

## Inclusion Policy and Procedures

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## Procedures for Inclusion

This policy should be read in conjunction with the Equality Policy, Teaching and Learning Policy and Behaviour Policy.

Each child is unique and at a REAch2 Academy we aim to offer an outstanding and inclusive learning environment.

We have developed a culture where all members of staff and all pupils feel accepted, encouraged and motivated regardless of their background and abilities. We want to offer all pupils opportunities for emotional, social and educational development. A creative, differentiated and interesting curriculum coupled with skilled and motivated staff help to contribute to a philosophy of accomplishment and achievement. We are committed to adapting our teaching to ensure it is accessible, fulfilling and challenging for all our learners.

We have high expectations of all children; we look for ways to support them as individuals, preparing them for a successful, fulfilling future.

By looking at academic progress across the school, we can identify different groups of learners, including more able children, children for whom English is an additional language, vulnerable children and those with specific educational needs. We can then design targeted support that minimises barriers to learning and extends and challenges pupils according to their ability.

## Equal Opportunities Statement

Chapel End Junior Academy is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

## Pupils with English as an Additional Language (EAL)

This policy outlines our school's aims and strategies to ensure all EAL pupils fulfil their potential. This policy covers the key areas of:

- Ethos
- Curriculum
- Assessment
- Specific support for new arrivals

(Refer to school Equality Policy for whole school approach including education against racism)

### Ethos:

At REAch2 and Chapel End Junior Academy, we are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL pupils; both at an early stage of English language acquisition and More Advanced Bilingual Learners (MABL). We maintain an extremely positive school ethos through the following:

- Displays around the school that reflect and celebrate the multi-cultural and multi-lingual nature of both school and society. These include:
  - Multi-lingual signs and labels
  - Photos of whole school events such as International Evening
  - Photos of positive role models from a range of cultures
  - Examples of pupils' work
- Displays within the classroom reflect and celebrate the multi-cultural and multi-lingual nature of the class, school and society and support the learning of pupils learning EAL and include:
  - Displays/ resources depicting pupils' family heritage
  - Multi-lingual labels/signs, with pictures, using the main languages spoken in the class and /or the language of children who are new to English
  - Visual timetable

## Curriculum:

All teaching staff:

- have the responsibility to provide the highest quality first teaching and learning opportunities for all pupils (as outlined in the Teaching and Learning policy)
- identify and teach key language features of each curriculum area, e.g. key vocabulary, use of language, forms of text
- provide enhanced opportunities for speaking, listening and drama
- ensure pupils have access to good models of spoken English
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- provide additional verbal support, e.g. repetition, modelling, peer support, pre-teaching key vocabulary
- make use of a range of ICT activities
- make use of collaborative activities that involve purposeful talk and encourage and support active participation
- group children strategically for different activities
- ensure, where possible, learning progression moves from the concrete to the abstract (younger children and early speakers of English learn a new concept in a practical 'hands on' (concrete) way. As a child becomes older, more advanced and/or is exposed to English for longer they should be able to apply concepts in a more abstract way e.g. with pencil and paper)
- provide scaffolding for language and learning, e.g. talk frames, writing frames
- provide a variety of ways for pupils to record their work, including recording in their first/ home language
- provide dual- language books and dictionaries
- ensure cultural diversity is built into their planning for all areas of the curriculum, considering the linguistic, cultural and religious backgrounds of families.

## Assessment

- All pupils, including those learning EAL are assessed according to the whole school Assessment procedures.
- If a pupil is working below the standard of the Year 1 Programme of Study (in the National Curriculum) in reading and/ or writing, s/he is assessed using 'A language in Common'. Their level (Step 1, Step 2 or level 1 threshold) is recorded on the tracking grids using NASSEA Steps.
- Pupils who are new to the school and new to English will receive an initial assessment within the first 6 weeks of their arrival at a REACh2 Academy. Robust data analysis is carried out to ensure pupils learning EAL are achieving in line with the rest of the school.
- Interventions are provided for pupils identified as requiring additional support following data analysis and pupil progress meetings. These are included on the provision map.

## New Arrivals/Pupils who are new to English

There are procedures to support newly arrived pupils including those who are at an early stage of English language acquisition.

Pupils who are new arrivals to school are asked at the initial interview about their language needs. The children who are require support acquiring English are supported closely by the EAL teacher as they begin school. The class teacher will also prepare resources to support the pupil during their first few days in school, so as to secure a smooth and comfortable transition. Where possible the newly arrived child is given the support of another child who shares their home language to act as a buddy.

NB: Pupils with Special Educational Needs (SEND) and More Able pupils.

- Most EAL pupils needing additional support do not have SEND.
- Should SEND be identified, EAL pupils have equal access to the school's SEND provision
- If EAL pupils are identified as More Able, they have equal access to the school's provision.

## Resources

Resources to support pupils learning English as an additional language can be found on the staff shared drive (sdrive) for all teachers to access.

## Chapel End Junior Academy is a School of Sanctuary

A School of Sanctuary is a school that is committed to being a safe and welcoming place for those seeking sanctuary. This could be people whose lives were in danger in their own country, who have troubles at home or are just looking for a space of safety.

We are a trauma informed school. Staff have received Trauma Informed Practice, Adverse Childhood Experiences (ACES) and Attachment Disorders training and have a play therapist as part of the substantive staff, pastoral care and safeguarding team who provides support, intervention and training to our pupils, their families and our staff.

### **Policy for More Able Learners**

To be read in conjunction with the following core policies: Teaching & learning, Assessment, Inclusion (SEND and EAL), The Curriculum Framework and the Home-School Agreement.

#### **Introduction**

Chapel End Junior Academy recognises that some of its pupils may have academic abilities or specific talents, which range well beyond the average, within our school.

#### **Definition**

Children are defined as gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- creative and performing arts
- psychomotor ability

#### **Gifted Children**

Gifted children are those who possess a high level of academic ability (potentially or demonstrably) in one or more subject areas.

