

## Forres Sandle Manor (Academic) Policy

Policy Title	SEND, EAL and More Able
Policy Lead (Appointment (& Initials))	Deputy Head Academic (WP) SENDCo (CTa) EAL coordinator (AB)
Date of Last Review	November 2022
Date of Next Review	November 2023

## Special Educational Needs and Disabilities at FSM

### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the [Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- The [Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

### 4. Roles and responsibilities

#### 4.1 The Head of Learning Support

The Head of Learning Support (or SENCO) is Christine Taylor.

They will:

- Work with the Prep Head and Pre-Prep Head to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and the pupils themselves to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies.
- Liaise with potential senior schools or alternative Prep Schools to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Prep Head and Pre-Prep Head to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Meet with new pupils (where appropriate and prior to their entry) to determine whether any SEND support will be required if they join the school.
- To work in collaboration with pastoral and teaching staff to ensure that each child develops in all areas in order to build strong, positive self-esteem.

#### **4.2 The Learning Support Team**

Alongside the Head of Learning Support is one Learning Support Teacher (Sue Smith). All have specialist training (and many years' worth of experience) to teach and support children with SEND.

They will:

- Plan for and provide 1:1 intervention for children identified on the SEND Register.
- Create Pupil Profiles for their SEND pupils outlining the child's strengths, weaknesses and classroom strategies.
- Conduct annual assessments in line with FSM's Assessment Policy to determine what progress pupils are making.
- Collect regular feedback from their pupils regarding their Learning Support and access to the subject curriculum.
- Liaise with teaching staff and teaching assistants to provide suggestions, strategies and support in writing SMART targets.
- Provide feedback on their SEND pupils during staff meetings.
- Write bi-annual reports for parents outlining the content of their lessons and any progress made.
- Provide support for their SEND pupils outside of lessons – toolkits, organisational strategies, study skills techniques etc.
- Liaise regularly with parents by phone or email or through meeting face to face where necessary.
- Attend weekly SEND Department Meetings.
- Keep up to date with current SEND information and attend courses/INSET appropriate to their role.

#### **4.3 The Head**

The Head will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching through setting SMART targets.
- Reading, and if appropriate, having an input into Pupil Passports, which are provided for all children who attend the Learning Centre or who are of significant concern.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### **5. SEN Information Report**

#### **5.1 The kinds of SEND that are provided for at FSM**

Our school currently provides additional and/or different provision for a range of mild to moderate needs, including:

- Communication and interaction; for example, Autistic Spectrum Disorder (ASD), speech and language difficulties (SLCD).
- Cognition and learning; for example, dyslexia, dyscalculia, dysgraphia
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

The SENCO, in liaison with the Head, will determine if FSM can meet the needs of a particular individual. The nature of the difficulty, the support required and the expertise available will all be taken into account. FSM can support a limited number of children with mild to moderate specific learning difficulties keeping in mind the balance of each class and the specialist teaching available. We have successfully supported children with mild Autism, hearing difficulties and slight visual impairment. As the school is made up of many buildings, some of which are quite old and all of which are spread across a large site, we are not able to meet the needs of children with severe mobility difficulties.

## **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry and thereafter annually. Class teachers will make regular in-class assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. If, following reasonable adjustments, a pupil is not making the expected progress, the SENCO will conduct an Internal Assessment of a pupil. This is usually completed from Year 3 upwards (although observations and assessments can take place in younger children) and recommendations from the SENCO will be used to help to identify strategies for intervention or, if concerned, formal assessment by an Educational Psychologist or other relevant professionals.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We use this to determine the support required and whether we can provide it by adapting our usual curriculum, or whether something different or additional is needed. We will follow the graduated response in line with this policy.

## **5.3 Sharing Information with Staff**

School Base, our in-house computerised information system, is the main source of information on any child with SEND. Children on the SEND Register (or with an EHC Plan) are indicated on the system by a 'yellow cone'. By pressing this icon, staff can access the following:

- Educational Psychology Reports or Assessments
- Pupil Profiles
- Assessment data
- Reports from other agencies (SALT, OT, Paediatricians etc.)

Hard copies of the same documents are kept in locked filing cabinets in the SENCO's Office and in the child's School File in the main School Office.

