Priors Hall – a learning community

Inclusion Policy

2026 - 2027

'Ready for Learning, Ready for Life'

Curiosity **Kindness** **Resilien**

Inclusion at Priors Hall – a learning community

Every child at Priors Hall – a learning community has the right to a full and high quality education. We believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where children feel supported but also gain independence whilst on their learning journey. At Priors Hall, we aim to fully understand the specific needs of our children by continually reflecting on best practice and the provision that facilitates their progress. In our commitment to being a fully inclusive learning environment, we seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We make this a reality through the attention we pay to the provision and achievement of different groups of learners within our school which include (but not limited to):

- gender
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs (including those with and disability and/or medical needs
- higher attaining children
- children from the travelling communities, asylum seekers and refugees
- children who are looked after by the Local authority
- children who are eligible for pupil premium
- children who are at risk of disaffection or exclusion
- children who require a higher level of emotional support
- children who have a unique learning style and approach

At Priors Hall, we aim to provide a curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenge.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment providing alternatives to more 'standard' curricular opportunities
- A stimulating, enriching and nurturing curriculum designed to meet the needs of individuals and/or groups of children. (This includes the wider curriculum like speech and

language therapy; Educational Psychology interventions, emotional, social and wellbeing programmes.)

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- Nurturing of the whole child where their happiness is central to all we do.
- Providing high quality pastoral care, support and guidance.
- Safeguarding the health, safety and welfare of pupils.
- Listening and responding to the concerns of children and parents.
- Taking care to balance the needs of all members of the school community.
- We secure inclusive education by continuingly reviewing and evaluating the effectiveness of our provision and achievement of all our pupils.

Supporting children in making good progress

Using the Waves of Intervention model (see diagram below), all children can be assessed and supported using a graduated model. This model allows teachers to adapt teaching whilst working collaboratively with the school SENDCo and outside agencies to assess how best to support children in overcoming their personalised barrier.

Waves of Intervention Model

Wave 1: High Quality Teaching

High Quality Teaching (HQT) refers to **a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class**. This includes adapted learning, strategies to support SEND pupils' learning in class, on-going formative assessment and many others. By offering children high-quality learning experiences, all children have the opportunity to make good progress from their starting personal. point

HQT is available to all children, including those belonging to an inclusive category (SEND, EAL and Pupil Premium). At Priors Hall, we have categorised the teaching strategies used across the school into 12 strands (see diagram below). These strands are used simultaneous and collaboratively to throughout the planning, delivering and assessing of learning and sequences of learning, alongside personalised provisions (where appropriate) for individuals.

High Quality Teaching at Priors Hall

High expectations for all	**Sharp focus on key knowledge and skills**	**Adaptive teaching**
High quality resources	**Effective questioning**	**Recall and review strategies**
Modelling and worked examples	**Purposeful learning**	**Visual cues**
High levels of engagement	**Explicit teaching of vocabulary**	**Reading throughout the curriculum**

Wave 2: Short-term intervention

Following the use of the whole school HQT model (see above), it may be appropriate to consider making additional short-term interventions to remove or reduce any further obstacles to a child's learning. Intervention will be specifically tailored to target the child's needs and will be designed, set up and run by the class teacher, in conjunction with the school SENDCo, with a specific focus for a specified period of time.

This takes the form of a graduated four-part approach of:

a) **Assessing** a child's additional needs
b) **Planning** the most effective and appropriate intervention
c) **Doing** this intervention
d) **Reviewing** the impact on the child's progress towards individual learning outcomes.

At the end of the fixed time period, a review will be carried out by the class teacher. The review will investigate whether the learning outcomes match the intended outcomes or show progress towards doing so. If progress is apparent, the intervention will continue for another longer fixed period.

If objectives have not been met, it will conclude or an alternative focus will take its place as best suits the needs of the child. When progress is not apparent, the class teacher will seek further support from the SENDCo to adjust, rebuild or restructure the intervention to facilitate progress, reduce or remove obstacles, to learning and or the desired intervention outcome. The SENDCo, class teachers and parents/carers will communicate regularly to assess the impact of these interventions and set out what the next steps should be for children involved.

Many obstacles to learning can be overcome with specific and targeted support lead by a child's class teacher. It is important that support for children begins here. Should the short-term intervention not begin to remove or reduce obstacles, it may be necessary to gather further evidence from a variety of screening assessments or to enlist the services of external professionals, such as occupational therapists, physiotherapists, educational psychologists, or other services provided by the Local Authority; this additional 'Specialist Support' is categorised as Wave 3 support.