#### **Talented Children**

Talented Children show an exceptional talent in a particular area. This could be within the school curriculum, but talents such as leadership, creative imagination, or highly developed social skills will also be acknowledged.

#### **Aims**

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To stimulate children through extracurricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To review provision regularly so as to ensure that it is meeting the needs of the child.

#### **Identification**

A variety of methods will be used to identify gifted and talented children:-

- teacher observation, assessment and nomination
- background knowledge of the child by parents and previous schools
- the expertise of the co-ordinator in supporting the judgement of the teacher

The school will seek to provide an enriched curriculum for all children. Through this, it will be possible to identify and provide for the most able. Once the areas of individual strength have been identified, teachers will ensure that the appropriate pace, rigour and challenge needed for their most able children to progress is in place.

#### **Classwork**

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Adaptation should provide activities requiring higher order thinking skills. More Able children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

#### **Extra-Curricular Activities**

Chapel End Junior Academy will provide opportunities for More Able children by providing:

- Club activities – curriculum subjects, plus enterprise and programming for example.
- Activity days and Master classes. These may be organised by the school or may be run by other organisations.
- Day visits. Competitions e.g. stock exchange/sports events.
- The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
- A broad, creative curriculum, giving children a chance to thrive.

### Co-ordinating and monitoring

The monitoring of Gifted and Talented children will be the responsibility of the class teacher however the following people can support this through regular reviews:

- Head teacher/Deputy
- Inclusion Manager
- Teaching Assistants
- Governor with responsibility for Inclusion.

### Review and development

The Inclusion Coordinator, with help from fellow staff, will ensure that the school provision map is kept under constant review.

### Partnership

Parents are notified if their child is demonstrating the qualities of a gifted and talented pupil. Together with teachers, they will work to ensure that the needs of the child are successfully met.

### Resources

A resource bank will be developed, and will include:-

- Materials for will be made available on the staff share drive for all teachers and teaching assistants to access
- Websites & Useful contacts
- Assessment and Identification guidance

### Policy for Special Educational Needs

#### Legislative Compliance

This policy complies with the guidance requirements laid out in the SEND Code of Practice 0-25, September 2014 section 65(3) (a) of the Children and Families Act 2014. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) DfE 2014
- The Equalities Act 2010.
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions April 2014

In addition, this policy complies with section 69 of the Children and Families Act 2014.

- CEJA staff ensure that disabled pupils have full access to the school and school life and are not treated less favourably than other pupils. Please read this policy in conjunction with our Accessibility Plan.

#### Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable groups of learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the National Curriculum.
- Special Educational Need might be an explanation for delayed or slower progress, but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others, whilst focusing on individual progress as the main indicator of success.

#### Ethos:

At REAch2 and Chapel End Junior Academy, we are strongly committed to celebrating the strengths and abilities of all our learners. We maintain an extremely positive school ethos through the following:

Displays around the school that reflect and celebrate the ability, disability and neurologically diverse nature of both school and society. These include:

- Photos of positive role models with disability or neurodiversity.
- Examples of pupils' work

We have a school staff diversity team which delivers weekly assemblies focusing on diversity. Celebrating diversity is a high-profile focus in the school which is reinforced through our school Life Values and our reward systems.

### **Aims and Objectives of this Policy**

The aims of the Inclusion Policy and practice in this school are:

- To reach high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To share a common vision and understanding with all stakeholders.
- To give transparent resourcing to SEND.
- To carefully map provision for vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To provide curriculum access for all.
- To achieve a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2000)

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the children on the School SEND Provision Map and for pupils on an EHC plan by involving parents and any key professionals in the drawing-up and monitoring of individual education plans.
- Keeping parents and carers informed and giving support during assessment and Chapel End Junior related decision-making process about SEND provision.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an additional language.

NB: Pupils with Special Educational Needs (SEND) and More Able pupils.

- If a SEND pupil is identified as More Able in a given area, they have equal access to the school's provision.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). In all lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets (Steps to Success). We endeavour to fully involve all pupils by encouraging them to:

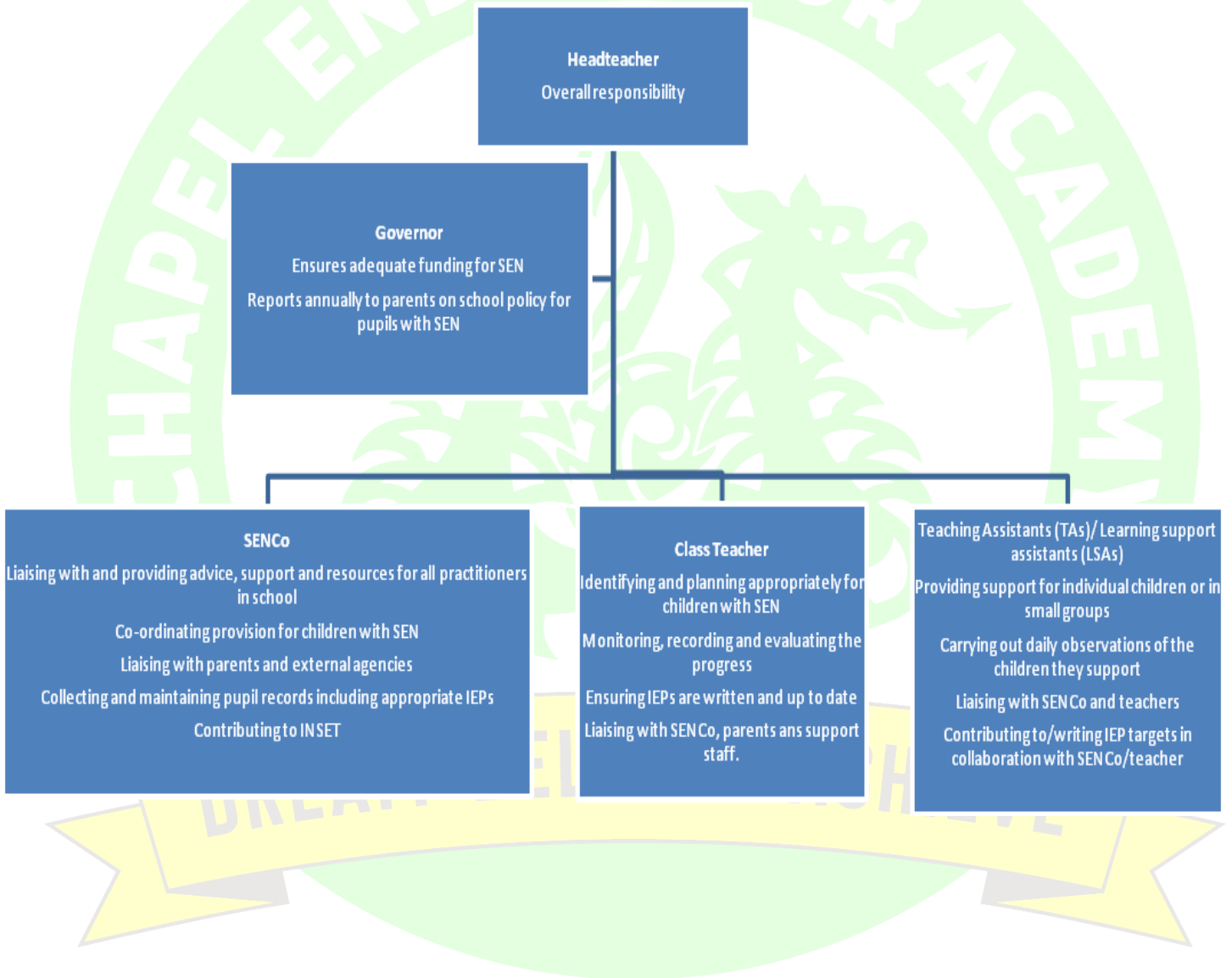
- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and devise new targets on their Individual Education Plans (IEP) at the termly review meeting.

