for more-able learners is

³ www.nace.co.uk

⁴ Ofsted (2015) *The Most Able Students – An Update on Progress since June 2013* [Online] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/408909/The_most_able_students_an_update_on_progress_since_June_2013.pdf [Accessed 1 March 2017]



evidenced when there is a clear strategic approach, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for more able learners and which ensures they reach their full potential.

- 8.6 It is important that more able learners are identified at the earliest opportunity and are known to staff so that provision can meet need.
- 8.7 The Sutton Trust report (2018) recommends that a 'highly able' coordinator or team is identified in order to support teacher development in this area, as well as enhancing pupil access to wider opportunities; particularly for those who are disadvantaged and more able.
- 8.8 **Enjoyment and innovation** for more able learners is well evidenced through high quality teaching, stretch and challenge, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all.
- 8.9 The **Aspiration and development** of more able learners is well evidenced through robust tracking and monitoring processes, which ensures levels of achievement and attainment are substantial and sustained, based on individual starting points, and where more able learners are pushed to 'be the best they can be'.
- 8.10 **Collaboration and inclusion** is well evidenced when the provision for more able learners is well developed and innovative, with opportunities available for appropriately personalised and flexible pathways, which take advantage of partnerships and wider learning through links with further (FE) and higher education (HE) institutions.
- 8.11 It is also important that parents and carers are involved and supported to enhance and extend the curriculum and wider experiences of those learners who are more able.
- 8.12 **Honesty and integrity** is well evidenced in the appropriate and early recognition of learners who are more able and a commitment to providing them with a range of opportunities and experiences, which reflects their personal gifts, potential and distinctiveness; particularly when considering their learning progression and future career paths.



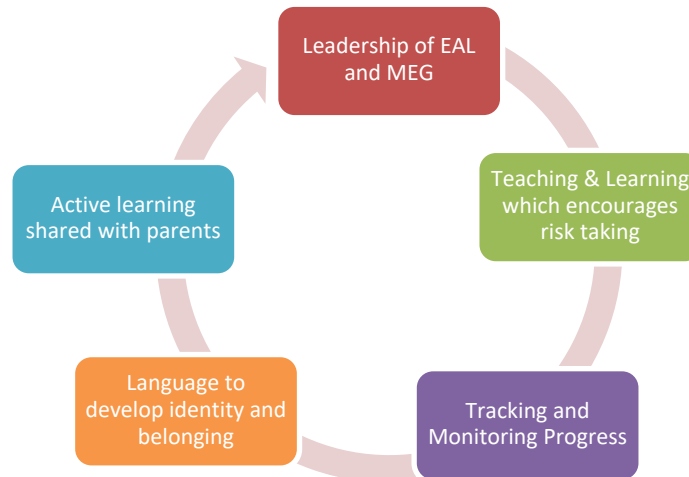
9. Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG)

- 9.1 The term EAL learner is often used interchangeably with 'bilingual learner' (DfES 2007); the government definition of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages'. (DfES 2003)
- 9.2 Government research (2003) identifies that 'minority ethnic groups are differentiated based on a combination of categories including 'race', skin colour, national and regional origins and language...this is based on the assumption of an 'ethnic majority' that is white, of British origin, and English-speaking'.
- 9.3 Gypsy, Roma and Traveller pupils are considered a minority ethnic group across Astrea. DfE research (2010) uses the umbrella term to embrace all Gypsy and Traveller groups as well as Roma from Eastern and Central Europe. Within this, Roma is a generic term used to describe many different groups of Romani people including for example, Gypsies, Tsiganes, Sinti Kale, and Romanichal.
- 9.4 To ensure equity of learning for our EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. "EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs."⁵
- 9.5 It is important to note that "significant differences of culture, outlook, narrative and experience should be recognised and respected. It is important that all pupils should feel that they belong – to the school itself, the neighbourhood and locality, and to Britain more generally. Belonging involves shared stories and symbols; a shared sense of having a stake in the well-being and future development of the wider community; a sense that one is accepted and welcomed, and that one is able and encouraged to participate and contribute." (Derbyshire EA 2003)
- 9.6 English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated or personalised work and individual learning opportunities must be provided for children who are learning English as an Additional Language as part of the Trust's provision for vulnerable learners; this may be underpinned by the approaches highlighted for the disadvantaged and more able, where appropriate.
- 9.7 The National Association for Language Development in the Curriculum (NALDIC) have identified five principles of good practice in EAL teaching and learning (1999). These were also endorsed by Ofsted (2004) and are:
 - Activating prior knowledge in the learner
 - Providing a rich context
 - Encouraging learners to communicate in speech and writing
 - Pointing out key features of English explicitly
 - Developing learners' independence.

