

Chapter 9: Inclusion

Inclusion is the term used to mean the process of identifying, understanding and breaking down the barriers to participation and belonging (Early Childhood Forum definition) and is a prominent principle of government policy at both a national and a local level. The CHANGE partnership focuses on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs.

We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, gender reassignment, disability, race, religion or belief, sexual orientation, impairment, attainment or background. We strive to eliminate prejudice and discrimination; creating a happy environment where all children feel safe, secure and valued. We recognise, respect and value difference and understand that diversity is a strength.

Through inclusion, all adults ensure appropriate learning and positive experiences for all our pupils. This involves structuring the environment, culture, curriculum and classroom organisation so that we are able to respond to the diversity of pupils and take into account the views and experiences of the child. This distinguishes it from integration, which focuses on the placement of an individual or group having to adapt to what the school can offer. Inclusion across CHANGE Partnership is seen in the widest possible educational context.

'A great education system creates opportunity and choice. Our education system can be deemed successful if it creates achievement and opportunity for all, whatever challenges people face, whatever labels they are given... We do not truly know what anyone is truly capable of until they are given interesting, thought provoking, challenging things for children to do. Alongside this, there needs to be plenty of appropriate support and timely feedback. If children are engaged in thoughtful, absorbing practice, there is no limit on what they can achieve.' (Learning Without Labels – Marc Rowland)



Watch a video of Dame Alison Peacock talking about Learning Without Limits

Promoting an Inclusive Environment

Teachers must create a positive culture for learning where having a growth mindset is promoted (refer to chapter 5 of Precision Pedagogy – Developing a Culture of Learning). Adults need to know their children well and work hard to foster secure relationships so that all children can flourish. In order to promote and achieve an inclusive environment for pupils, adults should consider the following:

- Pupil's name and eye contact established before giving instructions
- Clear and simple instructions, breaking down longer instructions and giving one at a time
- Tasks are clearly explained, modelled or scaffolded, and staff check for understanding
- Key points/instructions are jotted down.
- New learning broken down into small steps
- Link new learning to what pupil already knows
- Specific activities are scaffolded and personalised appropriately
- Engaging and purposeful curriculum
- Collaborative learning
- Staff display and teach the meaning of new vocabulary, making it accessible to all
- A range of aids and resources is easily accessible to support learning and aid independence
- Visual cues and prompts, visual timetables
- Effective teacher modelling of learning and behaviour
- Ensure all work is suitably challenging for individual pupils
- Ensure all children are able to see the interactive whiteboards and working walls – positioning of chairs / size of font / colour of background
- Displays should be purposeful and free from clutter (see chapter 4 of Precision Pedagogy – Environment for Learning)
- Consideration of environmental factors – background noise / fluctuations in temperature / glare from the sun / seasonal changes

Additional Needs

Even though all children have access to a high quality and creative curriculum, there will be some children that have additional needs and will need support that is 'additional to' or 'different from' the rest of the class.

Children may need additional support if they have Special Educational Needs, have English as an Additional Language or are Vulnerable.

Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) states that:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age;*

or

- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions' [COP - p 15 – 16 xiii, xiv]*

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind'. [COP - p16 xv]

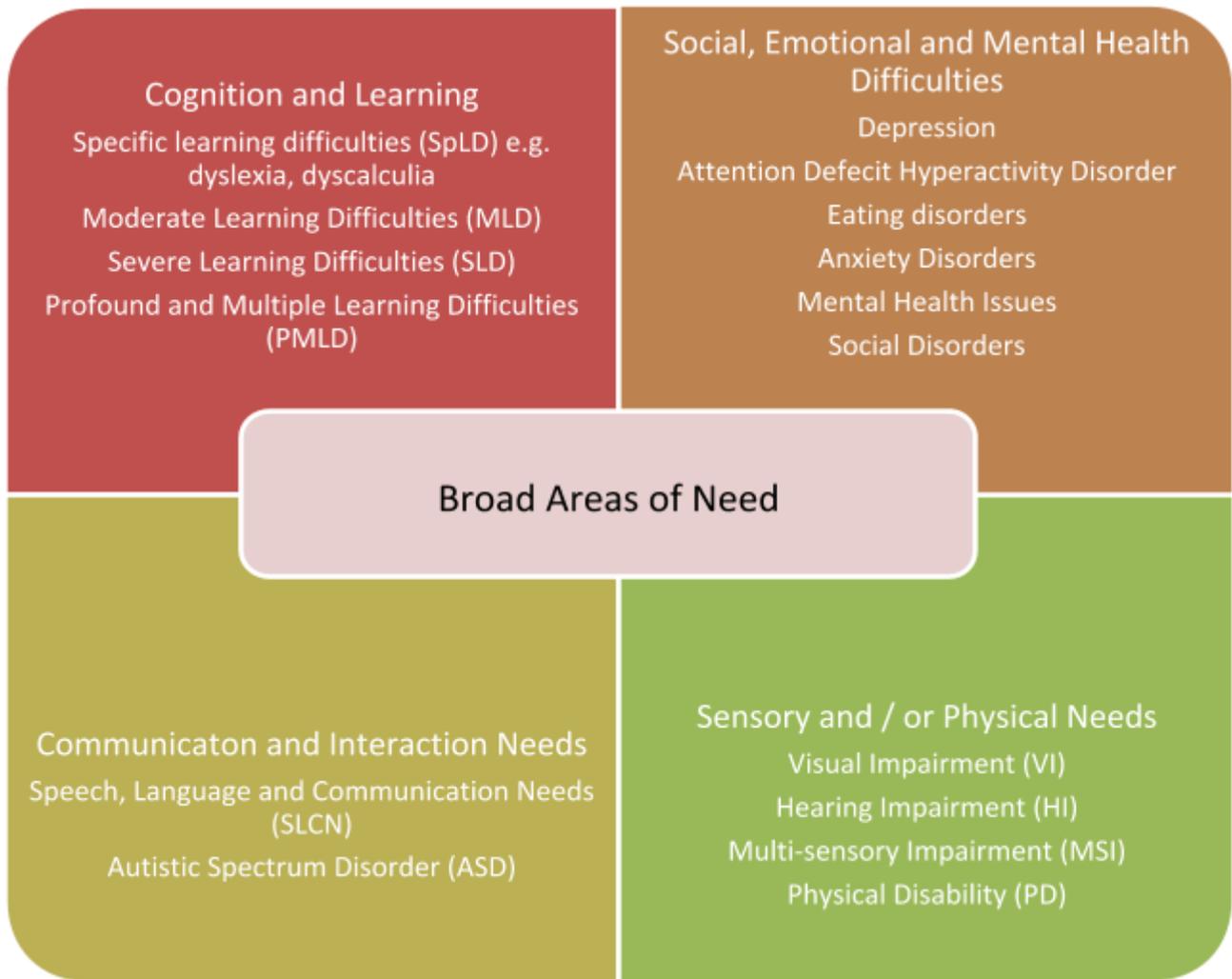
'A child under compulsory school age has SEND if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory schools age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)'. [COP - p16 xvi]