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### Management of Inclusion within School

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of special educational needs. Staff are aware of their responsibilities towards vulnerable learners, including the stage of the Code of Practice at which pupils identified as having special educational needs are working. A positive and Sensitive attitude is shown towards those pupils.



## HEADTEACHER

- The head teacher and the governing body will delegate the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Coordinator (SENDCO).
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system
  - Maintenance and analysis of whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENDCO)
  - Pupil progress meetings with individual teachers
  - Regular meetings with the SENDCO
  - Discussions with pupils and parents

## SENDCO

In line with the recommendations in the revised Code of Practice 2014, the SENDCO will oversee the day-to-day operation of this policy in the following way:

- Co-ordinating provision for children with special educational needs
- Maintenance and analysis of whole-school provision map for vulnerable learners
- Liaising with and advising teachers
- Managing learning support assistants
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an EHC plan.
- Carrying out referral procedures to the Local Authority to request multi-professional involvement when a pupil needs further professional support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEND list.
- Monitoring the school's system for ensuring that Individual Education Plans are devised for pupils on the school's SEND Provision Map using Assess, Plan, Do and Review.
- Meeting at least termly with each teacher to review and revise learning objectives for each pupil on the SEND Register (school managers will guarantee non-contact time for teachers and SENDCO to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the school's SEND Provision Map, keeping them informed of progress.
- Attending area SENDCO meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for pupils with SEND (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support pupils with SEND, including educational psychologist(s), Local Health Trust(s), Education Welfare Service, School Improvement, SEND Team, Behaviour and Attendance Team.

## CLASS TEACHER

- Liaising with the SENDCO to agree which pupils will be on the school's SEND Provision Map and which vulnerable, perhaps underachieving, learners can be provided for well by well-differentiated quality first teaching.
- Working closely with the pupil, implement and monitor individual provision maps at School Action
- Working closely with the pupil, parents and SENDCO, implement and review IEP targets for pupils on the school's SEND Provision Map
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - Providing differentiated teaching and learning opportunities
  - Ensuring there is adequate opportunity for pupils at school action and above to working on agreed targets which are "additional to" or "different from" the usual curriculum offer to all pupils.
  - Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

## ADMISSION ARRANGEMENTS

No child will be refused admission to school on the basis of his or her special educational need or disability. In line with the SEND and Disability Act, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision.

## IDENTIFICATION, ASSESSMENT AND PROVISION

The introduction to the Special educational needs and disability code of practice: 0 to 25 years July 2014 defines Special educational needs as 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 or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents 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 mainstream post-16 institutions.
- Please see Appendix 3- **Dyslexia Policy** for specific information for children presenting with potential specific literacy needs.

It is crucial to identify a special educational need as early as possible and quickly implement strategies that support learning to promote achievement and attainment in all pupils. The school recognises that children learn in different ways and may develop at different rates and that a graduated approach is beneficial to its pupils.

- All vulnerable learners will have access to quality first teaching and well-differentiated work.
- Some vulnerable learners will have access to interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. These interventions will be run by staff within the school.
- All vulnerable learners will be included on a detailed whole-school provision map, which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### The Engagement Model

The engagement model is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study. Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development.

In addition, these pupils are likely to experience at least one or more of the following:

- Significant sensory impairment
- Significant communication impairment
- Significant motor impairment
- Complex medical needs
- Dependencies on technology (including augmentative and alternative communication such as Makaton)
- Some of these pupils may use technology to communicate or to control and affect the world around them.
- They may require a high level of adult support and are likely to need sensory stimulation and a curriculum that is broken into small steps and personalised

The model recognises that engagement is multi-dimensional and breaks it down into five areas that allows teachers to assess:

- how well their pupils are being engaged in developing new skills, knowledge and concepts in the school's
- curriculum

- how effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans
- pupils' achievements and progress across the 4 areas of need of the SENDD code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs)

The engagement model:

- is a unique method of observation, allowing insight that improves provision for all pupils
- uses a pupil-centred approach that focuses on their abilities rather than disabilities
- values all sources of knowledge and information provided by those working with the pupil, including teachers, school staff, other professionals and parents or carers
- promotes consistency and a common language amongst schools and all those working with the pupil
- recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress.
- provide the curriculum for pupils who are not engaged in subject-specific study
- provide the teaching tools and strategies that a school should use for pupils who are not engaged in subject-specific study.
- replace a school's existing planning, assessment and reporting systems.

