

# Bishop Perrin Church of England Primary School

## Special Educational Needs and Disability (SEND) Policy (including SEN information report)

Statutory Policy



*Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and St Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.*

<b>Author</b>	M. McAvoy
<b>Date Ratified</b>	November 2023
<b>Ratification Level</b>	Teaching Staff
<b>Frequency of Renewal</b>	Annually
<b>Policy Renewal Date</b>	November 2024

## CONTENTS

- 1 INTRODUCTION
- 2 DEFINITION OF SEN
- 3 THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT BISHOP PERRIN
- 4 IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN
- 5 HOW WE EVALUATE THE EFFECTIVENESS OF THE PROVISION
- 6 TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS
- 7 HOW WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS
- 8 ADDITIONAL SUPPORT FOR LEARNING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS
- 9 ACTIVITIES THAT ARE AVAILABLE FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN ADDITION TO THOSE AVAILABLE IN ACCORDANCE WITH THE CURRICULUM
- 10 SUPPORT FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS
- 11 THE SEN CO-ORDINATOR
- 12 THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY.
- 13 THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND INVOLVING THEM IN THE EDUCATION OF THEIR CHILD
- 14 THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION
- 15 THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS CONCERNING THE PROVISION MADE AT THE SCHOOL
- 16 HOW THE GOVERNING BODY INVOLVES OTHER AGENCIES, INCLUDING HEALTH AND SOCIAL SERVICES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THE FAMILIES OF SUCH PUPILS
- 17 THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFERRING BETWEEN PHASES OF EDUCATION
- 18 SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS
- 19 INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.

## 1 INTRODUCTION

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and St Philip and St James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

Bishop Perrin is a mainstream, Voluntary Aided, Church of England primary school.

Bishop Perrin inspires a love of learning where everyone is valued and encouraged to grow and achieve within a safe, Christian environment.

This policy is written in line with the requirements of:-

- [Part 3 of the Children and Families Act 2014](#)
- [SEN Code of Practice 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [The Special Educational Needs \(Personal Budgets and Direct Payments\) Regulations, Section 49](#)
- [The Equality Act 2010](#)

This policy should also be read in conjunction with the following policies Behaviour, Anti-Bullying and Exclusions, Assessment, Safeguarding of Children, Children Looked After, Homework, Complaints, Equalities plan (including Disability Equality Scheme & Accessibility Plan, Extra Curricular Activities and First Aid and Managing Medical Conditions.

This policy is monitored by the SEN Governor and is reviewed and ratified by the Full Governing Board annually. It is available for parents to view on the school website.

## 2 DEFINITION OF SEND

The Special Educational Needs and Disability Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

### **3 THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT BISHOP PERRIN**

At Bishop Perrin we can make provision for many frequently occurring special educational needs without an Education, Health and Care Plan. There are other kinds of special educational need, which do not occur as frequently, with which the school is less familiar.

The school also currently meets the needs of pupils with an Education, Health and Care plan with a variety of special educational needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. In some, circumstances a more specialised setting may be more appropriate, in order to best meet a child's individual needs.

The admission arrangements for pupils with an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

### **4 IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND**

At Bishop Perrin class teachers monitor the progress of all pupils regularly to review their achievement, as per the Assessment Policy. Where these

assessments indicate that a child may have a Special Educational Need we can use a range of other assessment materials to pin point the area of need e.g. York Assessment of Reading and Comprehension (YARC). The principle of early identification and intervention underpins our approach to identifying those pupils who need extra support to access the curriculum. Class teachers and parents can discuss any concerns they have about a pupil's learning and development with the SENCO. Individual pupils may be discussed at the school multi-professional meetings, which are held as the need arises, as determined by the Inclusion Leader, and can involve the school's associated speech and language therapist, school nurse and educational psychologist. Teachers and parents work alongside one another to identify concerns early and where necessary complete initial concerns paperwork which documents the stage at which children are being monitored (Appendix 1).

Despite high quality, targeted teaching some pupils may continue to make insufficient progress. For these pupils, in consultation with parents, their strengths and areas of need are identified and used to create an appropriate individualised intervention programme which is carried out by teachers and support staff. In many cases, these underlying needs often explain inadequate progress or challenging behaviour. At times, it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. This will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need. See Appendix 2 for stages of action in identifying SEND.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided, and the teaching approaches to be used. We map any interventions or extra support we put in place and, by assessing children before and after the intervention, we can monitor the impact the additional support has had on a pupil's educational progress. We also use data from class assessments carried out at the end of the autumn, spring and summer terms to monitor pupil progress.

The child and/or family may need support from outside agencies to which the school can signpost and refer. This could include: family support workers via Early Help, school nurse, educational psychology, speech and language therapy, occupational therapy, mental health support team, young carer support, local charities. Families will be signposted to the [AfC Local offer](#).