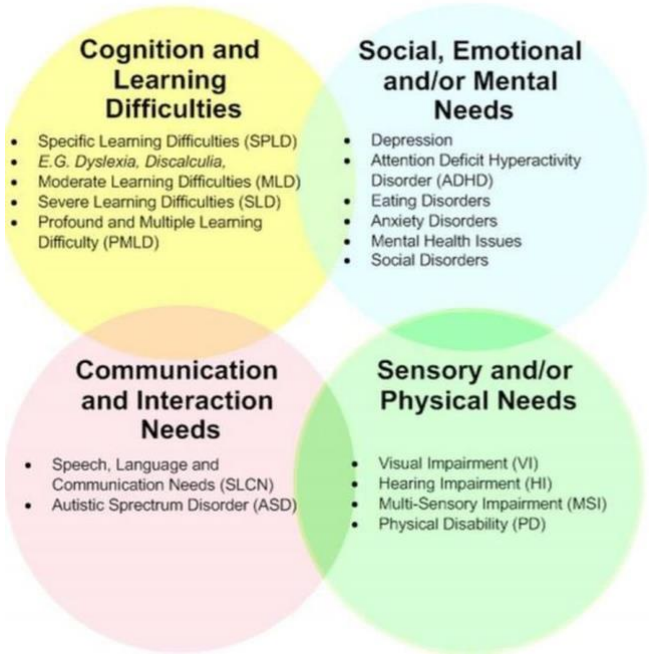
Special Educational Needs and Disability (SEND)

At our school, our Special Educational Needs and Disability Coordinator (SENDCo) is **Lucy Nisbet**. The SENDCo takes responsibility for ensuring specific and targeted programmes of study are accessible to all pupils. The SENDCo is a Senior Leader and works closely with and reports to the Headteacher.

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children need educational provision that is additional to and different from this. This is special educational provision under Section 21 of the Children and Families Act 2014**.**

Categories of need

There are four main areas of special educational need outlined in the diagram below:



Although children may have a specific barrier highlighted in one specific category, it is not uncommon for there to be some overlap with other areas of need.

Pupil Support Plans

Children who require support beyond the remit of High Quality Teaching, such as the intervention programme detailed above, will have a Pupil Support Plan. This will be created by the class teacher under the guidance of the SENDCo using an online provision mapping software, detailing the specific support and/or intervention in place.

The Pupil Support Plan will be shared with parents/carers, who will all be an important part of the review process. Pupil Support Plans are working documents, as the learning focus or target changes as the intervention is assessed and reviewed so too does the plan. Once in place, it works to suit the specific needs of the child and so there is not a time period requirement. All adults who work with the child will have access to the plan to ensure that the specific strategies or learning focus are known and continuity is maintained.

Pupil Support Plans will be reviewed by the class teacher, child and parents three times a year

Early Help Locality Funding (EHLF) or Education Health Care Plan (EHCP)

For those children requiring further specialist SEND support (Wave 3), referrals may be made to specific services. For a very small number of pupils, access to these specialists may lead to an application for Early Help Locality Funding (EHLF) and/or a Request for Statutory Assessment (RSA). EHLF is a specific amount of funds to support pupils; this could be for specific equipment items or to bridge a specific gap. This in turn may lead to a child having

an Education, Health Care Plan (EHCP.) These children will be closely monitored by the SENDCo, class teacher, relevant support staff and external professionals to ensure that the provision on offer meets the individual needs of children. Parents can also complete an RSA directly should they wish to do so.

Children with an EHCP will have annual reviews, with all professionals working with the child invited to contribute/attend. The meetings will give parents a chance to be part of the review process, provide opportunities to reflect on the progress towards the outcomes and to make amendments, where necessary.

Reasonable adjustments

Priors Hall - a learning Community aim to ensure reasonable adjustments are made in all classroom settings, through planning and teaching that ensures SEND children have access to learning which does not put them at a disadvantage to their peers.

*'Reasonable adjustments are positive steps that a school must make so SEND pupils can participate in their education, access and enjoy facilities the school offers. Schools have a duty to make reasonable adjustments so that disabled and SEND pupils are not at a substantial disadvantage compared to non-disabled/ non-SEN pupils.' -**SEN Code of Practice***

Suggested reasonable adjustments and recommendations for class teachers and the SENDCo are produced as part of an EHCP. These adjustments are tailored to individuals' needs and ensure that children receive an inclusive education.

Teaching strategies and pedagogical approaches

At Priors Hall, all children identified as belonging to a vulnerable group are highlighted on weekly planning slides. Beside these children's names, there should be clear personalised learning for each child or annotations (where appropriate) with regards to specific support required/provided to meet or exceed age related expectations.

Planning is shared with all teaching and support staff, allowing SEND children to be supported by a range of adults. Their progress is reviewed at the end of each lesson, following children's self-assessment. Class teachers will then update focus/targets on individual Pupil Support Plans as appropriate to the progress made.

In the case of a care plan, the work will focus on the EHCP outcomes, reflecting inclusive practice wherever possible, with links to the curriculum and topic aimed at an appropriate level for the learner.

The SEND Code of Practice states that where a pupil is identified as having a special educational need, schools should take action to remove barriers to learning and put

effective special educational provision in place. This should be reviewed regularly to revisit, refine and revise strategies and plans to meet the needs of these pupils.

Parental/Community involvement

At Priors Hall we encourage parental and community involvement by:

- Having regular contact with parents and carers over the academic year to discuss progress and attainment with both the class teacher and SENDCo. This will include opportunities such as parents evening and annual reports.
- Publishing a termly newsletter, in which workshops, information evenings and stay and learn sessions are available.
- Providing opportunities for parents and carers with SEND children to share their views on the support offered.
- Sharing relevant paperwork for SEND children with their parents and carers, including providing copies of Pupil Support Plans.
- Sharing transition plans (where possible) with parents, carers and children to give opportunities to meet with and talk to new staff.

English as an Additional Language (EAL)

Context of Priors Hall

At our school, there are approximately 26 languages spoken in the family home (not including dialects).