For further information, please see the SEND Code of Practice: 0 to 25 years by using the follow QR code:



<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Areas of Need - taken from the COP Sections 6.28 – 6.35



You can find information on how to support children in each of these areas of need in the Essex Provision Guidance Toolkit which can be found within the Essex Local Offer at www.essexlocaloffer.org.uk or by using the QR code.



Identifying Need

High Quality Teaching

- seeks to engage and support the learning of all children
- builds on pupils' prior learning and responds appropriately to the 'pupil voice'
- builds from the skillful design of learning
- is constructed as children progress in their learning
- involves a curriculum that is methodically constructed and renewed to deliver small and efficient steps of progression

Class teacher notices that pupils have gaps in their learning and are not making progress. Class teacher and SENCo agree on Short-term, needs-specific interventions. Assess, Plan, Do, Review

SEN Support at Additional Intervention Support

An assessment and intervention process which is usually coordinated by the SENCo working alongside other school staff. Interventions at this stage will be additional to those provided through classroom support. To support this process, the school may wish to ask for support from other agencies to help them with assessment and intervention for pupils at this stage

SEN Support at High Needs Level

Generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention programmes for a pupil. This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels. If schools seek extra provision beyond their own resources, or an assessment for an Education, Health and Care Plan, there must be clear evidence that appropriate intervention as described in the Provision Guidance has been put in place and reviewed at the previous levels of the graduated approach.

If progress continues to be a concern, referral made to the LA for assessment for an EHC plan

Graduated approach of Assess, Plan, Do, Review

Provision for children with special education needs and / or disability is a matter for the school as a whole. The SEND Code of Practice (2014) states that:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, inclined where pupils access support from teaching assistants or specialist staff'

As a partnership, we have adopted a graduated response to meeting SEND that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a child is experiencing.

Assess

Carry out child observations, hold discussions with key staff and parents / carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (health, educational psychology, social services) may be required with parental consent

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

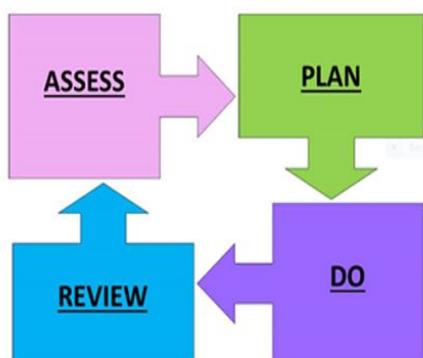
Make your plan 'outcome based' – what do you all want the child to improve, develop or achieve? The plan should involve the child and the parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