## 5 HOW WE EVALUATE THE EFFECTIVENESS OF THE PROVISION

How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan:

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

- similar to that of children of the same age who had the same starting point
- progress that matches or improves on the pupil's previous rate of progress
- progress which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

## 6 TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

*'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014)*

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (COP 6.37)*

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework / Statutory Framework for the Early Years Foundation Stage the school

employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, small group teaching, use of ICT software learning packages. These may be delivered by school support staff or by additional staff employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

## **7 HOW WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

At Bishop Perrin we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

*'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'* (Code of Practice 6.12)

## **8 ADDITIONAL SUPPORT FOR LEARNING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and is evidenced-based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives. The Headteacher has the final say in the use of the personal budget within the school.



## **9 ACTIVITIES THAT ARE AVAILABLE FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN ADDITION TO THOSE AVAILABLE IN ACCORDANCE WITH THE CURRICULUM**

All clubs, trips and activities offered to pupils at Bishop Perrin are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

## **10 SUPPORT FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

At Bishop Perrin School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching such as in the PSHE curriculum, Circle of Friends, social skills and self-esteem groups, and indirectly through every interaction and conversation adults have with pupils throughout the day.

Where a child's SEND is related to behaviour or social issues we will put in place a personalised behaviour programme linked to a behaviour support plan. Children may also access groups to support their social skills, self-esteem and friendship, a programme of support with an ELSA (emotional literacy support assistant) provided in school or dance movement psychotherapy therapy, an external service we buy into.

Parents can access the local [Mental Health Support Team](#) which is delivered by Achieving for Children. Parents can have access to support through direct work with a professional practitioner to help their child manage their anxiety or to feel confident responding to their child's behaviour and children can access small group and individual support depending on their level of need.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop appropriate strategies to support their emotional wellbeing. For some pupils with the most need for help in this area we can also provide referral to external agencies e.g. CAMHS (Child and Adolescent Mental Health Service) .

Pupils and parents can share their views on special needs provision via annual questionnaires or by speaking to school staff. Pupils are regularly

consulted through pupil voice activities. Child and parent views are actively sought when developing learning support plans and for annual reviews.

Nationally, children with SEND are more likely to be victims of bullying. This is dealt with in accordance with our Behaviour, Anti-Bullying and Exclusions Policy.

## **11 THE SEND CO-ORDINATOR**

The SENCo at Bishop Perrin is Miss M. McAvoy, who is a qualified teacher. Miss McAvoy is working towards completion of the National Award for SENCos and holds a Masters degree in Leading Innovation and Change.

Miss McAvoy can be contacted by telephone on: 0208 894 1447 or via email at [info@bishopperrin.richmond.sch.uk](mailto:info@bishopperrin.richmond.sch.uk)

## **12 THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY.**

We are committed to the training and development of staff to enable them to support children with SEND. We plan our training programme according to the needs of pupils in school at the time. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include the school educational psychologist, speech and language therapist, occupational therapist or trainers from other external organisations and charities.

## **13 EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS.**

The school has a range of material to support children with varying needs. Specialist equipment will be considered on an individual basis.

## **14 THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND INVOLVING THEM IN THE EDUCATION OF THEIR CHILD**

All parents of pupils at Bishop Perrin are invited to discuss the progress of their children on two occasions a year and receive a detailed written report once a year. Outside these times, parents can make an appointment to meet with the class teacher or SENCo to discuss specific issues.

As part of our normal teaching arrangements, all pupils will access additional teaching to enable them to achieve their potential if progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this additional provision through quality first teaching, sufficient progress is not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better and what they can do at home to further support their child. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. Parents of children on our SEND register are offered an extended appointment time (20 minutes rather than 10 minutes) at parent consultations to allow time to discuss their child's Learning Support Plan and review the provision for their child. Parents of children with SEND are also offered a phone call with their child's class teacher in the summer term.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents at least two weeks before the date of the review meeting.

## **15 THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION**

When a pupil has been identified as having special educational needs because special educational provision is being made for them, a learning support plan is created to guide the staff who are working with the children

and to inform parents about how their child is being supported in school. The pupil's views will be included in the plan which also documents end of key stage outcomes. Learning support plans are shared securely with parents after parent consultations.

## **16 THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS CONCERNING THE PROVISION MADE AT THE SCHOOL**

The same arrangements for the treatment of complaints at Bishop Perrin School are used for complaints about provision made for special educational needs and disabilities. (See the Complaints Policy on the school website). However, parents should initially discuss any concerns with the class teacher, SENCO or Headteacher.

## **17 HOW THE GOVERNING BODY INVOLVES OTHER AGENCIES, INCLUDING HEALTH AND SOCIAL SERVICES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THE FAMILIES OF SUCH PUPILS**

The Governing Board is able to engage with the following: -

- A Service Level Agreement with Educational Psychology service for 48 hours per year.
- SPARK (the School Performance Alliance Richmond and Kingston)- we have a credits package enabling us to buy services from SPARK, as needed.
- Ability to link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with a requirement for direct therapy or advice
- Ability to make requests for advice, consultation and training from the AfC Education Inclusion Support Service (EISS)

- Membership of professional networks for SENCO e.g. NASEN, AfC SENCO forum, etc.
- School nurse
- Dance movement psychotherapist / children's counsellor

## **18 THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFERRING BETWEEN PHASES OF EDUCATION**

At Bishop Perrin we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We receive reports from the child's previous setting and the Reception teacher attends an AfC transition meeting, where nursery teachers, assistants and childminders have the opportunity to share information. Reception staff accompanied by the EYFS Lead / SENCo also make home visits to the home of each new Reception family in the term prior to their start at school.

We also contribute information to a pupil's onward destination by providing information to the next setting. This can occur at borough wide secondary school transfer meetings, via transition reports or one-to-one meetings with individual school SENCOs. We make pupils aware of and encourage them to participate in any transition programmes that may be in place in their secondary school.

## **19 SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

The following organisations offer (mostly free) independent advice and support on all SEND matters including the Assessment, Education, Health and Care Planning processes.

### **The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond**

SENDIASS offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews

- information and signposting to support services in your area
- support with Transition and Preparing for Adulthood
- support with and signposting to mediation
- advice and support on benefits

Email Address: [info@RKsendiass.co.uk](mailto:info@RKsendiass.co.uk)

Website: <https://www.rksendiass.co.uk/>

Telephone 0808 164 5527

### **Ruils SEND Advisory Service**

[RUILs](#) can:

- help you to understand the local referral process and the local offer (a detailed breakdown of relevant services published by the local authority)
- help you to make sense of all the paperwork, keep to the time scales and coordinate the professionals involved
- help you to get your education health and care plan (EHCP) in place by keeping the process on track
- be a named contact throughout EHCP assessment and planning
- be available for new referrals, transfer reviews and for those who access the disability living allowance (DLA)
- liaise between agencies and gather information
- provide all relevant information and signpost other organisations and sources of support

### **Express COC Disability Living Allowance and Education, Health and Care Plan Support**

[Express CIC](#) is offered by appointment only, to parents and families who have a child with autism. Appointments are available to give specific 1:1 support time to help parent/carers through the process. The volunteers are IPSEA SEND Advisor trained.

### **Me too & Co SEN Advocacy and Mediation Service**

[Me too & Co](#) offers free legal advice for parents and carers of children with additional needs through their SEN Advocacy Clinic.

### **SOS!SEN**

[SOS! SEN](#) offer advice on:

- getting the right educational help for your child
- liaising with the school or local authority

- interpreting official letters
- requesting an EHC Needs assessment for your child
- finding independent expert professional advice
- appealing to the Special Educational Needs and Disability Tribunal

### **Independent Parental Special Education Advice (known as IPSEA)**

[IPSEA](#) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professional and other organisations.

## **20 INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.**

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

### **[SEND Local Offer website](#)**

[https://kr.afcinfo.org.uk/local\\_offer](https://kr.afcinfo.org.uk/local_offer)

Phone number for enquiries about the Local Offer: 020 8547 4722

Appendix 1:



**Bishop Perrin Primary School**  
**Initial Concerns Referral form**



(Class teacher to complete in collaboration with class staff team – all sections must be filled in prior to emailing SENCO)

<b>Pupil</b>		<b>Date of referral</b>	
<b>Class</b>		<b>Class teacher</b>	

<b>Progress Summary</b> <i>How much progress have they made over a term?</i>	<b>Current assessment results – what year group learning are they accessing independently?</b>
<i>Has pupil been discussed with at most recent Pupil Progress meeting? What interventions and support were put in place?</i>	

**Reasons for concern – Please select area/s of concern and provide a description of what is causing the concern.**

<b>Cognition and Learning</b> <input type="checkbox"/>	<b>Communication and Interaction</b> <input type="checkbox"/>	<b>Social, Emotional and Mental Health</b> <input type="checkbox"/>	<b>Physical and/or Sensory</b> <input type="checkbox"/>

**Support in place over time (at least a half term)**

*What actions have already been taken through curriculum differentiation to address the child's needs? **and** modification to teaching approaches, classroom organisation, behaviour management strategies, interventions as a result of pupil progress meetings (odd rows as required)*

<b>Strategy/provision</b>	<b>Impact of strategy/provision</b>
•	•
•	•
•	•
•	•

**Parent/carer views –** Class teacher to discuss concerns with parent: how do they feel about their child's progress? What would they like to happen? What support have they put in place at home to support their child? Have any other professionals been in contact?

--

*(SENCO to complete after referral has been completed)*

<b>Observation:</b>
<b>Follow up / Next steps:</b>



## Identifying SEN at Bishop Perrin School

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person is considered to have a learning difficulty or disability if they:

‘have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age’.

(Code of Practice 2014, paras xi-xii)

**Special educational provision** goes beyond normal differentiated and personalised teaching and learning approaches. It is individual provision that is **additional to or different from** that made for other children of the same age.

**The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.**

*‘All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.’ (Code of Practice 6.12)*