On entry to the school, information is gathered about:

1. Pupils' linguistic background and competence in other language/s
2. Pupils' previous educational experience
3. Pupils' family and biographical background
4. Pupils' are base line assessed within two weeks of entry with a standardised baseline assessment.

An Assistant Headteacher is responsible for EAL learners at Priors Hall.

Key Principles of Additional Language Acquisition

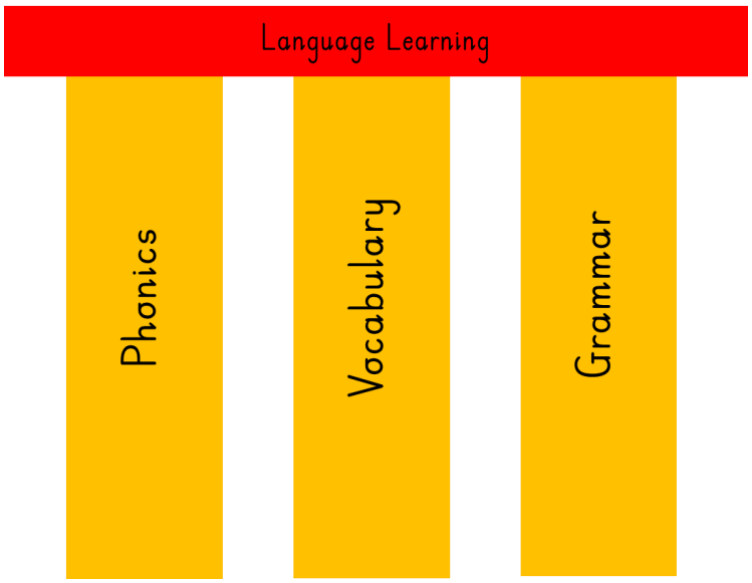
EAL pupils are entitled to the full National Curriculum programme of study and all staff have a responsibility for teaching all levels of English, as well as other subject content, to EAL pupils. EAL children do not automatically have a SEND need; however, some children may have an additional barrier to learning beyond the language barrier. A clear distinction should be made between EAL and SEND.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and culture, as well as developing their understanding British society and traditions. Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling use of language. Knowledge and skills developed in learning a first language aid the acquisition of additional languages.

The pillars of language learning

When learning a new language, it is important that language learning focuses on equally developing three key aspects of the second language: phonetic understanding, vocabulary and grammar. Below is a diagram of the three pillars:



The 5 Stage Model for Language Acquisition

At Priors Hall, we acknowledge that there are 5 main stages to language acquisition for EAL learners based on the Bell Foundation's research.

Stage 1 – New to English

Stage 2 – Early Acquisition

Stage 3 – Developing Competence

Stage 4 – Competent

Stage 5 – Fluent

For further information on each of these stages of acquisition, please refer to Appendix 1.

Assessment

When EAL children arrive at Priors Hall, their initial linguistic abilities are assessed formatively by teachers and support staff. Should there be a language barrier present, staff should pass their concerns on to the Assistant Headteacher responsible for teaching and learning in order to ensure support is available for the child and class teacher.

All EAL children will be assessed using the language acquisition model three times a year (October, February and May). Class teachers use their judgement and the agreed criteria (see Appendix 1) to judge EAL children's progress and to put in place further HQT strategies should they be needed.

Summative assessment methods are also checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Teaching strategies and pedagogical approaches.

At Priors Hall, all children identified as belonging to a vulnerable group are highlighted on weekly planning and reviews. Beside these children's names, there should be a clear outcome or focus for the session, which is personalised for each child. Planning is shared with all teaching and support staff, allowing EAL and vulnerable group children to be supported by a range of adults. The lesson is reviewed at the end of each lesson, following children's self-assessment, and teachers update individual outcomes accordingly.

Vocabulary and language rich environments are also encouraged across the school to allow all children the opportunity of expanding their language. New language and vocabulary should be evident in teachers' planning and adapted for EAL learners, through the use of visual prompts, accordingly. Visual prompts to new vocabulary may be required when a child is at an early stage of language acquisition.

Where appropriate children who are bilingual and competent in English and their native language may be asked to translate for emerging English-speaking children.

Parental/Community involvement

At Priors Hall we encourage parental and community involvement by:

- Providing a welcoming environment for newly arrived pupils and their families/carers.

- Utilising competent bilingual children to support newly arrived children and families.
- Identifying and celebrating the linguistic, cultural and religious background of pupils and establish contact with the wider community within our school.
- Recognise and encourage the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.

Pupil Premium (PP)

Context of Priors Hall

At our school, there are approximately 10% of children are eligible for Pupil Premium funding.

When a child becomes eligible for Pupil Premium funding, the following points are considered:

1. A child's academic attainment throughout their school journey.
2. Additional social, emotional and mental health needs the child may require.
3. Opportunities for enrichment and learning beyond the classroom.
4. A child's overall attendance.

One of our Assistant Headteachers is responsible for Pupil Premium at Priors Hall.

Key Principles of Pupil Premium funding

Pupil Premium funding enables schools across the UK to close the attainment gap between disadvantaged children and their peers. Research suggests that a gap in attainment between disadvantaged and advantaged children is a common trend across the UK.

It is clear that schools can make a difference in ensuring all children reach their true potential. Through a tiered approach of teaching, targeted academic support and wider strategies, schools can address the attainment gap, using up-to-date evidence and research as detailed further within our Pupil Premium Strategy Documentation.