Further information is available on the school's computer system (Teachers > Learning Centre) or on the shared Google Drive: Teachers > Learning Support.

As well as there being information on specific children (not confidential), teachers and other staff have access to general SEND information, resources and training documents.

## **5.4 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' and child's concerns.

- Everyone understands the agreed outcomes sought for the child. Everyone is clear on what the next steps are and that they are clearly recorded.
- Everyone is clear what stage of the SEND continuum a child is on. The stages are SEND Monitoring Register (the child is being observed and monitored closely), SEND Register (the child receives individual Learning Support from a specialist teacher or has a Pupil Passport), or EHCP level (the child has an EHC Plan and receives funding or external support).

Notes of these early discussions will be added to the pupil's record and email summaries will be provided for their parents. Termly meetings are held to update specific targets on a child's support plan when a child has an EHC Plan. Teachers will prepare termly 'smart' targets for these meetings, and then the SENCO will discuss the targets with parents. Parents with children on the SEND Register are offered a 30 minute Parent Consultation Meetings throughout the year.

### **5.5 Assessing and reviewing pupils' progress towards outcomes**

Assessments are carried out at the start of every year for all pupils and additional GL assessments are conducted in June each year. For those pupils on the SEND register, we conduct additional assessment at the start and end of each year, for direct comparison. The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress at dedicated SEND meetings and as part of our regular Review Meetings.

### **5.6 Supporting pupils' transition to new schools**

We will share information with the school the pupil is moving to.

- When children transition to senior schools or alternative prep schools, we will contact the relevant SENCO and then share all information we have with the school.
- We will invite the relevant school SENCO to SEND meetings or our SENCO may visit the prospective schools for a hand-over discussion.
- We will liaise with relevant pre-schools and nurseries when pupils' transition to us in Nursery or Reception or indeed with any school a new pupil has joined us from.
- We will make transition plans, with parent and child involvement, when children on our SEND Register or with EHC Plans move to a new school.

## 5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers and Teaching Assistants will teach children in groups, in whole classes or on a one-to-one basis depending on the child and what they are learning.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils where appropriate. From time to time pupils will be withdrawn from whole class lessons to work on more bespoke tasks depending on their individual needs.

Where appropriate, it may be possible to provide some or all of the following interventions:

- Extra reading, spelling and handwriting provision tailored to the child's needs
- Precision teaching
- Maths interventions that consolidate and revise previous learning
- Spelling and Reading interventions such as Lexia and Spelling Shed.
- Maths interventions such as Plus 1, Power of 2 and one-to-one tutoring
- Speech and Language interventions directed by our assigned speech therapist (Alison Cakebread)
- Occupational Therapy interventions as assigned by specialists
- Eye Exercises as prescribed by Behavioural Optometrists
- Social interventions such as social stories and PECS
- Social stories/Comic stories are used when necessary to support children with social communication difficulties
- Our team of Learning Support Teachers may also direct teachers and TAs to teach children specific interventions

## 5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it; for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to suit – ring-fencing our staff and resources to wherever they are needed most.
- Using recommended aids such as Chrome Books, text to speech software, speech to text software, coloured reading rulers, pen grips, visual timetables, larger font, etc.
- Differentiating our teaching; for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking up tasks etc.

## 5.9 Additional support for learning

Teaching assistants or teachers will support pupils on a 1:1 basis or in small groups when it is deemed necessary by a class teacher or the SENCO, or if a child needs one-to-one teaching according to the provision set out in an EHCP or SEND support plan. This is also dependent on resources available. Other agencies are welcomed into our school and their advice is included on all our Pupils Profiles, SEND support plans / EHC Plans where appropriate. We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists or Qualified SEN Assessors
- Speech and Language Therapists
- Occupational Therapists
- Behavioural Optometrists
- CAMHS
- Paediatricians

## 5.10 Funding for Learning Support

Where specialist provision is required *in addition to* differentiated classroom teaching and reasonable adjustments, for children with SEN, additional fees are charged. Lessons are charged at £35 each (50 minute lesson) for both 1:1 and 2:1 support.

In class provision (unless provided for a specific individual), and small group support does not incur an additional charge as these are considered to be reasonable adjustments.

All teaching and pastoral staff have a list of children receiving support and guidelines on how to support them within the class. They also have access to current assessment results and the child's Pupil Profile.