⁵ National Subject Association for EAL (2017) www.naldic.org.uk [Accessed 1 March 2017]



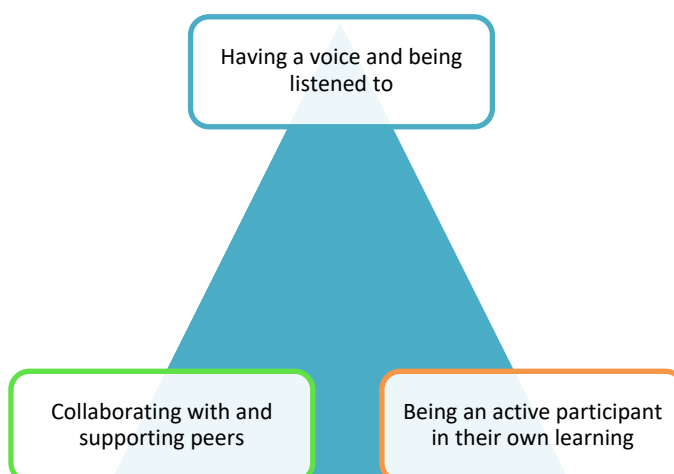
- 9.8 **The approach for learners with English as an additional language and those from minority ethnic groups is underpinned by the Astrea core value partners** and informed by evidence from research and best practice, such as that available through NALDIC. (see footnote)



- 9.9 **Responsibility and leadership**, which enhances provision for EAL and MEG learners is evidenced when there is a clear strategic approach, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for EAL and MEG learners.
- 9.10 **Enjoyment and innovation** for EAL and MEG learners is well evidenced and appropriately focused on high quality teaching and intervention, which is targeted and which enthuses and engages, actively promoting a safe environment where risk taking is encouraged to enhance independence. Teaching should balance language acquisition learning and risk taking to develop further learning, which may include subject specific or deeper learning.



- 9.11 Research⁶ suggests that EAL learners benefit from a combination of focused provision, which is underpinned by inclusive practices in three areas, as demonstrated below:



- 9.12 Teachers should plan to meet these needs by identifying pupils' levels of proficiency using *The Bell Foundation EAL Assessment Framework*, see appendix 3 for an example, then selecting appropriate classroom strategies, TA strategies or out-of-class support and home learning from *The Bell Foundation EAL Classroom Support Strategies* document, see appendix 4, for an example.
- 9.13 The British Council's mantra "Good for EAL, Good for All" should be remembered (British Council, 2017)⁷ as: 'new vocabulary is not only important for beginners. Advanced EAL learners and learners with English as a mother tongue need to acquire the more formal vocabulary and register required for academic success and will benefit from these teaching and learning strategies.'
- 9.14 The **Aspiration and development** of EAL and MEG learners is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners and all languages are equally valued and respected.
- 9.15 As of September 2018 it will no longer be a DfE requirement for schools to track proficiency levels in English language in addition to curriculum-level data;⁸ see appendix 2 for a summary overview. However; the official position from NALDIC recommends that:
- Schools continue to assess for internal purposes
 - The DfE review this decision.
- 9.16 As a result, Astrea schools will be expected to continue using proficiency levels as a key indicator of language proficiency and to assist in the early identification of support.
- 9.17 **Collaboration and inclusion** is well evidenced when the provision for EAL and MEG learners is well developed and applies the principles outlined within this policy, attending to personalisation and flexibility; providing a curriculum offer which capitalises on