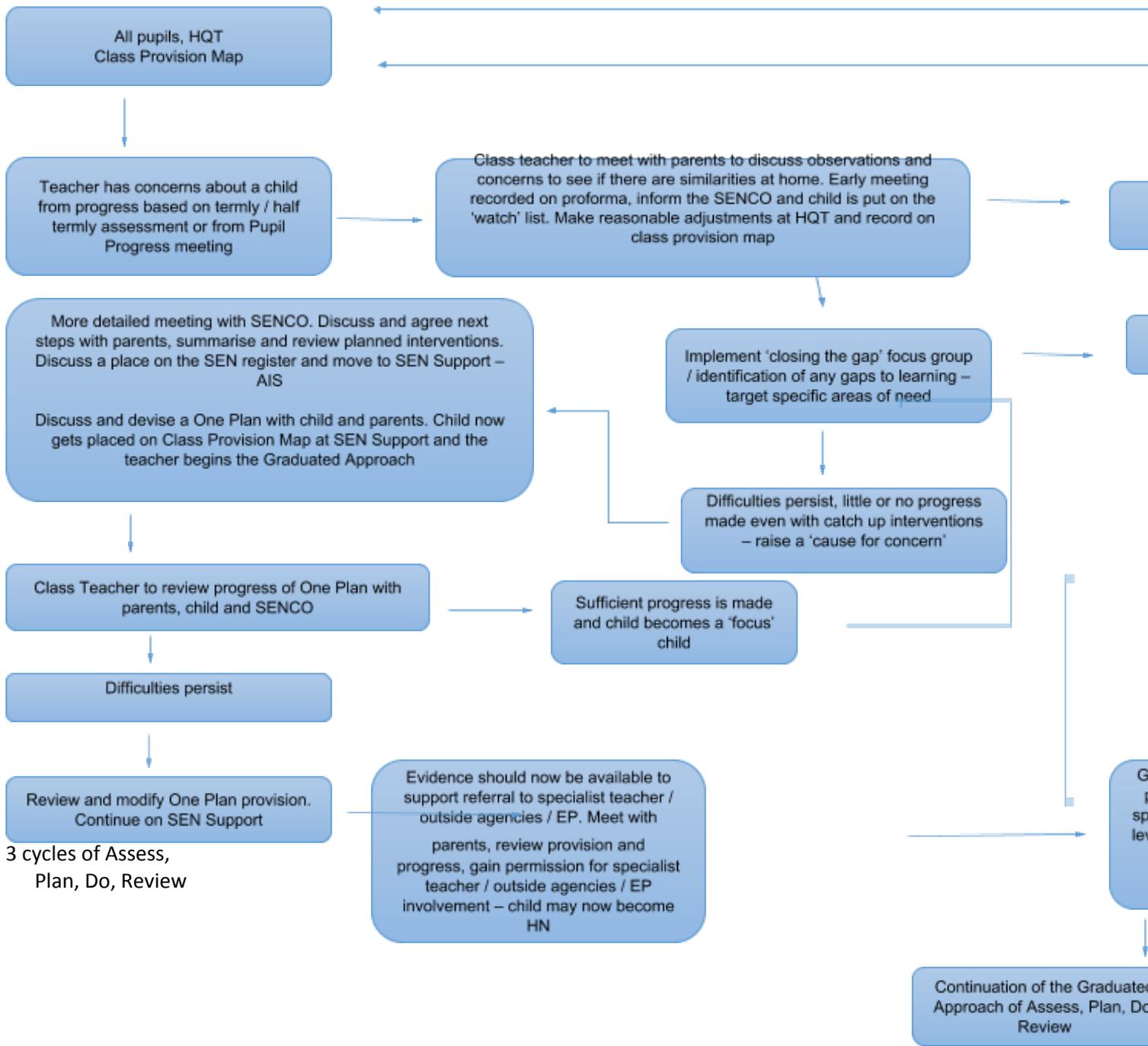
Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCO.

Continue with observations to see how the child responds to the support.



Flowchart to help decide when a child should be placed on the SEND register



Assessments

Further to the assessment approach as outlined in the assessment chapter of Precision Pedagogy, there will be times when children with additional needs will require specialist assessments which will be carried out by the SENCO, specialist teacher or Educational Psychologist. The assessments will be undertaken in order to identify the next steps for that child.

Interventions

Once a need has been identified, the class teacher, in discussion with the SENCO will decide on the most appropriate intervention to address that need. Interventions should be structured with reliable evidence of effectiveness. Sessions should occur regularly and maintained for a sustained period. Careful timetabling will be in place to enable this consistent delivery. Connections will be made between the learning in the intervention and classroom teaching so that pupils understand the link between them. Consideration around the environment and the timetabling in order for children to maximise the impact of the intervention must be made.

Actions Resulting from Identification

SEN Support

SEN Support means that a child may have the involvement of external services such as special needs advisory teachers, Educational Psychologists, Speech and Language therapists etc. It may also mean the school wishes to put in place some 'in house' intervention for children. The triggers for SEN Support could be that, despite being in a focus / target group, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum outcomes substantially below that expected of children of a similar age
- continues to have difficulty in developing English and Maths skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the child or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If a child is placed on SEN support, they will be supported through a range of tools including:

- One Plan Documentation
 - One Page Profile
 - Personalised Learning Plans
 - Personalised provision
 - Individual progression document
- One Plan review meetings (or personalised reviews) will need to be held three times a year, in line with the Code of Practice. It is the responsibility of the class teacher to review the One Plan and set new steps towards outcomes.

Person Centred Reviews

Please click on the image to access a video about person centred reviews:





Cooper Reed

What people like and admire about me...

- Cooper is cheerful
- Cooper is positive
- Cooper is affectionate
- Cooper is always gentle to his friends and pets.
- Cooper can be very cheeky
- Cooper has a wonderful laugh and giggle
- Cooper has a great maths interest
- At home and in school, Cooper is always helpful.
- Mummy loves cuddles on the sofa with Cooper.
- Daddy loves to share olives with Cooper.
- Cooper has a great sense of humour and tells funny jokes.
- Cooper is kind and caring.
- Cooper shows great enthusiasm
- We love Cooper's big blue eyes and lovely thick hair
- Cooper is always a good friend
- Mrs Jinx likes how Cooper never gives up.



What makes me happy

- Playing with my trains
- Being with Mummy and Daddy
- Going away in the caravan
- My guinea pig, Jeremy.
- Quiet spaces
- Mr Tumble
- Postman Pat
- Swimming
- Sensory room
- Having a good lunch
- Having a good night sleep
- Going to the beach
- Going camping
- Glass of milk
- Gingerbread men



How I want to be supported...

- Regular sensory and movement breaks
- Opportunities to use manipulatives to embed understanding.
- Clear 1 step instructions recorded on a task planner.
- Personalised learning using interests
- Quiet and clear space to work
- Support at playtime and lunchtime.



One Plan

To support a personalised approach to One Planning, adults working with the child need to think about the following:



Aspirations

- What does the child want to be when they are older / want for the future?
- What are the pupils dreams?
- What do parents see in their child's strengths, character and personality, and in their future potential, which will help them to progress through their life?



Appreciation

- What do we like about the pupil?
- What are they good at?
- What does the child like doing at home / school?
- What makes them happy?



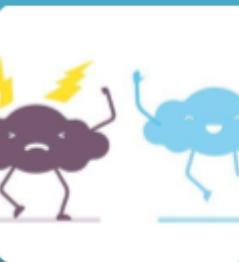
What is important to the pupil?

- Who are the people that are important to the child?
- Is there anything that makes them feel safe?
- What helps them settle down in the morning?
- What things does the child do on a weekly basis that they would miss if they stopped?



What is working / not working?

- What is working at home?
- What is working at school?
- What is working at lunchtimes? What support do they need?
- What supports you in learning times? What support is needed?
- What is not working at home / lunchtimes / learning times?
- What does the pupil find tricky and how can the teacher or another adult help?
- What strategies work / do not work?
- What scaffolding techniques work / do not work?
- What do we need to change – how can we make it better?



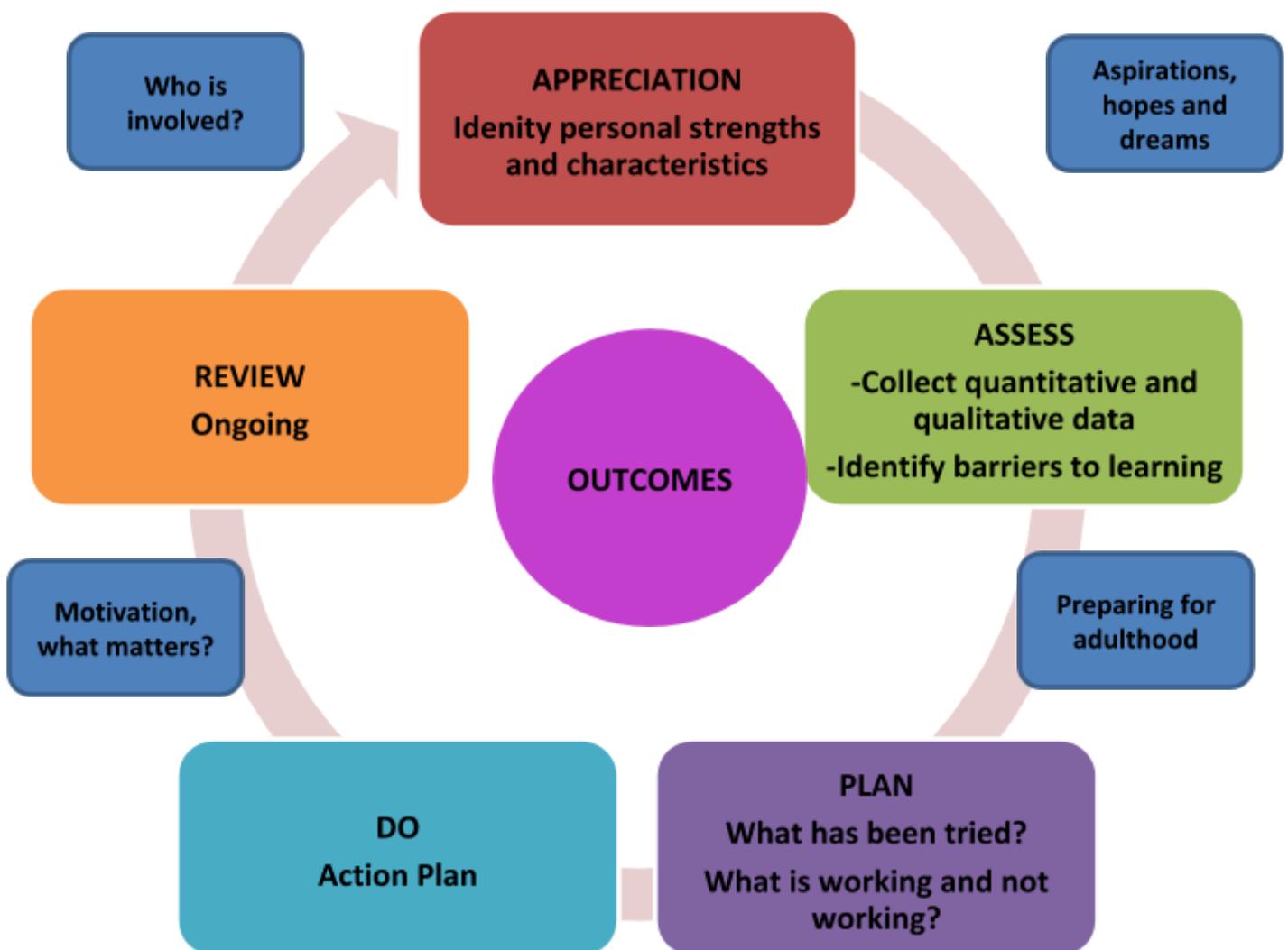
Good day / bad day

- What makes a good / happy day?
- What makes a bad / sad day?
- What does that look like for the pupil? What is their behaviour?
- What are the triggers?

Using the responses gathered, create the action plan – outcomes / steps / provision.

Plans should:

- Reflect the hopes, wishes and aspirations of pupil and their families
- Be based on high quality assessment over time
- Identify clear outcomes agreed with pupil and their families, and how these will be achieved
- Identify targets and steps to outcomes
- Be SMART (specific, measurable, achievable, realistic, and timebound)
- Specify and quantify the evidence-based provision used to develop the knowledge, skills and understanding of the pupil (adjustments, classroom modifications, approaches and interventions)
- Identify who is going to do what, when, how often and for how long (including family and the wider community)
- Identify clear success criteria
- A date for the next review



Outcomes

Outcomes ‘come out’ of a meeting or discussion. They should be produced using a collaborative approach with pupil, their family and everyone working with the pupil. Outcomes should be expressed from the child or young person’s perspective, rather than the adults. Outcomes should be important to the person and measurable.

outcome	are NOT outcomes
My friends to be able to understand me so that I can join in with their games at playtime	Improve intelligibility when speaking
able to buy my ticket and travel on the bus by myself.	Provide Emily with mobile technology assistance to support independent morning life skills
will get dressed by herself by 8.00 am, so she can catch the bus at 8.30 am with her friends’	To improve my independence. <i>It is neither specific to the pupil nor measurable. We have no way of judging whether it has been achieved. We do not know what being independent looks like or feels like to this pupil, or why it is important to them.</i>
I move around the school building independently ready for his transition to secondary school.	

An Outcome should be **SMART**

Specific – to that pupil, not a generalised target that could apply to anybody with a similar category of need

Measurable – this does not just mean ‘progress can be evidenced using a standardised test!’ How can the individual demonstrate that the outcome has been met? Is it clear what ‘success’ looks like? How do we see the ‘difference or benefit’ made?

Achievable and **Realistic** – is provision in place to support the development of the pupil towards their aspiration by achieving the outcome? Is it something that those involved have appropriate influence and control over?

Time bound – have you identified an appropriate time scale?

How long a time period should an ‘outcome’ be written for? If you are writing outcomes for something other than an EHCP, then you would set them for the duration covered by the review so: a year during an annual review meeting, a term during a termly review. Outcomes written for an EHCP will usually set out what needs to be achieved by the end of a phase or stage of education eg ‘By the end of Key stage 1’ or ‘by the time he is 16’

Please use the QR code to gain further information about Essex One Planning.



School request for statutory Educational, Health and Care Plan (EHCP)

Most children will have their needs met through the schools SEND support. For a few children the help given by schools through SEN Support may not be sufficient.

In these cases, the SENCo, in consultation with the child, parents, teachers and any external agencies already involved, will consider whether to ask the LA to initiate a statutory assessment.

Where a request for a statutory assessment is made to the LA, the child will have demonstrated significant cause for concern and the school will provide written evidence to the LA in accordance with Local Authority documentation. This will be completed in conjunction with child and parent / carer by the school SENCO. When the LA receives a request for a statutory assessment, it must decide within six weeks

Annual Review of an EHCP

All EHC plans will be reviewed at least annually with the parents, the child, the LA and the school to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the EHCP. Reviews will focus on:

- the long term aspirations of the child
- the long term outcomes that will be needed to aspire to their aspirations
- the short term outcomes that need to be put in place in order that the longer term outcome can also be achieved.

Role of SENCO

The SEN Coordinator (SENCO), who *'must be a qualified teacher working at the school'* (COP – 6.85) in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of children with SEND.

The key responsibilities of the SENCO may include:

- *Overseeing the day-to-day operation of the school's SEN policy*
- *Co-ordinating provision for children with SEN*
- *Liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- *Advising on the graduated approach to providing SEN support*
- *Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- *Liaising with parents of pupils with SEN*
- *Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies*
- *Being a key point of contact with external agencies, especially the local authority and its support services*
- *Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- *Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *Ensuring that the school keeps the records of all pupils with SEN up to date*

[COP 6.90]

English as an Additional Language (EAL)

Introduction

At CHANGE Schools Partnership, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Some of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

*A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, **irrespective of the child's proficiency in English.***

EAL - The Department of Education definition

English as an additional language (EAL) refers to learners whose first language is not English.

EAL - The Ofsted definition

These definitions therefore cover the following:

- Pupils **arriving from other countries** and whose first language is not English
- Pupils who have **lived in the UK for a long time** and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.

Teaching and Learning

At CHANGE Schools Partnership teachers take action to help children who are learning English as an additional language by various means. Teachers should develop the pupils' spoken and written English by:

- Framing children's contributions by modelling back the full sentence
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms, and topic related vocabulary
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways in which English is used
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Encouraging children to transfer their knowledge, skills and understanding of one language to another
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

Teachers should ensure access to the curriculum and to assessment by:

- Using appropriate texts and materials that suit children's ages and levels of learning (bearing in mind that children with EAL should NOT be considered as having special educational needs without more formal assessment)
- Providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses
- Using the home or first language where appropriate
- Being aware of cultural differences and taking care on how to explain them

Curriculum Access

All children within the CHANGE Schools Partnership follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with EAL do not produce separate work, but work will be appropriately scaffolded according to their individual needs. Teachers plan opportunities for children to develop their English, and provide support to help them take part in activities. This can be through:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing bilingual support to extend vocabulary
- Providing a variety of writing in the children's home language as well as in English
- Providing opportunities for children to hear their home language as well as English

Roles and Responsibilities

All staff have responsibility for:

- Modelling good use of English, in extended sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly, using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.
- Providing alternative methods for communication at the earliest stages of language acquisition

All teaching staff have responsibility, as part of High Quality Teaching, for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English.
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving speaking, listening and communication skills
- Assessing and tracking progress in the spoken language
- Initial assessment and termly monitoring of the *Language Acquisition for English as an Additional Language*
- Additional planning and preparation for targeted children which will support access to the curriculum and / or development of English fluency.
- Identifying and providing resources which support children learning English as an additional language including the use of ICT

For further information on provision for children with EAL scan the following:



<https://ealresources.bell-foundation.org.uk/teachers/guidance-curriculum-subject>
<https://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/>

Children in Care (Looked After Children – LAC)(Taken from Essex County Council)

Children in care are some of the most vulnerable learners in CHANGE Schools Partnership. Most children enter care as a result of abuse or neglect and can often experience issues of attachment, loss and trauma. These outcomes often impact on learning and wellbeing. Nationally it is recognised that children in care do considerably less well than their peers, resulting in poor exam success and often leading to limited further education, employment and training opportunities.

CHANGE Schools Partnership is committed to achieving improved educational outcomes for children in care and post LAC children, through providing access to a high quality and accessible curriculum, taking account of their additional needs.

Our Trust recognises that this is a whole school approach and all governors, staff and volunteers contribute to achieving the very best for children in care and post LAC children.

CHANGE Schools Partnership subscribes to the five priorities of the Essex Virtual School. These are:

- Raise attainment and accelerate progress for children in care across all key stages
- Improve school attendance and reduce exclusion
- Improve the quality of Personal Education Plans
- Support school leadership to enhance a shared objective of improving life opportunities through education.
- Provide access to advice, support and intervention for children adopted, Special Guardianship Order and Child Arrangement Order to schools and families

Under the Children Act 1989 a child is looked after by a Local Authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. This can happen under a number of arrangements.

- Children who are accommodated under a voluntary agreement with their parents (Section 20).
- Children who are the subject of a Care Order (section 31) or interim Care Order (section 38)
- Children who are subject to emergency orders for their protection (sections 44 and 46)
- Children who are compulsorily accommodated- this includes children remanded to the Local Authority or subject to a criminal justice supervision order with a residence requirement (section 21).

Post LAC children refers to those children that are no longer in care through:

- Adoption
- Special Guardianship Orders (SGO)
- Child Arrangement orders (CAO)

Roles and Responsibilities

The Governors and Trustees of CHANGE Schools Partnership will:

- Ensure all governors are fully aware of the legal requirements and guidance for children in care;
- Ensure that staff has the skills, knowledge and understanding necessary to keep children in care safe;
- Ensure there is a designated teacher for children in care and post LAC children, who is trained and has sufficient time to fulfil the role;
- Ensure the admission criteria and practice prioritises children in care and post LAC children in accordance with the Admissions Code of Practice 2014
- Nominate a governor with responsibility for children in care and Post LAC children who links with

the Designated Teacher.

- Receive regular reports from the Designated Teacher which should include:
 - The number of children in care and post LAC children on roll
 - Confirmation that each has an up to date high quality Personal Education Plan
 - Information about their school attendance and exclusion rates in comparison to other pupils
 - Their progress and attainment data
 - Destinations for children in care and Post LAC children that leave the school
 - The use and impact of Pupil Premium Plus in accelerating progress

* All information collected and reported will be done anonymously for safeguarding reasons and to respect the anonymity and confidentiality of the children and young people concerned.

Ensure that the schools policies and practice gives equal access to:

- Admission to school
- The curriculum and access to take examinations both academic and vocational
- Support and participation in and out of school learning and extra-curricular activities
- Work experience and careers guidance

Annually review the effective implementation of the school policy for Children in Care and Post LAC children.

As the school leaders the headteachers / heads of school will:

- Identify a designated Teacher for children in care and post LAC children, where possible ensuring that there is a deputy designated teacher in case of staff absence.
- Be knowledgeable about the Schools Admission Code in relation to school admissions
- Carefully consider any proposed exclusion, taking account of the vulnerability of a child in care and the potential impact on their care arrangements and give due consideration to alternatives to exclusion wherever possible.
- Provide opportunities for the continuous professional development of the designated Teacher to enable them to fulfil their role;
- Provide sufficient time to allow them to undertake the requirements of the role effectively.
- Ensure that procedures are in place to monitor and take effective action regarding the admission, attendance and progress of children in care and post LAC children.
- Ensure all staff receive relevant training opportunities and are aware of their responsibilities under this policy and related guidance.

The Designated Teacher of CHANGE Schools Partnership will:

- Know all the details about each child in care in relation to which Local Authority has care responsibilities, their legal status, care and contact arrangements, parental responsibility and the level of delegated authority given to carers.
- Provide a welcome and smooth introduction to the school for the child and their carer(s)
- Ensure the school safeguarding lead has details of the child's social worker and name of the Virtual School Head in the Local Authority that looks after the child or young person.
- Have a lead responsibility in promoting and raising the educational achievement of every child in care on the school roll;
- Ensure their educational, personal social and emotional needs are prioritised;
- Take the lead responsibility for helping all school staff to understand the factors that can affect how children in care learn and achieve along with the impact of attachment and trauma.
- Have high expectations for the progress of children in care;
- Ensure every child has a high quality up to date Personal Education Plan (PEP) and regularly monitor the progress of learning objectives.

- Maintain the overview of progress, attendance and provision including the effective use of Pupil Premium Plus, linking with the Virtual School as necessary.
- Ensure any Special Educational Needs and Disabilities (SEND) are addressed in accordance with the Special Educational Needs Code of Practice.
- Be an advocate for children in care and Post LAC children
- Attend any relevant training and ensure training and CPD opportunities are regularly reviewed and records updated;
- Act as the key liaison professional for other agencies and individuals in relation to children in care and post LAC children
- Ensure all children in care have a positive and considered integration or transition to or from school.
- Keep PEPs and other records up to date and reviewed regularly.
- Where a child or young person in care or post LAC is experiencing difficulties in school, will communicate effectively with parents, carers and other professionals to plan targeted, effective intervention and support.
- Ensure the confidentiality of children in care and post LAC children sharing confidential/personal information on a need to know basis only.
- Act as the key adviser for staff and governors on issues relevant to children in care and post LAC children;
- Ensure that care and school liaison is effective including invitations to meetings and in particular school events i.e. school plays, open evenings and celebration events.
- Actively encourage and promote home learning and extra-curricular activities
- Ensure speedy transfer of information when a child in care or post LAC child transfers to another educational placement
- Contribute to children in care statutory reviews when required
- Provide regular reports (as set out above) to the Governing body regarding children in care and post LAC children

School staff ensure children in care and Post LAC children do well and are supported requires a Trust wide approach. They will:

- Have high expectations and aspirations for the educational achievements of children in care and post LAC children;
- Have an understanding of the key issues that affect the learning of children in care and post LAC.
- Ensure that any child in care is supported sensitively and that confidentiality is maintained within safeguarding requirements;
- Be familiar with the guidance on children in care and respond appropriately to requests for information to support Personal Education Plans and review meetings.
- Ensure the designated Teacher is informed where a child in care or post LAC child is experiencing difficulties in class or within the school.
- Only use exclusion as a last resort in line with the exclusion guidance, being mindful that exclusion may place the care placement under duress and causing further disruption to care and education.

Staff Development

The Designated Teacher should be trained for the role and should ensure access to ongoing professional development opportunities for the role through various opportunities. As a school we encourage staff to participate in training opportunities that will enable them to meet the needs of children in care and post LAC children more effectively. Part of the Designated Teachers' role is to raise awareness of the issues and barriers to learning for these children within the whole school environment.

Personal Education Plans

Every child in care must have an up to date Personal Education Plan (PEP) that contributes to the overall care plan. Each Local Authority has its own approach to PEPs

Pupil Premium Plus

Each child in care and post LAC child attracts the Pupil Premium Plus grant (PPG+). The purpose of the grant is to reduce the difference in educational outcomes between these children and their peers. As a school we will carefully plan and regularly review the use and effectiveness of the PPG+ to ensure it is accelerating progress and meeting the needs of the child in care as identified in their PEP. For post LAC children we will target resources linked directly to the child's needs and communicate regularly with their parents and guardians.

Essex Virtual School Contact Details

Email: Virtual.School@essex.gov.uk

Website: www.essex.gov.uk/virtualschool

Pupil Premium

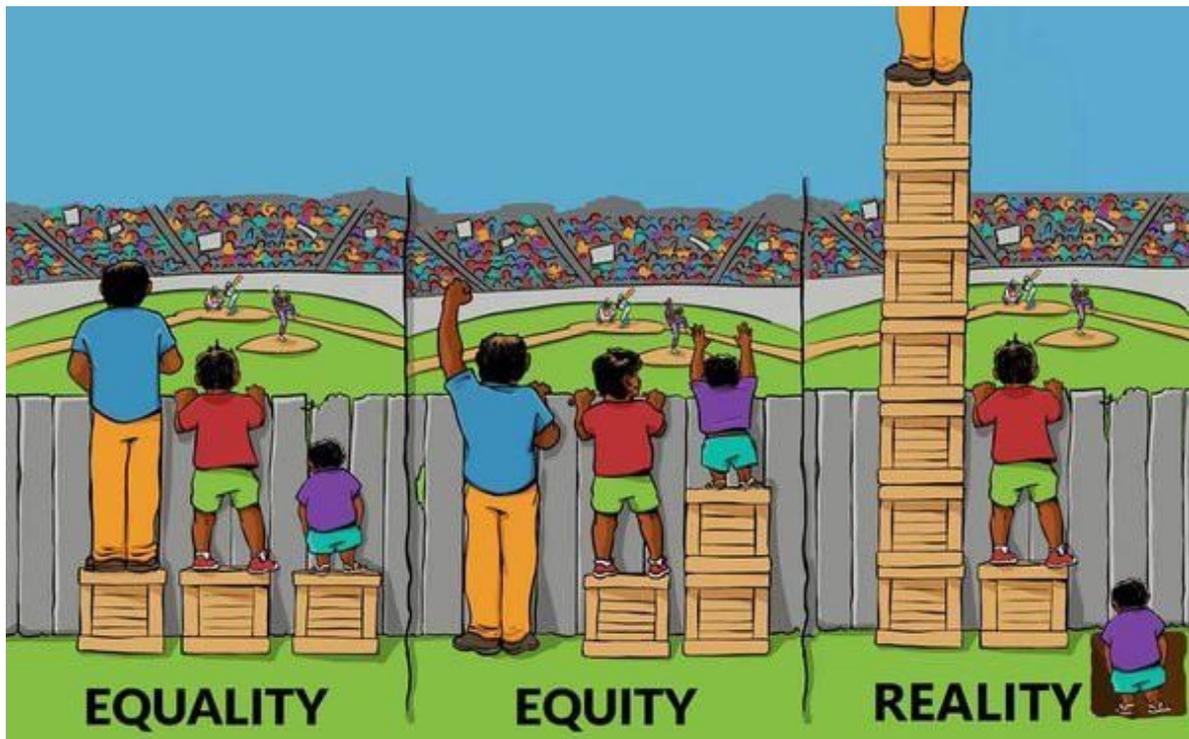
The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils. Pupil Premium is calculated by the number of FSM children at the school in addition to the number of looked after children, who attend the school, calculated using the Children Looked After data returns. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by the schools within the partnership to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Pupil Premium Statement