Closing the gap

At Priors Hall, we acknowledge that there is a gap in attainment between some Pupil Premium learners and non-Pupil Premium learners. To tackle this, the school have three overarching approaches towards tackle gaps in attainment and personal development – for

full information on these approaches and the budget allocation, please see the Pupil Premium Strategy on the school's website.

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

Approach B: Academic support (targeted academic support – whole school, group and personalised)

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

Assessment, planning and monitoring.

Both summative and formative assessment is used to track the progress of Pupil Premium children. Termly summative assessments and following Pupil Progress Meetings between class teachers and the Assessment Lead are used to indicate progress being made by Pupil Premium children and what is needed to further support them in their learning.

Where appropriate, out of class interventions are set up and reviewed every half term alongside the class teacher following the Waves of Intervention Model. Teacher's planning should be annotated to meet the needs of all identified children, including Pupil Premium children, with a specific area to focus support and live feedback should be given to Pupil Premium children with personalised next steps, as outlined in the Feedback and Assessment Policy.

Vocabulary and language rich environments are also encouraged across the school to allow all children the opportunity of expanding their linguistic knowledge. Alongside this, the promotion of reading and early phonics is made clear to all children.

Parental/Community involvement

At Priors Hall we encourage parental and community involvement by:

- Providing a welcoming and safe environment for vulnerable families.
- Utilising our Pastoral Lead and Early Help Lead to ensure that the wider needs of children and families are met.
- Being proactive in offering support and advice to vulnerable families where necessary.
- Involving parents in their child's learning and ensuring that they understand what their child's next steps are.
- Having an open door policy to allow parents to come into school and seek support when needed.

Child in Care (CIC), Previous Child in Care (PCIC) and Special Guardianship Orders (SGO)

Rationale

Priors Hall recognises that CIC and PCIC can experience specific and significant disadvantages within a school setting. We are committed to ensuring that they reach their potential in all areas. We recognise that CIC and PCIC may have faced significant trauma in the form of adverse childhood experiences (ACES) including abuse, neglect, loss and/or rejection. When children are exposed to these adverse and stressful experiences, it can have a long-lasting impact on their learning, as well as on their ability to think and to interact with others.

Despite having as broad a range of abilities as their peers, national progress and attainment data clearly shows that CIC and PCIC are at greater risk of exclusion and are particularly vulnerable to underachievement. Helping CIC succeed and providing a better future for them is a key priority in our school.

Priors Hall believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every CIC and PCIC can be successful. We believe that this school has a major part to play in ensuring that CIC can be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

School can be a source of stability for children who may have been subject to emotional distress and disruption. School can be the place where children maintain friendships and a place where they feel safe and thrive. Priors Hall works collaboratively with carers of CIC, PCIC and SGO children to ensure the best SEMH and academic support is offered. All CIC, PCIC and SGO children will have regular meetings with the Designated Teacher (Alex Crawford).

Policy (Legal Framework)

Child in Care (CIC)

The term ‘in care’ has a specific, legal meaning, based on the Children Act 1989: a child is in the care of a local authority if they fall into one of the following:

- is provided with accommodation, for a continuous period of more than 24 hours, [Children Act 1989, Section 20 and 21]
- is subject to a care order [Children Act 1989, Part IV]
- is subject to a placement order

Previously a CIC children (PCIC)

PLAC children are those who:

- are no longer CIC of a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or
- were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

Every local authority is required to appoint an officer to make sure that their duty to promote the educational achievement of CIC and PCIC is properly discharged; this officer is called the Virtual School Head (VSH). The duties of the VSH are defined in the DfE statutory guidance "Promoting the education of looked after children and previously looked after children" – February 2018.

The governing body of a maintained school and the proprietor of an academy must ensure that an appropriately qualified and experienced member of staff, undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll; this person is the 'designated teacher' (DT). The duties of the DT are defined in the DfE statutory guidance "The designated teacher for looked after and previously looked-after children" – February 2018.

Principles

Priors Hall is committed to enhancing the achievement and welfare of CIC and PCIC in the following ways:

- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of CIC and PCIC.
- Providing a climate of acceptance and challenging negative stereotypes.
- Having high expectations for the child and ensuring equal access to a balanced and broadly-based education that meets the needs of the individual child.
- Ensuring that (CIC and PCIC) students have the opportunity to participate fully in all aspects of the school, including the curriculum, careers guidance, extra-curricular activities, work experience.
- Ensuring CIC have a PEP that addresses all aspects of education including health and wellbeing and ensures that appropriate support is in place to promote progress.

• Ensuring that carers/parents, social workers and virtual school staff (where relevant) are kept fully informed of their child's progress and attainment.

• Ensuring that (CIC and PCIC) students are involved, where practicable, in decisions about their education, including affecting their future provision.

• Maintaining and respecting the child's confidentiality wherever possible.

• Ensuring an appropriately trained DT is appointed, who will be responsible for all CIC and PCIC.

• Prioritising a reduction in exclusions and promoting attendance.

• Ensuring discretion when addressing a child's care status and ensuring there is sensitivity to the background of children who are looked after, especially regarding schoolwork on "family".