The five areas of engagement are:

- exploration
- realisation
- anticipation
- persistence
- initiation

### Early identification and assessment of a pupil experiencing a difficulty

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores reading ages, end of KS1 assessment data including phonic attainment and other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services
- Maintaining a school's SEND Provision Map. This map is reviewed termly through meetings between the teachers and SENDCO.
- Undertaking a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Where appropriate, at this stage, the school may feel it would be beneficial to meet with parents and carers in order to engage in some early focused monitoring of pupil provision so as to ensure expected progress is made across the curriculum. This is called '**Early Monitoring**' (Appendix 2) and may (or equally may not) result in a later move to the SENDD register.

### Working with outside agencies and signposting

- We buy into the LBWF Educational Psychology Service (EPS). We receive twelve visits per year which include twelve mornings for assessment of pupils, consultation with staff and parents/carers and staff training and twelve afternoons for report writing following assessment.
- We work with Learning Talking and through them, employ a Speech and Language Therapist who works on site two days per week.
- We directly employ a play therapist for three days per week.
- We work very closely with our school nurse who we can readily access and who provides support and advice for parents and staff. Our nurse is able to refer families onto a number of different agencies including - this is not an

exhaustive list-: the Community Development Team (CDT), the dietetic service, asthma and diabetic nurses and audiology.

- We work very closely with the LBWF SENDD Success team who work directly with to support individual children with hearing or visual impairments or to support the school in reviewing their provision for children with SENDD. They provide invaluable training and support.
- We are able to refer children to Occupational and Physiotherapy teams and to the Child and Adolescent Mental Health Service (CAMHS).
- More importantly, we are committed to supporting our children and families by signposting them to the right support for them and will work with our professional network to support our children's families in accessing it.

#### **Children who have been identified as having a Special Education Need will:**

- Receive focused intervention "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school that is they have a special educational need in order to address their need (s) and ensure that they make good progress across the curriculum.
- Have their provision regularly reviewed. Where a child is making less than expected progress, additional support, specialist external agency assessment may be required.
- Receive a Team Around Me (TAM) plan which will be devised by the school in conjunction with pupils, parents/carers and where appropriate external specialist agencies. TAMS are a means of documenting and tracking the range of opportunities an individual pupil with SENDD will receive across a week to meet a specific target. (See appendix 1)

In keeping with all vulnerable learners, intervention for pupils on the school's SEND Provision Map will be identified and tracked using the whole-school assessment data.

At Chapel End Junior Academy, for pupils on the school's SEND Provision Map we have decided to underpin the whole school provision map with TAM Plans for each learner.

#### **Our approach to TAMs is as follows:**

- We regard TAMs as a planning, teaching and reviewing tool, which enables us to focus on particular areas of development for pupils on the SEND Provision Map. They are seen as working document, which can be constantly refined and amended.
- Our TAMs will record what is additional to or different from the adapted curriculum plan but may also include additional provision which benefits the child but may be on offer to other non-SEND pupils.
- Our TAMs aim to capture how the specific and holistic needs of the child are being met.
- Our TAMs are accessible to all those involved in their implementation - our pupils should have an understanding and "ownership of their targets".
- Our TAMs will be based on informed assessment and will include the input of outside agencies where appropriate.
- Our TAMs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our TAMs will be time-limited - (at least) termly review with parents, pupils, class teacher and SENDCO and other outside agencies as appropriate. There will be an agreed "where to next?"
- Our TAMs will contain short / medium term SMART targets set for or by the pupil.
- Our TAMs will state what the learner is going to learn - not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for a TAM will be arrived at through:
  - Discussion between teacher and SENDCO
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional where appropriate

(At CEJA we do not prescribe an order of events - the precise order will vary from pupil to pupil).

If a child fails to make reasonable or adequate progress on the SENDD register then the school may conclude that the child's needs are so substantial that they cannot be met with the resources normally available to the school. In this instance, the school, with the child's parents or carers will consider following the Waltham Forest Education, Health and Care Plan Pathway using their guidance document. This process may indicate that the child's needs are such that an assessment should be made to look at the child's eligibility for an Education, Health and Care Plan.



For further information about the Local Offer provided by the London Borough of Waltham Forest, please visit: [www.walthamforest.gov.uk/localoffer](http://www.walthamforest.gov.uk/localoffer)

- Pupils with an E H and C plan will have an Annual Review.
- Pupils will continue with their TAM and the termly reviewing of their targets through that process.
- Our Annual Review procedures will fully comply with those recommended in the Special Educational Needs Code of Practice and are Person Centered Reviews with the needs of the child as the core focus of the process.

### Teaching PE

At our school we teach PE to all children, whatever their ability. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and by responding to each child's differing needs.

### Working together

At CEJA, we pride ourselves in working honestly and transparently with our parents and carers. Our door is always open. The more parents and carers help us to understand their child, the more we can help and the better the provision for their children will be. School will share openly with parents how their child is experiencing the school day, how they are supported and what the next steps might be.

Striving to access additional support for children with SEND- in respect of onward referrals, chasing referrals and re-referrals to services- can be incredibly time consuming. We more than welcome, **we need support** from our parents and carers so we can achieve the aforementioned as swiftly as possible. Some referrals- such as an EHCP application- can take more than five hours to complete even with all the information at our fingertips. As such, working together to coordinate our approaches to achieving best outcomes for pupils with SEND is critical.

### Transition arrangements

Children transferring from Chapel End Junior Academy to a new school will have their SEND records sent on. The SENDCO will also discuss these children with other schools. At point of transfer to secondary school, information is shared regarding vulnerable pupils and SEND records sent. When children with SEND move from one year level to the next, information is shared between current teachers. Where appropriate the SENDCO will attend review meetings in the summer term for children transferring from the infant to the junior school.

### Complaints

If there are any Chapel End Junior complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND may be involved if necessary.

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENDCO and Senior leaders
- Learning Walks
- Lesson studies
- Focused pupil observations
- Scrutiny of books and planning
- Teacher interviews with the SENDCO
- Informal feedback from all staff
- Pupil interviews when setting new IEP targets or reviewing existing targets
- Pupil progress tracking using assessment data whole-school processes
- Monitoring IEPs and IEP targets
- Movement on the register after discussions with staff and on entry in Year 3
- Attendance records and liaison with EWO

- Regular meetings between the SENDCO and the head teacher
- Head teacher's report to parents and governors
- Discussion with School Improvement Consultant
- External audit of SEND provision.

### **Staff Development and INSET**

Continued Professional Development (CPD) and training for staff is essential. We look for ways to use the skills and specialities of teachers and teaching assistants and share best practice through weekly staff meetings and training sessions. Chapel End Junior Academy will continue developing staff knowledge by accessing training within REAch2 and the local authority but will also readily utilise external professionals to provide expert services if a pupil requires it. Teachers are encouraged to access the specialist knowledge of the SENDCO who helps to translate current strategies into the classroom.







# Early Monitoring



My name is:				
I am in class:				
My teacher's name is:				
Attending my meeting today is:				
Academic Attainment and Progress Tracker				
	End of KS1	Autumn Yr 3	Spring Yr 3	Summer Yr 3
Reading				
Writing				
Maths				
Attendance and Punctuality Tracker				
<i>*below 90% is considered persistent absence *90-94% could be better *95%+ is optimum for securing best learning at school.</i>				
	Autumn Yr 3	Spring Yr 3	Summer Yr 3	Comments
Attendance				
Punctuality				
I need support with				
My targets				
Target	Support/Intervention			Outcome
If after two terms, I have not closed the gap in my learning, further assessment may be explored.				
Comments				



## Dyslexia Policy and Procedure

### Definition

Chapel End Juniors School uses the following definition of dyslexia, developed by a working party of the British Psychological Society (BPS):

*Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty.*

This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.

**BPS, 1999.**

This is consistent with working definition of dyslexia and its characteristics as described in the Rose report for the Department for Children Schools and Families (DCFS) in 2009: *Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.*

Characteristic features of dyslexia:

- Difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

**Rose, 2009**

The definition has no exclusionary criteria. We recognise that learning difficulties of a dyslexic nature occur in pupils of different general ability, and across languages, race, socio-economic status and gender.

A diagnosis of dyslexia will not directly lead to access to more resources, interventions, or support. Our school provides resources, interventions, and support based on children's needs, not solely on diagnosis.

### Chapel End Junior Academy's Role

Schools can most effectively meet the needs of individuals with literacy needs by providing an ethos that is 'dyslexia friendly', where there is a focus on staff development, on the quality of teaching and learning, and a commitment to providing an inclusive context.

Schools are expected to promote early identification of the difficulties that children experience in literacy by facilitating a prompt response through a graduated cycle of assessment and intervention as outlined in the Rose Report (2009).

## Level 1- Monitoring and Progress

In school	Actions
<p>At this stage, class teachers may identify literacy difficulties. Hypotheses such as difficulties with hearing or vision should be considered and checked. Teachers should notice individual differences and adjust their teaching, monitoring the child's response to literacy interventions. Reviews of progress should indicate whether difficulties need further investigation.</p>	<p><b>In school</b></p> <ul style="list-style-type: none"> <li>• Quality First- Daily reading lessons including: fluency sessions and reading comprehension. Daily Story time and Out time To Enjoy Reading (OTTER) time.</li> <li>• The child will receive phonic intervention and 1:1 reading fluency support.</li> <li>• The child will use Reading Eggs/MyON in school to further practise and hone their early reading skills.</li> <li>• The child will receive phonetically graded texts in line with their phonic stage.</li> <li>• The child might be supported with additional adaptations (scaffolds, visual cues) to develop their confidence as needed and appropriate.</li> <li>• Modified spellings will be provided with a precision teaching approach -shared with parents and carers for use at home- to teaching/retaining spellings. This will be reinforced through precision teaching intervention (daily for 10 minutes) at school.</li> <li>• School will explore use of aids as needed eg: pencil grips, triangular pencils and pens and writing slopes etc.</li> </ul> <p><b>At home/working together</b></p> <ul style="list-style-type: none"> <li>• Class teacher and parents/carers will meet to share concerns. An <b>Early Monitoring</b> form will be completed to record concerns, actions and next steps.</li> <li>• The child might be encouraged to keep a diary at home as a way of practising writing daily (for ten minutes) to promote enjoyment and confidence in writing.</li> <li>• The child will be encouraged to read daily at home to an adult and in addition, to log into their Reading Eggs activities daily and attend to library to foster a love and enjoyment of reading together. <b>(See paired reading Appendix A)</b> This will be recorded in the child's home reading record.</li> <li>• Parents will be signposted to spelling Apps such as Spelling Bee to support with spelling development at home.</li> <li>• Additional handwriting practice will be provided for home. Parents/Carers will be guided by the class teacher as to how best to provide this support at home.</li> <li>• Parents/Carers will be encouraged to take their child for a hearing and sight test to rule out any difficulties.</li> <li>• Parents/Carers must support this process by ensuring their child attends school well and on time. Attendance over 95% is what we are aiming for.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• After a term, the class teacher and parents/carers will meet to formally review the impact of interventions and support and determine next steps.</li> </ul>

## Level 2 – Skills Assessment

If the rate of progress within Level 1 intervention is a concern, then a SENDior teacher or the SENDCO will support with further assessments and intervention.

Additional intensive interventions at Level 2 will consist of structured small group or one to one programmes, that are carefully targeted and delivered by teachers or trained teaching assistants who are monitored and supervised by teaching staff.

This provision will be offered in addition to whole class teaching and a differentiated approach it will be:

- ✓ evidence based.
- ✓ open to on-going evaluation
- ✓ structured and cumulative
- ✓ multi-SENdsory in approach for teaching word level work
- ✓ delivered regularly according to the programme

### In school

- A Phonological Assessment Battery (PHAB2) assessment and York Assessment of Reading Comprehension (YARC) assessment will be undertaken by a senior trained member of staff. The outcome of this assessment will be shared with the parents and if areas of need are identified within these assessments, the child will be placed onto the Special Educational Needs (SEND) Register and is supported by the **Team Around Me** process. If the outcomes following assessment demonstrate progress, the child will remain on Early Monitoring for an additional term of intervention or review. A speech and language assessment screen may also be explored.
- Standardised Tests (NTS) will be used to measure progress termly.
- Quality First- Daily reading lessons inc: fluency sessions and reading comprehension. Daily Story time and Out time To Enjoy Reading (OTTER) time.
- Exploration of strategies to support working memory will take place within the classroom eg mind mapping, word webs, personal dictionaries, Common Exception Word cards, widget, post it notes, drafting/redrafting etc.
- The child will continue with Precision Teaching to support reading and/or spelling as needed. This will be complimented by daily MyOn/Reading Eggs and/or Spelling app such as Spelling Shed.
- The child's first 100 High Frequency word reading will be measured to map progress and rate of progress.
- The child will continue with daily phonics and phonetically graded texts to read at home.
- The child will receive daily reading support in school in the form of 20 minute 1:1 or 1:2/1:3 sessions. *Some children prefer to read in partners or in a small group as 1:1 feels intimidating or too intense.*
- The child may join a fine motor intervention as appropriate. Additional writing aids (pencils/pens/grips or writing slopes) will be in place.
- A visual stress colour assessment will be undertaken by a Senior member of staff to explore whether overlays or coloured paper or backgrounds are supportive for the child.
- SALT screen assessment might be carried out by teacher to see whether a referral to a Speech and Language Therapist (SALT) is needed. Specific Literacy Difficulties can co-occur with Developmental Language Delay. (DLD).

### At home/working together

- Parents and Carers will support their child at home by practising reading and spelling Common Exception Words and words linked to their phonic phase. This will be further supported with daily MyOn/Reading Eggs and/or Spelling app such as Spelling Shed. practise at home.
- Parents and Carers will read daily at home -in a paired reading model (**Please see appendix A**). This will be recorded in their home reading record. Parents and Carers can also complete MyON activities together. Visiting the library and enjoying reading together will be a continued focus.
- Additional handwriting activities will be provided at home supported by any writing aids which are helpful inc overlays/coloured paper as appropriate.
- Parents and Carers will work closely with the class teacher reaching out if they need any support or advice with home learning activities.
- The SNAP is an ADHD screening tool used by Child and Adolescent Health Service (CAMHS). It could be used by parents to explore whether attention deficit hyperactivity disorder (ADHD) is a presenting concern for their child. The school will support by providing a copy of this tool.
- Parents/Carers must support this process by ensuring their child attends school well and on time. Attendance over 95% is what we are aiming for especially to secure maximum benefit from the interventions provided.

	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• After a term, the class teacher and parents/carers will meet to formally review the impact of interventions and support and determine next steps through the Team Around Me process.</li> <li>• If after two terms, the child is not making accelerated progress, will be placed on a waiting list for further assessment at Level 3.</li> </ul>
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**Level 3 – Comprehensive Assessment**

<p>This is the level at which schools may involve external professionals, such as Educational Psychologists.</p> <p>The information gathered at levels 1 and 2 will form part of a comprehensive appraisal of the nature and extent of a child's difficulties and would be supplemented by further assessment.</p> <p>This input will be used to enable specific personalised approaches to be developed. Teaching support will be delivered through an individualised programme informed by the assessment outcomes.</p>	<p><b>In school</b></p> <ul style="list-style-type: none"> <li>• A second Phonological Assessment Battery (PHAB2) assessment and York Assessment of Reading Comprehension (YARC) assessment will be undertaken by a Senior trained member of staff. This will provide two rounds of assessment using these tools, a year apart and following intervention as detailed above.</li> <li>• Standardised Tests (NTS) will be used to measure progress termly.</li> <li>• The Quality First Teaching and additional intervention in place will continue until a review of progress, assessment and provision has been made by the Educational Psychologist.</li> <li>• It may be necessary to refer to our Speech and Language Therapist (SALT) for more in-depth exploration of need/assessment in this area. The screening tool used at Level 2 will indicate whether this is necessary.</li> <li>• A referral may be made to an Educational Psychologist for support and advice and potentially further assessment.</li> <li>• A referral to Occupational Therapy may be required to explore specific motor or coordination needs.</li> <li>• A referral to Child and Adolescent Mental Health Services (CAMHS) may be required to further explore concentration and attention difficulties.</li> </ul> <p><b>At home/working together</b></p> <ul style="list-style-type: none"> <li>• Parents and Carers will support their child as detailed above and in their child's <b>Team Around Me plan</b>.</li> <li>• Parents and Carers will work closely with the class teacher reaching out if they need any support or advice with home learning activities.</li> <li>• Parents/Carers must support this process by ensuring their child attends school well and on time. Attendance over 95% is what we are aiming for especially to secure maximum benefit from the interventions provided.</li> <li>• All onward referrals will be made with parents and carers with complete transparency and parent/carer consent.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• After a term, the class teacher and parents/carers will meet to formally review the impact of interventions and support and determine next steps through the Team Around Me Process.</li> </ul>
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**Involvement of Educational Psychologists**

Educational Psychologists (EPs) can be involved through consultation for individuals or groups of pupils, and in contributing to training programmes for school staff.

Where pupils have failed to make satisfactory progress having participated in appropriate interventions in school, **(and with consistent attendance above 95% ensuring full access to the interventions)** Educational Psychologists can

contribute to further assessment. The primary purpose of EP assessment should be to assist in developing appropriate intervention.