Teaching staff have access to the SEND Register and SEND Monitoring Register (in Google Drive>shared drive>Teachers> learning support>SEND Registers) and should ensure they are familiar with all the children on it, reasonable adjustments required, and each student's individual learning needs, in order that they set appropriate targets and that tasks and preps are differentiated when appropriate.

### **5.11 Exam Concessions for SEND pupils**

Children with significantly weak abilities in reading, spelling, writing, working memory or processing can be assessed for exam concessions. These concessions might include:

- Extra time (25%)
- Reader (or computer reader)
- Spelling – the use of a recognised, exam-approved spellchecker
- Scribe (an adult trained in scribing for exams)
- Laptop/Chromebook
- Prompt (an adult trained in prompting for exams)

Depending on the concessions applied, some children might sit their exams in a separate room with a member of staff invigilating. It is common for those needing extra time to start their exams early so that all children finish at the same time. Exam concessions must be stated within an EP report or confirmed by a registered assessor and often represent the usual 'method or way of working' for that child.

### **5.12 Expertise and training of staff**

Our SENCO has over 10 years' previous experience as assistant SENCO and learning support teacher. The SENCO is allocated 14 periods a week to manage SEND provision.

We have a specialist team of Learning Support Teachers (currently 2) who are trained in various aspects of SEND provision.

The SENCO and Learning Support Teachers are all willing and able to facilitate in-house training or 'clinics' especially in specific learning difficulties such as dyslexia. The SENCO undertakes individualised training and support with classroom teachers to enable them to help the specific pupils that they are teaching.

### **5.13 Securing equipment and facilities**

Additional resources and equipment are procured as and when required and within an allocated SEND budget.

### **5.14 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Regularly reviewing pupils' individual progress towards their goals and SMART targets.
- Reviewing the impact of interventions termly.
- Conducting bi-annual assessments of all children with SEND.
- Monitoring and Learning Walks conducted by the SENCO, SLT and Head.
- Holding annual reviews for pupils with EHC Plans.

### **5.15 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. We may have to make reasonable adjustments for pupils with SEN to engage with extra-curricular activities. Although we will do our utmost to allow pupils with SEN the same opportunities to engage in extra-curricular activities as pupils who do not have SEN, we reserve the right to offer alternative programmes of activities for pupils with SEN based on our internal risk assessments.

### **5.16 Support for improving emotional and social development**

In partnership with our Assistant Head (Pastoral), we provide support for pupils to improve their emotional and social development in the following ways:

- We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our Life Skills and Wellbeing teaching, additional interventions can be offered bespoke to address specific issues as they arise, including organising sessions and support from registered counsellors.
- All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult, strategies may be suggested. It is sometimes possible for us to offer support to the peer group or class group of pupils with SEND. This takes place in an open and frank manner enabling peers to ask questions and learn about the needs of their classmates
- Pupils with SEND are encouraged to be part of the School Council or to apply for positions of responsibility such as Head of School, House Captains or Head of Boarding.
- The school holds a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

### **5.17 Working with other agencies**

Our school works with a wide range of services including the Child and Adolescent Mental Health Service (CAHMS), Speech and Language Therapists (SALT), Occupational Therapists (OT), Educational Psychology, and the Hampshire, Wiltshire and Dorset LEAs when appropriate.

When appropriate, we can organise multi-agency meetings, which include Social Care, SENDIASS or Family Support Services to discuss a pupil's needs and we aim to ensure good communication with these groups.

### **5.18 I am worried about a child. What should I do?**

If a parent (or subject teacher) becomes concerned about a child's academic progress or they think there might be signs or symptoms of a specific learning difficulty, they are encouraged to contact the child's form teacher and make these concerns known. This will initiate a discussion between the form teacher and the SENCO.

Following on from this, the parent and/or teachers will be asked to complete a 'Concern Form' and the SENCO will liaise with child's teachers and conduct some in-class observations.

Strategies and suggestions will then be made to the child's teachers and these will be trialled for a short period (usually 2-3 weeks). The provision and any progress the child has made will then be reviewed. The process will be repeated.

Depending on the effectiveness of the interventions and progress made, the child will either continue to be observed and kept on the SEN Monitoring Register or an informal assessment might be conducted by the SENCO. Further action will be dependent on the information gained in the assessment.