Procedures

Admissions

Priors Hall welcomes all CIC. All CIC and PCIC should have the highest priority within school admission arrangements. The school recognises that CIC and PCIC are an 'excepted group' and will be prioritised in our oversubscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006- LAC and CIC used interchangeably within this documentation- title unchanged since published).

Due to care placement changes, CIC children may enter the school mid-term. It is vital that these students are given a positive welcome. If necessary, they may need to be offered additional support and pre-entry visits to help the student settle.

The PEP (Personal Education Plan)

A PEP will be initiated within 20 school days of the CIC starting at the school or being taken into care and will be reviewed regularly and as necessary (at least termly and within 6 months of the previous PEP). The PEP will provide a regular opportunity to review progress, note any concerns, ensure appropriate support is in place and set SMART targets. The child should be involved in their PEP by attending the meeting and/or sharing their views or in another way (e.g. gathered by the DT before the meeting).

We will have robust arrangements in place to ensure that any undiagnosed special educational needs are reflected in the PEP and addressed through the Special Education Needs and Disability (SEND) framework as soon as possible.

Pupil Premium Plus (PPP)

PPP for CIC will be delegated to schools by the relevant virtual school. We will allocate the Pupil Premium Plus funding (PPP) to support appropriate provision for individual CIC, meeting the objectives set out in this policy and the child's PEP. We will work in partnership with the child's Virtual School to ensure that CIC receive the full range of support to which they are entitled to enable them to make progress and achieve in all aspects of school life.

For PCIC, the PPP funding will go directly to the school's budget if the child is listed as PCIC on the January census. The use of this funding will be identified in consultation with the young person and their parents.

Exclusions

Priors Hall recognises that CIC and PCIC are particularly vulnerable to exclusions. Where a CIC/PCIC is at risk of exclusion, the school will try every practicable means to maintain the child in school. Consultation with social workers, the Virtual School and other relevant parties will be important in identifying strategies to minimise the risk of exclusion.

If an exclusion is unavoidable, the reintegration meeting should consider all possible measures and resources that provide support and prevent further exclusions. Please refer to the school's Positive Relationships Policy for more information on exclusions.

Confidentiality

Many CIC do not want school staff to be aware of their care status because it makes them feel different. We will maintain and respect the child's confidentiality in consultation with the social worker, carer, young person, and other parties. Once this has been agreed, complete confidentiality is to be maintained and information on CIC will be shared with school staff on a "need to know" basis. All staff will do their utmost to maintain the child's confidentiality e.g. avoiding reference to their care status/PEP meetings in front of their peers.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

All concerns should be given to our school Designated Safeguarding Leads: **Jenny Forshaw (DSL) Jacqueline White (Assistant Headteacher and DDSL), Tess McQuade (Headteacher and DDSL), Justin Pye (Assistant Head and DSO), Charlotte Brazier (Assistant Head and DSO), Alex Crawford (Nursery Lead Teacher and DSO), Lucy Nisbet (SENDCo and DSO) and Calla Haycock-Hall (Pastoral Lead and DSO).**

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999.** This policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – a Learning Community.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** to report this concern.
- If a concern is in relation to the Headteacher, please contact the Chair of Governors (Matt Miller) via email on SBoak@IFTL.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on KKemp@iftl.co.uk

Appendix 1: Language Acquisition Assessment Grid

DfE English Proficiency Descriptor A: New to English: 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.

Four Modalities Grade A			
Speaking	**Listening**	**Reading & Viewing**	**Writing**
1. Can produce Single words or short phrases and express simple greetings.	1. Can understand single words or short phrases in familiar contexts	1. Can make use of their cultural and linguistic experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but can distinguish between words and numbers or symbols or text types - advertisement or newspaper article)	1. Can mark/indicate familiar pictures, numbers and other visual images
2. Can express concrete meanings and references during simple routines or familiar tasks (e.g 'is blue', 'is circle').	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?')	2. Can follow written text conventions (e.g. left to right movement (in English), continuity of text from top to bottom of page)	2. Can communicate intentions and own meaning through drawing and mark making

3. Can respond to questions with visual support (e.g visual timetable, word mat, instruction visuals) with one or two words in a classroom context.	3. Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities	3. Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)	3. Can show awareness of the differences between print and picture in attempting to write
4. Can identify and name some school and everyday objects (e.g. 'table', 'pencil')	4. Can follow and join in routine classroom activities willingly	4. Can distinguish and understand different forms of meaning representation, (e.g. letters, words, visual images and graphics)	4. Can show awareness of some basic conventions of writing (e.g. writing from left to right – significant if this is not the convention in the pupil's first language; leaving spaces between symbols or letters)
5. Can make simple statements when prompted and supported by prior rehearsal (e.g. 'boy has bike')	5. Can show comprehension through action and gesture rather than words	5. name, and labels of objects and spaces in the classroom and other familiar parts of the school (e.g. school office)	5. Can form and reproduce some English letters
6. Can use some common adjectives (e.g. 'big', 'fast', 'good')	6. Can understand a basic, limited range of vocabulary in everyday talk in the classroom	6. Can match pictures and other visuals with taught/rehearsed words	6. Can copy or write own name
7. Can ask simple questions about own work	7. Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker	7. Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments	7. Can use first language to scaffold their effort to form English words (e.g. words from other languages used in English, such as French 'table
8. Can make basic needs known to others (e.g. 'I not understand)'	8. Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time)	8. Can recognise and use sound-symbol correspondence to decipher the meaning of some words in a taught/rehearsed text	8. Can start to write English to fill in blanks, copy known words or label diagrams/images (e.g. labelling a map)
9. Can communication some lesson content in longer more correct utterances supported by scaffolding such as visual prompts	9. Can sort pictures or objects according to oral instructions	9, Can follow and make use of familiar words to extract basic meaning from a familiar text	9. Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures
10. Can pronounce comprehensively and attempt to approximate English stress/intonation	10. Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings)	10. Can choose books or other reading materials to join in learning activities, especially when guided	10. Can copy/reproduce letters shown by teachers to make their own meaning when telling a story

DfE English Proficiency Descriptor B: Early acquisition: 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.

