



# Meeting All Needs Policy

## FLOREAT WANDSWORTH PRIMARY SCHOOL

ADOPTED BY: SSB

DATE of ADOPTION: July 2015

DATE of LAST REVIEW: December 2019

REVIEWED BY: Headteacher

DATE RATIFIED BY FEAT BOARD:

NEXT REVIEW DATE: December 2020

**Active Agents: Governing Body, Headteacher, SENDCo, General Staff, Designated Teacher, TA, Senior Leaders, the School**

## 1. Mission Statement

We will enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well, and also to be good and to do good for others. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

## 2. Purpose of Policy Statement

Judging by our first Reception cohort, the demand we gathered for Floreat Wandsworth, and data about the local population, we expect the intake to be mixed with around the borough average of pupils in receipt of Free School Meals (FSM), eligible for the Pupil Premium, and with English as an Additional Language (EAL). We also expect to have an average numbers of pupils with SEND. We expect to have average numbers of children who are gifted and talented, who are entitled to be stretched and challenged as much as any other child in the school. We also expect to have average numbers of Looked After Children (LAC).

This policy indicates how we plan to ensure that all of our pupils realise their full academic potential and to develop their key character virtues, whatever their needs. It is our firm belief that Floreat's unique *Virtue and Knowledge School Model* can help any child flourish. Our academic and character aspirations are universal and all children will benefit from our educational philosophy.

## 3. Responsibilities

Overall responsibility for ensuring our provision meets the needs of every child rests with the Head of School (who will subsequently become the Headteacher).

- The Headteacher will initially be the SENDCo, leading on SEND, LAC and EAL provision. Where necessary Floreat will buy in specialist SEND support from the Local Authority or another school to support particular children. As the school grows a dedicated SENDCo will be appointed.
- The Headteacher will lead on ensuring there is no gap in performance between children eligible for Pupil Premium, or who are LAC/EAL, and those who are not. Reports will be presented to the Governing Body and Trust on the performance of these children compared to others.
- A teacher – the Head of Early Years in the first instance – will be given delegated responsibility for ensuring gifted and talented children are challenged and stretched.

Further detail on our approach to SEND can be found in our SEND policy.

## 4. Identifying needs

At Floreat Wandsworth Primary School, we place great importance on getting to know all our pupils and their particular needs and circumstances.

When a child enters the School, we will gather paperwork from any previous settings. We ask the parents/carers whether their child has any known SEND, what their first and other languages are, and whether he or she is a Looked After Child. We will also explain to parents the importance of their completing pupil premium assessments, and gather the information from distribution to teachers.

We will baseline all children in the first 2 weeks of term using CEM's *PIPs* tests (now known as *BASE*) and through careful and sensitive classroom observations across the 7 areas of learning in the EYFS. This includes baselining pupils' understanding of spoken English and oral skills and will help us distinguish between bilingual (English plus another language) children with EAL and those who are totally new to English. It will also generate important insight into the oral communication skills of our non-EAL pupils. Reception baselines will also help us identify pupils who are particularly gifted or talented.

Through our six-weekly assessment cycle, all pupils will be monitored to judge whether they have additional needs, what those needs are, and which interventions or amendments to the curriculum are required to ensure they flourish.

## 5. English as an Additional Language

It is likely that pupils with EAL, or who live in homes where only limited English is spoken, will represent a small proportion of our pupil body. We expect most EAL pupils to thrive in our literacy rich environment and to attend all mainstream lessons. Guided by the SENDCo who also oversees EAL coordination, all our teachers will become specialists in teaching pupils with EAL. The sections below describe some of the ways this will happen:

### 5.1 Standard English and Technical language from Reception

All Floreat teachers will be prepared through the Summer Institute and regular observations and feedback to model and expect Standard English, and to use technical language. This is because, at young ages particularly, children learn rapidly through exposure.

Pupils and adults also improve at the things they practise, and so the *Teach Like a Champion* technique 'Right is Right' will be taught and practised during the Summer Institute and fortnightly CPD sessions so that teachers and TAs become meticulous about holding the very highest expectations of language-use throughout school. Standard English will be expected at all times, and staff will be encouraged to correct one another, with honesty and an appreciation of feedback, whenever they fail to use it.

## 5.2 Oral Language development through the our Knowledge curriculum

The Education Endowment Foundation's (EEF) toolkit identifies oral language interventions as being low cost and having extensive evidence for their moderate to highly positive outcomes for pupils. EEF estimate that, on average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year. Even more encouragingly, they also find that while all pupils appear to benefit from oral language interventions, studies show larger effects for younger children and pupils from disadvantaged backgrounds.

The EEF has also identified that approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of the new vocabulary. Our *Virtue and Knowledge School Model's* explicit emphasis on teaching discrete subjects from Reception, together with deploying and expecting the repetition of subject-specific technical language in these lessons, will be transformational for our children's spoken vocabulary acquisition and therefore their literacy. The idea of the content-free literacy activity will have no place at Floreat Wandsworth. Beyond the basic skills of handwriting and phonics, literacy lessons will involve pupils reading, discussing and working with content-rich texts that reinforce the knowledge being covered in other academic subject areas and character lessons.

## 5.3 Knowledge Assessments

Vocabulary acquisition will be assessed half-termly through our Knowledge Assessments. These will enable early identification of children who are slipping behind and may need additional support.

The SENDCo will keep a record of key information about each child's language and development and share it with teachers. Where appropriate, the SENDCo will introduce pupils to families with the same primary language and link them up to community support networks.

## 6. Literacy Interventions

In Floreat Wandsworth literacy progression will be assessed for all children every six weeks. Where problems are identified, *Sounds Write*-trained teaching assistants and senior leaders will work with small groups of pupils, or one on one, during targeted intervention sessions that use the programme's in-built intervention techniques.

The Assistant Head for Academics will manage further reading interventions as required. The school will run programmes such as *Accelerated Reader*: software that enables pupils to choose from a huge selection of the most popular fiction and non-fiction and to track their reading progression through the completion of online comprehension quizzes. This software also

generates accurate reading ages which will further inform teachers about the progression of children identified for intervention.

## **7. Looked After Children**

The SENDCo will be the designated co-ordinator for provision for any pupils who are looked after. We appreciate that these children will have faced, and probably still face, very particular challenges in their lives outside school that may render them vulnerable to educational underachievement. We are committed to supporting these children, and their families, very particularly. The SENDCo will manage this support, putting in place personalised interventions as needed.

We will abide by all statutory requirements and guidance for monitoring and reporting on the academic progress of Looked After pupils; we are committed to contributing fully to multi-agency working processes which will support families in the round. In addition, our internal monitoring systems will track the progress and attainment of Looked After pupils as individuals and a cohort, and this information will form part of the Executive Principal's reporting to governors.

At all times, the school will ensure that it takes an inclusive approach to family involvement in school life, taking into account the fact that our pupils, especially those who are Looked After, will have a diverse range of understandings around what constitutes family. Our approaches to family engagement will recognise that for Looked After children other adults may fulfil the parental role, and we will also welcome these adults into the school community.

## **8. Pupils entitled to the Pupil Premium**

We welcome the increasing emphasis placed by the DfE and Ofsted on the effectiveness of schools' strategy for spending their Pupil Premium funding. Ofsted's 2013 report on best practice in this area shows that the primary schools having the greatest impact on the achievement of their vulnerable pupils are those who use this funding in a targeted way to break down barriers to accessing the curriculum. By developing core skills, these schools are able not only to increase attainment and wellbeing by Key Stage 2, but also to prepare their pupils for the challenge of the transition to secondary school.

Ofsted also identified that robust systems for tracking pupil progress and acting on signs of underachievement are key to closing attainment gaps, which may otherwise have increased by the time children finish primary school.

We know that a significant proportion of the pupils at Floreat Wandsworth will attract the Pupil Premium because of economic deprivation; we are also aware that spending this additional funding effectively is crucial to its having a real impact on the lives of these children. The context of this spending is vital: our educational philosophy, knowledge-rich

curriculum, high expectations and focus on the development of character strengths in all our pupils will provide an environment in which all children can flourish, regardless of the challenges they may face outside school.

We will base our practice on programmes that have been found to be effective, as set out in the Education Endowment Foundation's Pupil Premium Toolkit. Some of the measures we will put in place include:

- One-to-one support for disadvantaged pupils who are falling behind expectations.
- Funding targeted interventions within the classroom, including a homework club in which teaching staff will provide a supportive study environment for pupils who might not be able to access this support at home.
- Providing access to a qualified counsellor for those pupils who may be more vulnerable or who are experiencing a difficult time in their life. Enabling pupils to work with a counsellor to build their resilience and their ability to address these emotional concerns is not only good in itself, but also removes an important barrier to their learning.

These measures have been proven cost-effective and have had a significant impact on pupils' wellbeing, progress and attainment. Our goal is to eliminate any performance gaps between disadvantaged and other children. Our financial plans include a line for Pupil Premium related activities. It will be the Headteacher's responsibility to ensure this funding is spent appropriately and reported transparently each year on our website.

## 9. Gifted and Talented

Our approach to curriculum delivery will support all children to develop personal interests and talents, and children with particular gifts will be able to work alongside talented adults, such as poets, artists, photographers, writers, mathematicians. Pupils presenting a consistently high ability in one or a number of curriculum areas will be provided with additional challenge within the normal routine of lesson planning and assessment. Furthermore, where appropriate, stretching interventions will be coordinated with local organisations, teachers that have a related specialism or through BEE Time in Key Stage 2.

We will create links with other schools in the area and develop a range of activities that will stimulate and extend all more able learners. As the school grows we will, for example, organise and run spelling competitions, Maths challenges, inter-school sporting events, whole-school concerts and performances, and debating competitions.