### **5.19 Contact details of support services for parents of pupils with SEND**

Please contact the Head of Learning Support who will be happy to help.

### **5.20 Raising concerns about SEND provision**

- We encourage parents to address any worries or concerns promptly, initially with the class teacher. If they are unable to help, other members of staff such as the SENCO or the Head may become involved.
- If after discussing your concerns, you remain unhappy with any aspects of the school's performance, our complaints procedure is available on the school website or from the school office.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO, Christine Taylor and Deputy Head, Academic, every year. It will also be updated if any changes to the information are made during the year.

## **EAL**

### **Aims:**

The EAL department believes that:

- The languages, culture, heritage and experiences of all pupils in this school are acknowledged, valued and respected
- Learners whose first language is not English will be supported to develop their proficiency in English as well as all areas of the school curriculum
- The school will not allow language or cultural issues to prevent pupils from feeling safe or having their voice heard
- The school will make every effort to inform parents and carers of our expectations and policies
- Specific EAL lessons will be engaging, focused on the learners and not the teacher, practise both accuracy and fluency, teach learning strategies and use the maximum amount of pupil-to-pupil activities



- In addition, EAL lessons will help develop learner confidence, personal responsibility and co-operation with peers
- Staff should feel confident and supported in managing the learning of EAL pupils in their class

### **Objectives:**

- To ensure that the school is welcoming
- To assess pupils for educational background and language level
- To identify cultural and religious background
- To provide appropriate support
- To ensure every pupil's culture and language is valued
- To monitor and assess regularly both formatively and summatively
- To ensure effective teaching and learning by staff and pupils

### **Organisation:**

The policy is implemented by the EAL coordinator with support given to all teaching staff. The EAL coordinator is responsible for checking the progress of pupils on the EAL register by:

- a. Obtaining accurate and detailed assessment data for each new arrival
- b. Responsibility for any subsequent regular reviews
- c. Listening to and acting upon concerns of subject teachers

### **Curriculum:**

EAL pupils will:

- Have access to a broad and balanced curriculum
- Be encouraged to participate in extracurricular activities
- Have access to differentiated resources and materials
- Have access to additional support if required during one to one tutorials
- Be appropriately grouped
- Be set homework in line with the school's policy

### **Teaching and Learning:**

All EAL pupils will experience full immersion in the language and are taught with the existing year group. They will be offered additional one to one or small group EAL lessons. Short stay pupils may be withdrawn for small group sessions.

### **Monitoring and Evaluation:**

This will be done through performance management reviews, lesson observation, regular cross marking and book scrutinies.

### **Relationship to other curriculum areas:**

This policy relates directly to the curriculum and whole school teaching and learning procedures.

### **Responsibilities:**

The responsibility for implementing this policy lies with the EAL department.

### **Resources:**

All staff have access to policy documents and the EAL register on the school network, and to the expertise of the teachers within the department. Specific resources may be purchased according to the individual needs of pupils; these may include specific coursebooks, reading schemes, grammar and vocabulary books.

## **MORE ABLE**

### **GENERAL RATIONALE**

We believe in the development of the whole child, and that every individual student should have the opportunity to fulfil their potential. As a school we are committed to promoting achievement and raising standards, to providing an environment which encourages all children to develop her or his talents and abilities to the full. We aim to provide a rich education for children of all abilities, and take pride in and celebrate their success. We recognise the need to promote appropriate opportunities to cater for the most able in our community, including those children with an additional need. Our approach is inclusive, recognising a child's right to a broad and balanced curriculum. We believe that academically able and practically talented children need support, guidance and encouragement. We believe in the provision of a rich and varied menu of appropriate activities within and beyond the classroom.

### **AIMS**

We aim to promote and encourage:

- Recognition that these children require appropriate challenge in their curriculum. Able children may have distinctive needs that may require modification of the curriculum.
- Effective and planned programmes incorporating schemes of work that embed extension and enrichment as well as learning tasks that are relevant, enjoyable and extend conceptual structures.

- Appropriate methods of assessment matched to the abilities and needs of the able student.
- Development of the particular educational, social and personal needs of our most able children.
- Opportunities for children to excel beyond the classroom.
- Making the most of the wider community to enhance learning opportunities.
- Provision for able children with additional special educational needs.

## DEFINITIONS

The term 'more able' is intended to refer to the upper end of the ability range in one or more of a range of areas. Within this group some children may also be developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

Specifically, this policy relates to:

- Children who have a broad spectrum of high ability when benchmarked against national norms.
- Children who have a particular skill and ability in areas such as Art, Music, P.E, Drama, IT etc.
- Student who might be outstanding leaders or team members.
- Children who experience difficulties in formal assessment who have displayed some outstanding level of understanding, depth of interest or untapped potential in an area. These pupils may also:
  - Have high ability but low motivation.
  - Have good verbal but poor written skills.
  - Have high ability but find it difficult to channel it.
  - Be high achievers but have poor social skills.
  - Have covert ability.

## PROVISION

Opportunities for extension and enrichment are built into all our schemes of work.

Classroom provision:

- **Task:** Pupils may be given different tasks based on what they already know and can do. Tasks may be differentiated in terms of difficulty or degree of challenge.
- **Outcome:** Pupils may work on the same task but the teacher has different *expectations* for what they will achieve.
- **Pace:** Pupils may be given a common task but are given different lengths of *time* to complete it.
- **Resources:** Pupils may be given a common task but work with a range of different resources, some of which require a greater level of reading or research skills.
- **Input:** Pupils may be given the same task but some will have more detailed instructions, whereas others may have only minimal guidance.

- **Information:** Pupils may be set a common task but the kind of information they work with and the texts they use may be different, with some pupils being expected to handle more complex information and concepts.
- **Choice:** Pupils may be given choice in what tasks they undertake or how they handle the content of the learning task.
- **Open-ended tasks:** Pupils may work on a task for which there is no particular right answer or outcome and each is then free to explore different approaches.
- **Alternative ways of recording:** Pupils may be encouraged to record their work in a variety of ways, some of which may require a higher level of imagination, performance or skill.
- **Role:** Pupils may work on the same task but each is given a particular role, some of which are more demanding than others, including the task of teaching a skill or process to others.
- **Grouping:** Pupils may have a common task but are grouped according to ability and expected to perform at a level appropriate to their ability. Scholarship workshops are offered.
- **Questioning:** Pupils may use a range of higher order thinking skills in order to facilitate creative thinking and encourage challenge.
- **Homework (Prep):** Pupils may be set different kinds or amount of prep according to their abilities and interests.

## SCHOOL BASED PROVISION ENRICHMENT AND EXTENSION

We value the opportunity to provide whole school activities and invitation-only activities which promote and celebrate the full spectrum of pupils' abilities.

- **Clubs:** We encourage and support a wide range of after-school activities, which provide pupils with opportunities to demonstrate and develop their abilities and talents.
- **Whole School or Year group challenge:** As part of our aim of 'challenge for all' children may have the opportunity to take part in organised activities across the school or a specific year group.
- **Workshops/learning experiences** may be provided for those children who have been identified as able. Those who may have been identified as underachieving are invited where appropriate. Workshops may be age/stage specific or cross phase and may take place in or out of school.

## BEYOND SCHOOL PROVISION

- **Links with the wider community:** We draw on the wealth of expertise available in the wider community to extend and enrich the provision for all pupils, including the most able. We also take part in national events. Heads of Faculty may offer subject specific opportunities for excellence outside school.

## ORGANISATIONAL ISSUES

- Where appropriate, the most able children will be set by ability. Where subjects are taught by form group, staff ensure in their planning that appropriate challenges are

provided for these children. Overall planning for subjects should show evidence of such challenges.

- In routine lesson observations, there will be an expectation that teaching should provide for an appropriate challenge for all pupils.
- Heads of Faculty should ensure that, where there is a need, appropriate resources are available for teachers to provide extension materials for able children.
- Where support is made available through additional staffing, teachers should give due regard to the needs of the most able in respect of this support.

### **CONTINUOUS PROFESSIONAL DEVELOPMENT**

All staff should feel confident in working with the most able pupils. Therefore, the school provides opportunities for development and discussion. Members of staff are encouraged to attend courses and seminars as and when available. In addition, the school takes advantage of specialist teacher expertise or events that may be available.