**Working with our Educational Psychologist** We have a set amount of visit every year from our educational psychologist. This means that not every child who would benefit from assessment by an Educational Psychologist will see one during their time with us.

There are private assessment routes available for families however these are very expensive and do not always provide reliable assessment outcomes.

In agreement with LBWF EPS service, we will follow Levels 1 to 3 of intervention. When we get to Level 3, we will be able to provide the following evidence for scrutiny:

- PHAB 2 and YARC assessment at two points, twelve months apart for the purpose of comparable data.
- NTS standardised assessments over a twelve-month period (three tests).
- Phonic records
- Reading records
- Common Exception Word (CEW) reading and spelling data
- Precision Teaching records
- Any other intervention records or adaptation information inc fine motor, SALT screening, visual stress assessment etc.
- SALT reports as appropriate.
- Any other professional reports as appropriate or referral information for example CAMHS.
- Pupil books
- Parent/Carer engagement and support information.

Once a full three terms of intervention have been completed, consent for consultation with an Educational Psychologist will be sought. Once the parents/carers have completed the consent form, the child will be placed on a waiting list for a paper-based review.

### **Anonymous Paper-Based Review Process**

Our Educational Psychologist (EP) will conduct an anonymous paper-based review of a child's data and may make recommendations for future support which **might include recommendations for** a more detailed 1:1 assessment as a Specific Literacy Difficulty is likely diagnosable. Alternatively, the EP will make recommendations for school-based support. This paper-based review will be conducted on site as agreed between school and the individual EP.

This assessment process is subject to review based on working practices of the school's current link educational psychologist from the local authority. See Appendix B

### **1:1 Reviews**

1:1 follow up assessments with an Educational Psychologist will be arranged if an EP feels that after an anonymous paper-based review, a diagnosis of a specific literacy difficulty- like Dyslexia- is likely. This will take place in school after parents' consent has been sought and will result in a full report from the EP services. Parents will be invited to contribute to the process by meeting the EP in person or scheduling a telephone call if this is more convenient around work commitments.

### **Dyslexia Friendly Ethos at CEJA**

Chapel End Junior Academy have a set of gold threads which they commit to when supporting our children.

- ✓ All staff working with any child fully understand their needs and strengths because only then can we provide effectively for the child.

- ✓ We prioritise securing stable behaviour systems in our classrooms, so our children have the right environment to be successful. Respect and care are everything.
- ✓ We will nurture and celebrate independence, resilience, perseverance, resourcefulness, and self-reflection.
- ✓ We always have high aspirations of our pupils. We are all on the same journey, just on our own path to get there.
- ✓ All staff are committed to ensuring high quality adaptive teaching and this expectation is written in our staff code of conduct.

## Appendix A

'Paired Reading', which is described as:

- You choose a book to read which child is interested in and might recognise a few words from – ideally child could choose the book himself.
- To start with, both child and the adult read together. Once child feels more confident reading, the adult could gradually lower their voice, until child is reading by himself.
- The adult offers support whenever child gets stuck, not leaving him too long, so he stays engaged and motivated. You can just say the word child is stuck on, there's no need to ask him to sound it out. Make sure child says the correct word after he gets stuck, to reinforce his memory.
- This could be done for 5-10 minutes in a quiet place, every day. It's helpful for the adult to show lots of interest in reading as an activity, and in the specific book, so child associates reading with fun and enjoyment. The more child sees the value of reading, the more this will build his confidence and willingness to persevere.

## Appendix B

Specific Literacy Difficulty Paper-Based Review Evidence Form				
Name:	Term 1	Term 2	Term 3	Term 4
Pupil Photo to be added here:	(Autumn Year 4)	(Spring Year 4)	(Summer Year 4)	(Autumn Yr 5)
Year Group:				
Date evidence tracking commenced:				
PHAB 2 Assessment:				
YARC Assessment:				
NTS Reading:				
Phonic Phase:				
Number of CEWs read:				
Number of CEWs spell:				
Precision Teaching Records:				
Other interventions information as appropriate (e.g. visual stress, fine motor):				
Additional information/ onward referrals/ additional assessments or screening tools used with outcomes as appropriate:				
Parent/Carer Engagement and Support				
Child's attendance and punctuality:				
Is the child fully accessing school-based interventions?				
Is the child being supported at home? Add notes:				
Is the child read with every day with a fully completed reading record. Is reading prioritised at home?				
© Educational Psychologist Paper-Based Review and Next Steps				

BELIEVE ACHIEVE

As part of our inclusive practice at CEJA, we are especially mindful that our children who experience difficulties with literacy benefit from the following approaches:

A positive learning environment where children are prepared to take risks- not getting things right 'making excellent mistakes' as part of the learning process.



Learning is broken down into very small steps. These steps are shared with the children so they can reflect upon their progress.



Information is presented to the children carefully and in small chunks and slowly - to shorten processing time. All learning is supported with visuals.



Learning is multisensory including, listening, watching and doing with concrete resources and practical experiences deployed in all lessons and across all subjects.



All information on our whiteboards and on our displays is presented using a 'Dyslexia Friendly' font such as Comic Sans. We also use visual aids to make them more accessible for all children.



The wellbeing of our children is our priority. We want our children to feel confident, comfortable, and positive as independent learners. We never force them to read or spell aloud or do anything to make them feel embarrassed. We also encourage our children to join extra-curricular activities and take on roles of responsibility to facilitate even more opportunities to feel successful in a school day.



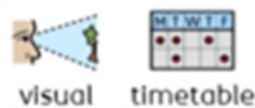
Every staff member is aware of the need to support children who experience visual or motor stress. Children are assessed and given whatever resources they need to make their day more manageable whether this be overlays, writing slopes, specific pencil grips, pens or pencils. Children are encouraged to also ask for resources they might need or want to try and are reassured that what they need is allowed, 'ok', what they deserve to have access to, to feel well supported.