⁶ New Arrivals Excellence Programme Guidance; Primary and Secondary *National Strategies* | Crown copyright 2007 [Accessed 1 Jan 2018]

⁷ <https://eal.britishcouncil.org/teachers/great-ideas-introducing-new-vocabulary>

⁸ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/651601/2017_to_2018_School_Census_Guide_V1_3.pdf



opportunities for active and practical learning experiences and which secures effective partnership working for all involved. This actively includes parents / carers so that they feel confident that their home and community language, and the narratives and culture in which their language is embedded, is respected by the school.

- 9.18 **Honesty and integrity** is well evidenced in the appropriate and accurate identification of needs specific to EAL and MEG learners, where an ethos of *Respect for All* is promoted and where all languages are equally valued and central to the development of identity and belonging in contemporary British society.



10. Expectations of all Schools

10.1 At the heart of educational inclusion is provision which meets the needs of all learners.

10.2 All schools are *committed* to providing:

- Quality First Teaching (QFT) which meets the needs of all learners and which is appropriately differentiated
- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all pupil groups
- Opportunities to extend and challenge all learners, so that they can achieve their potential
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family

10.3 All schools are *required* to have the following:

- SEND Information Report (All Schools)
- Accessibility Plan for disabled pupils (All Schools)
- Equality Objectives; details of how compliance with the public sector equality duty is met (All Schools)
- Pupil Premium Strategy which details the impact of spend for the previous academic year (All schools)
- Pupil Premium Strategy which details the rationale for and use of spend for the current academic year (All schools)
- Primary PE and Sports Premium Evidence of Impact Statement for the previous academic year (Primary schools only)
- Primary PE and Sports Premium Allocation and Intent to Spend Statement for the current academic year (Primary schools only)
- Year 7 Catch-Up Premium Evidence of Impact Statement for the previous academic year (Secondary schools only)
- Year 7 Catch-Up Premium Allocation and Intent to Spend Statement for the current academic year (Secondary schools only)

10.4 It is *best practice, but not a requirement*, for all schools to also have the following:

- SEND Action Plan for Improvement
- Pupil Premium Action Plan for improvement
- A coordinated provision map, which identifies additional support / strategies by learners and which can be filtered according to learner characteristics
- Links to disadvantaged, SEND, more-able and EAL in the whole-school Improvement Plan



11. Responsibilities of the Trust

- 11.1 To ensure the expectations of all schools are upheld, the Trust undertakes a variety of Quality Assurance (QA) activities on a minimum of an annual basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement:
- Annual SEND Review
 - Annual Pupil Premium Review
 - Monitoring Visits, as appropriate, for SEND and Pupil Premium
- 11.2 All reviews are reported on formally and shared with Transition Board members / Local Education Consultative Committees, as appropriate, for further discussion and challenge.
- 11.3 In addition, a core offer of support is provided to all schools and may include any of the following:
- Cluster meetings to inform and share best practice
 - Development of 'Excellence Hubs' to enhance peer-to-peer support
 - Staff training, research projects and conferences, as detailed within the Astrea CPD brochure
 - External review preparation and guidance
- 11.4 Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by the Central Team to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of learners.



Appendix 1



Department
for Education

What are the most effective ways to support disadvantaged pupils' achievement?



Evidence for
Excellence in
Education

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



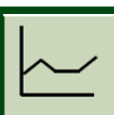
4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites:

<https://www.gov.uk/government/organisations/department-for-education/about/research> and www.nfer.ac.uk/publications/PUPP01



Appendix 2

Where 'Proficiency in English' is required, schools will assess the position of their EAL pupils against a five-point scale of reading, writing and spoken language proficiency (see below) and make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to:

- **New to English [Code 'A']:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying / repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
- **Early acquisition [Code 'B']:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative / accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
- **Developing competence [Code 'C']:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
- **Competent [Code 'D']:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
- **Fluent [Code 'E']:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Alongside the scale outlined above, 'Not Yet Assessed' [Code 'N'] is available for use where the school has not yet had time to assess proficiency.



Appendix 3

PRIMARY LISTENING

Name:

Class:

First Language:

		Band A	Band B	Band C	Band D	Band E
	CODE	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to respond verbally in interactions with others	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing little or no disadvantage to English-speaking peers
Early Development	1	Can understand single words or short phrases in familiar contexts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow oral instructions and compare with visual or non-verbal models (e.g. 'Draw a circle under the line') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand an unfamiliar speaker on a familiar topic <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can meet the language demands of group activities and class discussions without support for EAL <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
	2	Can follow and identify objects, images, figures and people from oral statements or questions with contextual support (e.g. 'Which one is a rock?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can respond to simply phrased factual questions (e.g. 'Which things use electricity?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Is acquiring topic/subject-specific vocabulary <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can select key information for a purpose, rejecting irrelevant and unimportant information <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
	3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can attend for short periods to simple stories and songs with visual scaffolds <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can get the gist of unfamiliar English in predictable social and learning situations (e.g. language of playground games, common phrases used by the teacher 'Do your best', 'Check your work') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can participate confidently in shared texts, such as songs and poetry <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can draw on a range of discourse markers (e.g. expressions like right, okay, anyway, or I said) to help make meaning <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
	4	Can follow and join in routine classroom activities willingly <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow day-to-day social communication in English <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand common, everyday vocabulary, knows that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand humorous references if not culturally laden <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
not expected to be achieved in order	5	Can show comprehension through action and gesture rather than words <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow narrative/accounts with visual support <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use intonation and stress on words to gain meaning from spoken English (e.g. hear approval or disapproval, or distinguish between a question and a command) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Has access to a wide vocabulary including abstract nouns (e.g. hunger, happiness) and a growing bank of subject-specific words related to curriculum tasks <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand most of the content when teachers speak clearly at a normal pace <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
	6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow instructions where the context is obvious and recognise familiar words in spoken texts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can respond appropriately in most unplanned exchanges <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can distinguish and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow most audio and video materials <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
	7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can respond to simply phrased factual questions about lesson content, (e.g. 'Is the letter about animals or about shops?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Is developing understanding of sentence types (e.g. questions) through word order rather than intonation alone <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical gaps still apparent <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
	8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can attend actively to the conversations of other English speakers on familiar classroom topics <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	May ask for clarification and need extra time when participating in complex listening tasks, group performances or class discussions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
	9	Can sort pictures or objects according to oral instructions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use contextual clues to gain meaning from age-level text read orally <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Is beginning to respond to different registers (e.g. formal and informal) and understand the importance of listening for different purposes <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school contexts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can deal with the language demands of all routines and common situations in school <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
	10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (e.g. 'Come to the mat') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can respond to different registers appropriately (e.g. match a formal response to a formal request) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
Getting Closer to the Next Band						

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Appendix 4

CLASSROOM SUPPORT STRATEGIES: WORKING WITH EAL LEARNERS IN PRIMARY SETTINGS

BAND A - New to English/Beginning

Listening (Understanding)

Engaging in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings

Speaking

Emerging competence in basic oral expression

Classroom organisation

- In the early stages provide opportunities for someone who speaks the EAL learner's first language e.g. a class teacher, a teaching assistant (TA), older learner or sibling to visit and mentor the learner in class
- Sit the learner near you or another adult in carpet sessions, in a position where they can see your face straight on. This will ensure they can hear properly and also pick up visual clues from facial expression
- Pair with **first language** buddies to support understanding
- Sit the learner next to other students who are supportive language role models (groups of three tend to work well; sit the learner with a pair who have been briefed to include and support them)
- Involve the learner in classroom organisational tasks (e.g. handing out pens, etc.)
- Position new to English EAL learners last in turn-taking games