Four Modalities Grade B			
Speaking	**Listening**	**Reading & Viewing**	**Writing**
1. Can answer yes/no questions (e.g. 'Are you hungry?) and 'choice' questions ('Do you want chicken or pasta?')	1. 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	**1.** Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'once upon a time')	**1.** Can show awareness of common and simple spelling rules (e.g. can show awareness of basic phonics and starting to spell common consonant vowel-consonant (CVC) words correctly, such as 'hat', 'ant', 'sit')
2. Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences	2. Can respond to simply phrased factual questions (e.g. 'Which things use electricity?')	**2.** Can use awareness of grapheme phoneme correspondence to try to decode unfamiliar words/phrases	**2.** Can form and reproduce most English letters and attempt to produce words
3. Can respond simply to a question relating to an immediate task, while syntax is basic and may contain errors (e.g. omission of verb inflection: 'She say he like Maths')	3. Can attend for short periods to simple stories and songs with visual scaffolds	**3.** Can attempt to work with familiar and some unfamiliar words in phrases/sentences, and try to make sense of them	**3.** Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves
4. Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides has a square?')	**4.** Can follow day-to-day social communication in English	**4.** Can use own growing language knowledge to process text at the phrase/sentence level, showing awareness of idiomatic expressions, (e.g. 'in the beginning', 'a long time ago')	**4.** Can complete sentence starters if examples are provided (e.g. 'I like [apples]', 'The monkey ate [four bananas]')
5. Can deal with most day-to-day routines and common situations, and task-related language, where there is contextual support	**5.** Can follow narrative/accounts with visual support	**5.** Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate	**5.** Can follow examples and reproduce taught expectations about layout (e.g. front cover, page number)
6. Is beginning to use forms (mostly first [I] and third [he/she/it] person present tense) of the verbs have, be, do, come, go and make, although not always accurately (e.g. 'I going play')	**6.** Can follow instructions where the context is obvious and recognise familiar words in spoken texts	**6.** Can attempt to read/check own writing for meaning with teacher/peer support	**6.** Can make independent use of basic punctuations to achieve various purposes (e.g. using commas to separate ideas, capitals to start a sentence)
7. Can give a short retelling of a story or sequence, perhaps fragmented, and relying on objects and images, but will	**7.** Can respond to simply phrased factual questions about lesson content, (e.g. 'Is the	**7.** Can identify and extract information (words and passages) in texts in response to concrete what, where and who questions	**7.** Can copy passages from an English text in the curriculum (significant if the pupil's first language is in a different script)

still have difficulty with basic prepositions	leaflet about animals or about shops?')		
8. s (e.g. 'I not understand') Attempts to follow and use simple modelled expressions in a smallgroup activity (e.g. 'You go first')	**8.** Can attend actively to the conversations of other English speakers on familiar classroom topics	**8.** Can read out loud short texts with familiar/predictable structures written in everyday languages, attempting to use pauses and intonation to mark meaning	**8.** Can combine drawing and writing to create meaningful sentences on familiar topics (e.g. a picture of a house with 'This is my home')
9. Is beginning to meet the demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and slow down their pace)	**9.** Can use contextual clues to gain meaning from age-level text read orally	**9.** Can begin to work out main points, story lines and explicit messages from illustrated text without prompting	**9.** Can form simple sentences using word/phrase banks for different classroom purposes (e.g. words and phrases highlighted in curriculum tasks)
10. Is beginning to participate independently in class discussions on familiar social and academic topics	**10.** 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')	**10.** Can use growing awareness of familiar grapheme-phoneme correspondence, spelling patterns, and contextual clues to work out the meaning of unfamiliar words, phrases and short texts	**10.** Can write some simple basic phrases or sentences in relation to personal experience (e.g. family, home, playground activities)

DfE English Proficiency Descriptor C: Developing competence: 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

Four Modalities Grade C			
Speaking	**Listening**	**Reading & Viewing**	**Writing**
1. Can communicate immediate, concrete matters using connected utterances	1.Can follow oral instructions and compare with visual or non-verbal models (e.g. 'Draw a circle under the line')	1. Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. '- tre' in 'centre')	**1.** Can use appropriate time sequencing (e.g. 'first', 'next', 'finally')
2. Begins to notice and can sometimes self correct irregularities in own speech (e.g. 'comed', 'goed', 'he do')	**2.** Is acquiring topic/subject-specific vocabulary	**2.** Can recognise common prefixes (e.g. 're' in 'return') and suffixes (e.g. 'ed' in 'walked') and punctuation, and use this awareness and knowledge to make sense of text	**2.** Can attempt to construct a coherent sentence with familiar vocabulary, including common articles (e.g. 'a', 'the'), prepositions (e.g. 'on', 'in') and conjunctions (e.g. 'and', 'but')
3. Can use some vocabulary that has been introduced on tasks and in taught sessions	**3.** Can get the gist of unfamiliar English in predictable social and learning situations (e.g. language of playground	**3.** Can make sense of curriculum texts but may need support to comprehend unfamiliar content, culturally	**3.** Can use some formulaic expressions in writing (e.g. 'excuse me', 'I suppose so', 'at the beginning', 'once upon a time')