Each year, the Pupil Premium Lead, in consultation with the Inclusion Leader, head teacher / head of school and governors creates a Pupil Premium Statement, outlining how the funds will be spent over the year.

The CHANGE Schools Partnership will ensure that the pupils who are entitled to Pupil Premium funding are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The schools within the partnership will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including Pupil Premium.



Fewer than 44% of disadvantaged pupils achieved five good GCSEs including English and Maths in 2016
“Education is the route out of poverty, to ensure each child receives the high quality learning opportunities we would want for our own children. This means that those who choose to work in our community need to be committed to walking those extra miles.....A great education system creates opportunity and choice. Our education system can be deemed successful if it creates achievement and opportunity for all, whatever challenges pupils face, whatever labels they are given.”

Learning Without Labels, Marc Rowland

Vulnerable children

Given the breadth of the concept of vulnerability, there is currently no straightforward way to clearly define vulnerable children – Children’s Commissioner

A vulnerable child is defined as being under the age of 18 years and currently at high risk of lacking adequate care and protection. Accordingly, all children are vulnerable by nature compared to adults, but some are more critically vulnerable than others. HGSF

All children due to their age are considered to be at risk for exploitation, abuse, violence and neglect. But vulnerability cannot be defined simply by age. Though age is one component, vulnerability is also measured by the child's capability for self-protection.

Characteristics of children defined as vulnerable include those:

- orphaned by the death of one or both parents;
- abandoned by parents;
- living in extreme poverty;
- living with a disability;
- affected by armed conflicts;
- abused by parents or their carers;
- malnourished due to extreme poverty;
- HIV-positive;
- and finally, those marginalized, stigmatized, or even discriminated against.

All vulnerable children have one common denominator: they have no reliable social safety networks on hand to depend upon in order to adequately manage the risk to which they are daily exposed. Some children will fall under more than one of the categories listed below. These will be the children that will require a well thought-out programme of support and deep understanding of their needs. Each school within the TRUST will have a vulnerable children’s register. This register is a confidential document and held by the designated person.

Vulnerabilities include (according to Children’s Commissioner 2017)

1. Safeguarding concerns or experience of local authority care:
 - Children looked after/looked after children
 - Care leavers
 - Children in Need
 - Adopted children
 - Children who are subject to child protection plans.
 - Children in a secure detention estate
 - Unaccompanied asylum seeking children
 - Children who are subject to a special guardianship order
2. Health and/or disability
 - Children who have special educational needs and/or disability (SEND)
 - Children who have mental health difficulties
 - Children who have physical health conditions
3. Economic circumstances
 - Children who are homeless or who are in insecure/unstable housing
 - Children in poverty

- Children in low income families
4. Family circumstances/characteristics
 - Children in 'troubled families'
 - Young carers
 - Children whose parents use substances problematically
 - Teenage parents
 - Children in non-intact families
 - Pre Section 17
 - Undocumented children and children without legal identity/regular immigration status
 - Children whose parents may have limited parenting capacity due to parental mental health or parental physical health
 - Children in families where domestic abuse has taken place
 - Children in families that have a member of the family in prison
 - Children who have frequent mobility
 - Complex families (where a parent has had multiple partners)
 5. Educational engagement
 - NEET/pre-NEET children
 - Excluded pupils, and those at risk of exclusion
 6. Involvement in offending / anti-social behaviour
 - Children involved with the criminal justice system/young offenders
 - Young people who are involved in gangs
 7. Experience of abuse / exploitation
 - Experience of childhood trauma or abuse
 - Victims of modern slavery or trafficking
 8. Missing and absence
 - Missing children
 - Absent children
 9. Minority populations
 - Children from minority ethnic backgrounds
 - Children who are in a gender minority or who are lesbian, gay or bisexual
 - Gender reassignment

“What really distinguishes education systems is their capacity to deploy resources where they can make the most difference. Your effect size as a teacher is a lot bigger for a student who doesn't have a privileged background.”

Andreas Schleicher, OECD