Children who difficulty with literacy needs benefit from being closer to adults leading learning as we know they use non-verbal communication to support their understanding. We are always mindful of the physical location of our children in the classroom in terms of access, comfort, and distraction. We work with our children to explore best placement.



Every classroom has a visual timetable, so children know what is happening next in their day. Children are warned of unexpected or planned changes and supported to manage the changes successfully.



We avoid habitualisation. We offer a range of different activities to support engagement. We know that rest breaks and thinking breaks are a vital part of a child's learning.



We work together openly with our children and their families, and any other agencies involved to secure best outcomes for all our children.



We meet our children where they are and provide them with whatever class-based strategies and adaptations, intervention, or resource support they need to feel confident and successful.



# Teaching Vocabulary at Chapel End Junior Academy

Rationale			
Children with poor vocabulary do well with reading up to about 8 years and then drop rapidly as they do not have the vocabulary.  <b>Hirsch, 2003</b>	In the UK, there is a 20-month gap in vocabulary at school entry between the wealthiest and poorest  <b>Waldfoegel and Washbrook, 201</b>	Spoken vocabulary at age 5 is highly predictive of educational success and earnings at the age of 34  <b>Law et al, 2009</b>	The correlation between vocabulary size and life chances is as firm as any correlation in educational research. Vocabulary is important because it embodies and communicates concepts.  <b>Ofsted, 2019.</b>

At CEJA, we prioritise teaching our children the vocabulary they need to access their learning and feel confident, engaged, involved and excited about their learning journeys.

We also understand that to learn a word, we need to:

- hear the word repeatedly in a variety of contexts.
- link the meaning to the sound.
- use the word in sentences.
- link the word to an experience – visual/ other senses.
- link the word to already existing words/networks.

We teach topic related vocabulary using the **STAR** approach. We:

## S- Select words from the curriculum

- **Tier 1- Anchor words** are **core** basic words that are really useful and the whole class should know. *For example if teaching about plants: flower, leaf, water, soil etc.*
- **Tier 2-Goldilocks words** are useful words that are likely to be encountered in reading/oral language. They are (abstract) describing words and are often the hardest words for children with Speech Language and Communication Needs (SLCN) to understand. *For example: sufficient, usually, centre, protect, anchored, spread etc.*
- **Tier 3- Step on words** are less familiar, low-frequency, **specialised (topic)** words which are helpful as extensions. *For example: photosynthesis, chlorophyll, pollination, disperse etc*
- We focus on pre-teaching Tier 2 Goldilocks words.

## T- Teach words

- Symbol: link it to visual
- Phonology: Clap, rhyme, initial sound
- Semantics: meaning (Collins Cobuild dictionary [ [https://grammar.collinsdictionary.com/english-usage word/](https://grammar.collinsdictionary.com/english-usage-word/)], word parts, different contexts)
- Sentence: put it into a sequence
- Action: act it out
- Song: song or rap
- Word wall: write it on the wall

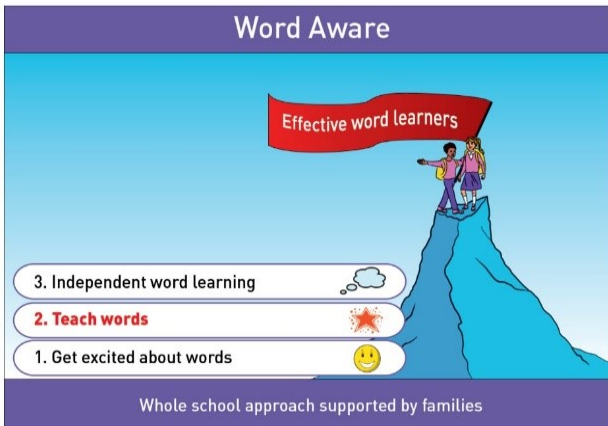
## A – Activate

- Practical group work that engages the children.
- Adults use the word many times

- Prompt children to use the word
- Link vocabulary to activity

## R – Review

- Reviewing words helps words fix into long term memory.
- This needs to be done through words games or another simple way is to have a 'word pot'.
- A copy of the words can be sent home
- Encourage parents and children to use the word at home



We teach vocabulary at the start of every lesson, in every subject. We ensure our planning incorporates vocabulary teaching in all flipcharts as this reflects the team's careful consideration of which vocabulary should be selected.

Children who require additional 'pre-teaching of vocabulary' will receive this outside of the lesson, perhaps the day before so they can enter the main lesson with increased confidence and experience of the word. All vocabulary sessions are **adapted** to

meet the **needs** and **strengths of all pupils**.

Vocabulary building is supported by widgeted word display (to aide understanding and recognition) in our classroom working walls and subject displays, so the children can see focus words all the time. Our teaching staff model engaging with words on display through their lessons or interventions.

We work closely with our **Speech and Language Therapist** to ensure that for those children with speech and language needs, vocabulary is very carefully selected in terms of what word knowledge will have the greatest impact and to ensure it is appropriately delivered in line with their individual language and learning profiles. Our Speech and Language Therapist also works **directly with families** to support them with how best to support their children.

**Getting Excited About Words** is a community-wide commitment!

- We wear labels with new words we have learnt or our favourite to invite others to ask us what they mean.
- We play games to help us to learn more words because the most important thing to promote a life-long love of words is to have fun learning new ones!
- We invite our parents/carers to help us by sending our focus vocabulary home (via Google Classroom, as an assignment) at the beginning of each unit. We invite our families to translate the words into their home languages. It is important to us to celebrate the languages spoken within our school community and recognise how the 'networks' of hearing or knowing a word in our own language supports our understanding in English. We aim to display some of these words (with widgets) in our classroom and facing outside; towards our children as they play in the playground and our parents and carers as they drop off and collect.
- We value story telling as a way of developing an interest and love of the spoken word. We have class books, and we read to our children daily and enjoy audio books.
- We have a **'dress-up-as-your-favourite-word-day'**
- Once a year we invite the parents on this day to join their children in class until 9.30am for a vocabulary games carousel.
- We have a **'No pens day'** once a term to promote oracy skills.