	games, common phrases used by the teacher 'do	engendered nuances (e.g. 'the angel twinkled on the top of the tree'), and figurative and metaphoric expressions (e.g. 'don't wind him up', 'life is a roller coaster')	
4. Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet')	**4.** 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	**4.** Can identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand	**4.** Can use some grammatical structures, such as subject-verb agreement (e.g. 'he walks'), inflections (e.g. adding 'ed' to form the past tense)
5. Can speak to others socially using simple but mostly regular grammatical structures	**5.** Can use intonation and stress on words to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command)	**5.** Can identify main idea/s in curriculum material and use own prior experience and learning to assist understanding where appropriate	**5.** Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language (e.g. 'Yesterday, I …, then I went home')
6. Can take part in role play making some appropriate unscripted contributions	**6.** Can respond appropriately in most unplanned exchanges	**6.** Can understand most subject content texts, including factual accounts, narratives, opinion pieces; although may need support with unfamiliar vocabulary, complex sentences and writing styles	**6.** Can combine ideas based on taught content, although they are not fully accurate (e.g. 'stone age peoples use sharp stone')
7. Can ask questions for social and academic purposes	**7.** Is developing understanding of sentence types (e.g. questions) through word order rather than intonation alone	**7.** Can comprehend curriculum-linked English literature mostly at the literal level, but may rely on teacher and peer support to understand cultural references and meanings	**7.** Can show understanding of content of taught sessions through writing using familiar vocabulary and sentence models
8. Modelled expressions in a smallgroup activity (e.g. 'You go first') Makes relevant spontaneous comments socially and during tasks	**8.** May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding	**8.** Can retrieve relevant details from curriculum and literary texts to retell the gist of content	**8.** Can draw on first language to plan writing (e.g. use words from first language to scaffold ideas)
9. Is beginning to meet the demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and slow down their pace)	**9.** Is beginning to respond to different registers (e.g. formal and informal) and understand the importance of listening for different purposes	**9.** Can begin to differentiate between informational and fictional statements/texts independently	**9.** Can construct simple connected text based on short descriptions of events and activities for classroom purposes

10. Is beginning to participate independently in class discussions on familiar social and academic topics	**10.** Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular	**10.** Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)	**10.** Can attempt to write short texts in different genres (e.g. first person diary entry, letter, third person narrative)

DfE English Proficiency Descriptor D: Competent: 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

Four Modalities Grade D			
Speaking	**Listening**	**Reading & Viewing**	**Writing**
1.Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation	**1.** Can understand an unfamiliar speaker on a familiar topic	**1.** Can relate written material to classroom activities and understand that written material is often organised and presented differently from spoken language (e.g. written instructions for science experiments versus teacher and peer talk while conducting the experiment)	**1.** Can employ a range of modal elements (e.g. 'would', 'should', 'could', 'might') and tenses (including present continuous tense, simple past tense) to construct a text
2. Can answer explicit questions from stories read aloud (e.g. who, what, or where)	**2.** Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	**2.** Can identify the purpose and intended audience of curriculum-related texts without prompting	**2.** Can identify spelling errors in words used in curriculum subjects when proofreading their own writing
3. Can give oral presentations on content-based topics approaching age expected level	**3.** Can participate confidently in shared texts, such as songs and poetry	**3.** Can recognise meaning of words/phrases expressing degrees of obligation, probability and possibility in context (e.g. may, must, should)	**3.** Can combine phrases/sentences to produce a clear and coherent statement in relation to curriculum tasks
4. Can retell events in a connected narrative where content is familiar, using story language where appropriate	**4.** Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	**4.** Can use growing knowledge of grammar to try to make sense of complex expressions (e.g. conditional constructions such as 'If I had a choice … I would …')	**4.** Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events)
5. Can use phrases of time and place to expand information, and longer noun groups to expand descriptions (e.g. 'a dog barked': 'Last night, in the silent, empty park, a dog barked')	**5.** 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	**5.** Can follow written material to do tasks such as classifying and sequencing events in narratives, descriptions and processes in subject content texts independently	**5.** Can write stories and descriptions of personal experience in an appropriate time sequence