Ongoing differentiation

- Speak clearly, slowly and simply. Regularly reinforce frequently used expressions by providing the learners with written or oral models of the language you want them to produce
- To make meaning clear, use your facial expression, tone of your voice, your body (gestures, quick mimes)
- Give single-step instructions. Repeat same instructional phrases
- Always point to the key word or picture you are referring to
- Keep providing opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal)
- Target the learner for simple differentiated Yes/No questions and plan to do this daily
- Address the learner by name (correctly pronounced) when asking questions
- Allow the learner thinking time before asking for answers to questions
- Have a mini- whiteboard or note book to hand for quick drawings, to create on-the-spot visuals, choices or to reinforce key words
- Use **collaborative activities** as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/ spotting/sequencing activities, or using **graphic organisers**
- Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.)
- Use **visual support** e.g. props, objects and pictures (easily and quickly produced with software such as **Communicate in Print**)
- Use visual word mats (create your own using software such as **Communicate in Print**, or see EAL Nexus website for curriculum-related visuals)
- Encourage the learner to use a scrapbook to add new vocabulary, drawings and photos, pictures of home, information in first language about a topic, etc.
- Give opportunities to rehearse/practise structures, repetitions (stories, poems, songs, rhymes). See EAL Nexus page on **language drills** for ideas
- Give the learner a visual 'survival' fan with phrases like 'I'm sick', 'I need the toilet', etc. for use in class and the playground (Google: EAL fans)
- Provide a visual instruction mat. Make your own using software such as **Communicate in Print** or use ready-made ones (Google: EAL instruction mat. These are available in English and other languages)
- Provide a visual timetable (good for whole class; especially good for EAL learners)
- Provide an English picture dictionary (preferably one designed for EAL learners, e.g. **Collins First English Words**)
- Provide a **bilingual dictionary** – preferably age-appropriate and pictorial depending on the learner's literacy level in their first language (for examples see **Mantra Lingua** website)
- Use online tools, such as **Quizlet** to present and provide practice in using the key vocabulary, phrases or language structures needed for a particular lesson prior to delivery. By using **Flipped Learning** pupils can undertake some of the learning outside of the classroom allowing more time in class to focus on key lesson content

Language focus

- Plan for, teach and **model** vocabulary and language structures needed for topic, task and/or genre (see examples of planning for language in lesson plans on the **EAL Nexus** website)
- Identify the language functions, structures, vocabulary, sounds and stress needed for the task, and provide **scaffolding**, for example:
 - Greeting: Repeat daily social language exchanges: hello, good morning, please, thank you (not all languages have separate words for this)
 - **Model** this by repeating same exchanges with other learners
 - Naming/identifying: key classroom and school areas/objects/people, This is a..., It's a...
- Teach basic survival language including: *I don't understand, I don't know, I can't remember, please can I go to the toilet?*
- Use EAL beginners' activity pack (for example, Hounslow Language Services) to provide extra practice on key language structures and vocabulary
- Teach key words and phrases for topics being covered in class (see EAL Nexus page on **introducing new vocabulary**)
- Teacher/TA to become familiar with key features of the learner's language in order to predict, understand and address some of the problems the learner may have with areas, such as pronunciation, grammar and vocabulary. A useful reference book is: Smith, B and Swan, M. (2001). *Learner English: A Teacher's Guide to Interference and Other Problems*: Cambridge University Press

Marking/feedback

- Respond to and acknowledge any attempt at communication (including non-verbal – e.g. nodding/smiling at learner; saying 'Good Listening', accompanied by a Good Listening visual clue)
- Use the speaking and listening descriptors from bands A and B in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning



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