6. Can produce more complex sentences by using a small range of linking elements such as pronoun reference across sentences (e.g. 'I have a new friend. She is Polish')	**6.** Can distinguish and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories)	**6.** Can identify figurative speech (e.g. 'a star was born') and metaphoric expressions (e.g. 'he bottled up his anger') in curriculum texts (an	**6.** Can use text models to scaffold content and structure of writing for different classroom purposes
7. Can complete phrases in rhymes, songs, and chants	**7.** Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical gaps still apparent	**7.** Can recognise different text types/genres, understanding that the purpose of communication can shape text organisation (e.g. a narrative of personal experience versus a report of a science experiment)	**7.** Can begin to use phrases/sentences in a culturally-appropriate way in different areas of the curriculum
8. Can use knowledge of first language to communicate and predict the meaning of unfamiliar English (i.e. using knowledge of words or prefixes that are shared by first language e.g. volcano - vulcan (Romanian), wulkan (Polish); tri-meaning 3 e.g. triangle)	**8.** May ask for clarification and need extra time when participating in complex listening tasks, group performances or class discussions	**8.** Can use a developing range of reading strategies, especially when prompted (e.g. adjusting their reading rate for the task at hand), using dictionaries or other references	**8.** Can compare, contrast and summarise content-based information (e.g. environment, education)
9. Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction)	**9.** Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school contexts	**9.** Can reread a text to check understanding if told that the information in the text has not been completely understood	**9.** Can participate in shared writing activities or write independently
10. May still explore more complex ideas in first language, use first language features when attempting unfamiliar English constructions or may mix first language and English to convey more complex ideas	**10.** Is beginning to correctly interpret intonation, stress and other culturally specific non-verbal communication	**10.** Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions	**10.** Can produce texts in a variety of genres (e.g. narrative, argumentation, description) using subject - or topic related vocabulary

DfE English Proficiency Descriptor E: Fluent: 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.

Four Modalities Grade E			
Speaking	**Listening**	**Reading & Viewing**	**Writing**
1.Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesise (e.g. 'Animals less well adapted may fail to live long	**1.** Can meet the language demands of group activities and class discussions without support for EAL	**1.** Can process information in written texts that are structured differently from that gained through spoken language, even if they are on the same topic or have similar content	1.Can demonstrate full control over grammatical features (including types of verb, pronoun reference, compound and complex sentences)

enough to reproduce and therefore become extinct')			
2. Can tell original stories with emerging detail	**2.** Can select key information for a purpose, rejecting irrelevant and unimportant information	**2.** Can understand and interpret visuals and graphics in conjunction with written text appropriately	**2.** Can write in clear, well-structured English across the curriculum using appropriate style and layout
3. Can join in a social or on-task discussion without support or scaffolding for EAL	**3.** Can draw on a range of discourse markers (e.g. expressions like right; okay; anyway; as I said) to help make meaning	**3.** Can understand the meaning - such as identifying the agent when not obvious and the sequence of happenings - contained in sentences and passages based on knowledge of more complex grammar (e.g. the passive voice 'No pocket money until you tidy your room. You have been warned,' said Mum)	**3.** Can use a variety of tenses (including present and past perfect)
4. Can compare attributes of real objects (e.g., 'X and Y are similar/different because…')	**4.** Can understand humorous references if not culturally laden	**4.** Can recognise complex cohesive markers to link ideas across sentences and passages (e.g. although, in spite of, pronouns referring back across several sentences e.g. 'The stone age was … It …')	**4.** Can write competently for a range of classroom purposes
5. Can speak with greater fluency and fewer hesitations, structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?')	**5.** Can understand most of the content when teachers speak clearly at a normal pace	**5.** Can find specific information or detail from written texts to respond to 'how', 'who' or 'why' questions	**5.** Can connect or integrate personal experiences with literary writing
6. Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes	**6.** Can follow most audio and video materials	**6.** star was born') and metaphoric expressions (e.g. 'he bottled up his anger') in curriculum texts (and seek help if necessary) Can identify explicit and implicit messages in informational and fictional texts	**6.** Can express ideas and opinions effectively for expectations of age group
7. Can prepare and deliver oral presentations on a variety of curriculum topics at age-expected level, although is unlikely to use culturally-specific nuances or idioms	**7.** Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms	**7.** Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness	**7.** Can write reports using technical vocabulary (e.g. scientific experiments)
8. Can use a growing range of everyday and specialist vocabulary in all learning	**8.** Can recognise a wide range of idiomatic expressions and	**8.** Can draw own conclusion/form own opinion from reading where	**8.** Can justify, defend and debate opinions based on

areas and can identify multiple meanings of many familiar words (e.g. a space between words, outer space)	colloquialisms, appreciating shifts in style and register	appropriate (e.g. when participating in class and group discussions)	supporting information and evidence
9. Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts	**9.** Can deal with the language demands of all routines and common situations in school	**9.** Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose	**9.** Can plan writing with a particular audience in mind (e.g. letter of complaint, persuasive leaflet)
10. Can compare/contrast ideas and relationships in different subject contexts	**10.** Can respond to different registers appropriately (e.g. match a formal response to a formal request)	**10.** Can independently apply reading skills and strategies already acquired to engage with new texts at word, sentence, and whole-text levels, using visuals and prior knowledge to enhance understanding	**10.** Can review, revise and edit work with teachers or independently (depending on age))

Source: The Bell Educational Trust Limited and DfE www.gov.uk

Appendix 2: CIC, PCIC and SGO Meeting template

Review

SGO		CIC		PCIC		Name:	Class:	Date:

Attendance _____

Specific Updates/Communication	
What's working well at home	What's working well at school

Next steps at home	Next steps at school

SEMH & Wellbeing

Current Assessment Data						
KS1&2	Reading		Writing		Maths	
EYFS	Prime:		Specific:		Wider:	

End of year Targets					
Reading		Writing		Maths	
Prime :		Specific :		Wider:	

Focused Support in School

Suggested Areas of Support at home

Any Other Business	Next Meeting Date: