

Curriculum, Assessment and Marking, Special Educational Needs (SEN), Inclusive Learning and English as an Additional Language (EAL) Policy

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Part 1: Curriculum Policy

The OMG Education curriculum is based on the Glasser approach, also referred to as the Quality curriculum, where practical and real-world topics are emphasised, and young people's interests and inclinations are encouraged.

Our students have often had previous experiences that make them vulnerable to underachievement and potential academic failure; therefore, OMG Education offers education in a context-based, non-traditional setting, giving them new opportunities to experience success and self-realisation.

1. Principles

- a. Promote equality and diversity and be consistent with and complementary to all other OMG Education policies.
- b. Meet the individual development needs and aspirations of Students according to the inclusive learning strategy of OMG Education.
 - i. Programmes of study and support offered are matched closely to individual Students' needs and aspirations.
 - ii. All teaching teams ensure differentiated and fluid delivery of learning programmes.
 - iii. All students have an Individual Learning Plan (ILP) which is supported through mentoring.
- c. Address national and local targets for education and training:
 - i. The curriculum offered at OMG Education extends participation in education, learning and training.
 - ii. The OMG Education curriculum offer is responsive to national initiatives such as the engagement of those not in education, employment or training (NEETs), and workplace learning.
 - iii. OMG Education provides a curriculum to raise the achievement of young people.
 - iv. The OMG Education curriculum ensures that the development of language, literacy and numeracy are a priority.
 - v. The OMG Education curriculum provides Students with a general understanding of the public institutions and public services that currently exist in England.
- d. Provide Students with a full range of programmes of study and opportunities for progression.
 - i. The programmes of study will incorporate broad, fluid progression guidance (taken and applied directly from the assessment & marking policy) to allow students to move between Functional Skills and GCSE attainment.
- e. Provide Students with an entitlement curriculum.
 - i. All Students are entitled to high-quality teaching and learning, which will encourage the development of skills required to become independent Students.
 - ii. All Students are entitled to a coherent and ambitious curriculum that is responsive to the changing demands of the school and outside community.
 - iii. All Students are entitled to individual advice and guidance every day through a dedicated mentor. This is MATRIX accredited.

- f. Ensure that the curriculum offered is supported by appropriate plans and schemes of work for all the subjects taught and that it is implemented effectively.
 - i. All staff will ensure that appropriate schemes of work are developed and adhered to along with appropriate assessment (i.e. AFL), behaviour management (BFL) and verification strategies in line with OMG Education procedures.
- g. Ensure that partisan political views are not promoted in the teaching of any subject, whilst in attendance at OMG Education, or whilst taking part in extracurricular activities which are provided or organised by OMG Education. This includes the promotion of the school and the distribution of promotional material.
- h. Promote British Values (democracy, the rule of law, individual liberty, mutual respect, and tolerance) as part of the OMG Education curriculum and support the development of Students' understanding of what it is to live and work in modern Britain today.
 - i. Promote equality and diversity and be consistent with and complementary to all other policies.

The OMG Education Assurance Team will review The OMG Education Curriculum Policy (which feeds into the OMG Education self-assessment document) regularly and update it in line with new developments and/or changes in awarding body specifications.

2. Theoretical Framework

OMG Education has three key philosophies that underpin the above, as well as our values of promoting education, high quality, supporting one another, and providing a safe environment. The three key philosophies are:

- Choice Theory
- Kolb's Learning Cycle,
- The Learning Zone Model.

Choice Theory is based on the principle that all we can give someone else is information, and everyone always has a choice to try and fulfil one of the five basic needs: love and belonging, power, fun, survival, and freedom.

Kolb's Learning Cycle is a form of experiential learning and learning by stealth, which focuses on students planning, doing, reviewing, and then applying what they've learnt to a similar situation.

The Learning Zone model shows us how we can create learning situations by moving students out of their comfort zone, i.e. things they already know, but not too far so as to take them into their panic zone.

For example, students and their parents have to 'buy in' and choose to use our services at induction, and this choice is assessed to ensure it's a fully informed and genuine one; the mentor uses choice-theory-designed activities in mentoring to develop the student's soft skills. Engaging activities involve the full range of key philosophies that stretch their comfort zones through learning by stealth and learner-led activities that involve choice. Students are given a choice as to what qualification to choose but need to show commitment to that programme to be entered for it (the idea of choice with consequences); and then, using their personal development plan where students choose their path, the students work towards their positive destination.

3. Curriculum Overview - Examined (including controlled assessments)

There are 3 subjects that are subject to external examination: English Language and Maths (Functional Skills and GCSE)

3.1. English Language:

- Functional Skills- Pearson Entry Level 3, Level 1 and Level 2 (controlled assessments, externally assessed)
- The Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language 2.0 consists of two externally examined papers and one endorsement for Spoken Language. (The Spoken Language endorsement component of this is treated as an internally assessed under controlled conditions and externally monitored by the awarding body)

3.2. Maths:

- Functional Skills- Pearson Entry Level 3, Level 1 and Level 2 (controlled assessments, externally assessed)
- Pearson Edexcel GCSE Maths Foundation Tier or Pearson Edexcel GCSE Higher Tier.

4. Curriculum Overview- Vocational Qualifications

Two vocational qualifications are delivered through NCFE: Level 1 and Level 2 Certificate. These are:

- Music Technology
- Business Administration

5. Curriculum Overview- Flexible education packages

Students at OMG Education may require a more personalised education package, often made up of sessions both in school and in the community. These packages may be required because of their individual needs, previous experiences, the fact that they find a school environment very challenging, high levels of anxiety, or because they have a clear sense of the vocational direction they want to go in and want to engage more fully in the workplace.

In each case, OMG Education will work with parents/carers and the commissioner to ensure that an appropriate, highly bespoke package that meets the needs and addresses the barriers to learning for each individual young person is put in place. This package will reference any live EHCP requirements.

All flexible education packages include mentoring support delivered by experienced YSTs at the family home or in the community. Staff take a flexible and creative approach and can often address learning targets via 'under the radar' learning, framing a particular curriculum around the individual interests and motivations of each student.

The packages may include:

- College placements
- Online learning with a Quality Assured specialist provider
- Extended vocational placement
- Extended community placements

6. Soft Skills Matrix & PSD

The Soft Skills Matrix and measurement of soft abilities are linked to the PSD rationale and scheme of work. Soft skills will be developed in all areas of the curriculum, particularly in PSD. Students are reviewed every two weeks through agreement with their mentor in one-to-one mentoring sessions. The weekly reviews will be in the areas of positive behaviour, time management, critical thinking, effort, participation and teamwork, communication, leadership, negotiation and conflict.

Students will be able to judge themselves, with the support of the mentor, based on recent events and discursive evidence to be clear about where they are on the scale of meeting expectations in each field. This will also be recorded in their weekly report as a percentage.

7. Curriculum overview - ICT

Our ICT offering to students comes through the medium of iMacs. Students have the opportunity to use Microsoft Office software as well as creative platforms. This involves using Maths-based apps to develop students' knowledge of times tables, making videos and promotional materials for the Music Label, developing research skills, and beginning to develop their own computer code through intuitive apps. For more details, please refer to our specific schemes of work on how ICT is embedded through each subject, and simply on a day-to-day basis, students can be regularly seen using computers and laptops productively, including even for Music production.

8. Curriculum Overview- Enrichment

Our Enrichment curriculum is made up of educational trips, and part of our ethos also involves experiential learning, which is derived from Kolb's Learning Cycle; this can be seen threaded throughout lessons, lesson observations, and through schemes of work. For more details on Kolb's Learning Cycle, please refer to section 2 on our approaches.

KS4 Short Stay/Part-time Provision 2023/24

For students receiving in-school intervention on short-stay placements, the curriculum priorities are developing social, emotional, and behavioural skills, literacy, and numeracy skills. Social, emotional, and behavioural skills are developed through personal and social development, project-based learning, small groups, and 1-2-1 intervention work. Literacy and numeracy are taught as discrete lessons and through project-based learning. 1-2-1 and small group intervention is put in place for students with difficulties with literacy and numeracy skills. In order to support academic progress, students also have access to lessons in PE, Music, and PSHE.

A young person on a part-time provision will undertake a maximum of 16 hours per week, where they will adopt a project-based learning model. The project will enable young people to set up a music label under OMG Education, from which they will gain insight and skills for the music industry. The project embeds numeracy, literacy, digital skills, employability, and business administration. See SOW.

9. Timetable

Our timetable is split into four parts for Key Stage 4:

- GCSE 2-year programme (year 10).
- GCSE 1-year programme (year 11).
- Year 10 Functional Skills Group.

- Year 11 Functional Skills Group.

We are seeking to implement a Key stage 5 group from 2024 onwards.

When a young person joins Key Stage 4, they will complete initial baseline assessments, and these results will be used to place them into one of the two groups within their year. This is agreed upon by all stakeholders. For more information on this, please refer to our assessment and marking policy. It is important to note that due to the demographic of Students and their needs, some of our Students will be following a tailored programme and/or working towards integrating into the full timetable.

Below is a table that outlines the subjects and number of scheduled lessons per week. A young person on a full-time provision will undertake 25+ hours of learning a week.

KS4 Full-time Provision 2023/24

Subject/Other activity	Lessons per week	Comments	
English	3	Year 10 GCSE – 2-year programme or Functional skills	Year 11 GCSE – 1-year programme Or Functional skills
Maths	3	GCSE – 2-year programme Or Functional skills	GCSE – 1-year programme Or Functional skills
Citizenship/PSHE	2	Non-accredited British values/ Sex and relationship education	
PE	2	Indoor and outdoor facilities are available	
Vocational	6	Level 1 Music Technology	Level 2 Music Technology
Enrichment/Employability	2	Level 1 certificate in Employability skills	
PSD level 1	1	NFCE level one qualification	

Appendix A - Curriculum Map

OMG Education conforms to the standards of the provision set out in the DfE Information Pack for the Registration of Independent Schools.

The following table sets out how OMG Education provides pupils with a broad and balanced curriculum. Where pupils are not registered with OMG for full-time provision, we work closely with their full-time educational provider (school/local authority) to ensure that the following provisions are in place.

Key Stage 4

Required Provision	Description	How this is provided
Linguistic	This area is concerned with developing pupils' communication skills and increasing their command	GCSE English Language or Functional Skills English at E3, L1 or L2 dependent on results of

	of the language through listening, speaking, reading, and writing. In all schools, there must be lessons in written and spoken English. Many schools will also teach other languages, and some will use a language other than English as the main medium of instruction.	diagnostic assessment. All subjects are delivered in the medium of English.
Mathematical	This area helps pupils to make calculations, understand and appreciate relationships and patterns in number and space, and to develop the capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics should be developed in a variety of ways, including practical activity, exploration, and discussion.	Functional Skills Maths at E3, L1 or L2 or GCSE Maths dependent on results of initial assessment.
Technological	Technological skills can include the use of information and communication technology (ICT); developing, planning, and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.	ICT is embedded throughout every subject, and ICT skill development is a key feature of music label qualification teaching.
Human & Social	This area is concerned with people and with their environment and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area.	PSHE, Employability, PSD
Physical	This area aims to develop the pupils' physical control and coordination, as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.	PE will be delivered as a weekly, timetabled lesson.
Aesthetic & Creative	This area is concerned with the processes of making, composing, and inventing. There are aesthetic and creative aspects of all subjects, but	Music Technology Levels 1 and 2

	some make a particularly strong contribution, including Art, Music, Dance, Drama, and the study of Literature because they call for personal, imaginative, and often practical responses.	
Spiritual, Moral, Social, and Cultural Development	Pupils should be led towards: distinguishing right from wrong; respecting civil and criminal law; acting consistently with their beliefs; acting with a view to consequences of their own and others' actions; becoming confident and positive contributors to their local communities and society; becoming effective users of public services and facilities (according to their maturity); gaining insights into the origins and practices of their own cultures, and into those of society more widely; respecting the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; appreciating racial and cultural diversity; avoiding and resisting racism; and developing a balanced perspective of opposing views.	PSD

Part 2: Assessment and Marking

1. Teacher Planning Requirements

Staff are expected to be able to demonstrate the following in the subjects/classes that they teach:

- Evidence of adhering to the scheme of work for that subject
- Demonstrate that the scheme of work for that subject has been improved.
- A resource file that is continuously populated with lesson resources and planning materials per lesson.
- Planning of interventions per child, with evidence of this being in the personal academic plan within the Personal Academic Progress file

2. Personal Academic Progress File

Within each personal academic progress file, the following, in this order, should be seen:

- Evidence of Baseline Assessment(s) per subject

- Evidence of Major Assessment(s) – End-of-Half-Term/End-of-Term/End-of-Year/FS Exams per subject
- Evidence of marking through MIS per subject
- Tracking Progress Markbook per subject
- Personal Academic Plans (x3 – Autumn, Spring, Summer)
- Termly Reports

3. Teacher Files

Each teacher should have one teacher file regardless of the number of subjects/classes that they teach. This teacher file should contain the following items in this order:

- Access to MIS so they can access one-page profiles and student data
- Scheme of Work for Class (which should incorporate the assessment plan)
- Individual targets for each student (academic and behavioural)
- Examples of lesson observations/evaluations and clearly defined, measurable actions from these

4. Assessment Data from Previous Schools

There are seven key pieces of information that we would require from previous schools to help tailor and more quickly understand a student's academic needs:

- A list of any previous qualifications achieved.
- Last major assessment data for English, Maths and Science as a minimum
- Most recent progress reports.
- CATS Scores for Verbal, Non-Verbal, and Quantitative
- The preferred outcome from placement (i.e. GCSE or Functional Skills route and specifics with tier entry, board entry if applicable)
- The Headteacher, Quality Assurance Manager, and SENCO are responsible for getting the correct data from the student's previous placement.
- This information will be used to help develop a 'picture' of the student's current academic profile, as well as go towards deciding a student's most effective pathway whilst at OMG Education.

5. Student Setting

When students join OMG Education, as part of their induction process, they are required to complete baseline assessments in English Language, Maths and Science. For details on the specific assessments, please refer to the Baseline Assessment & Setting Folder. This complements the wider assessment of learner needs completed by the SENCo.

At GCSE, the baseline assessments are designed to be a two-step process. The first stage is the most crucial and allows us to decide whether Functional Skills or GCSE is most appropriate using English & Maths assessments, taking into account student attitude, the expected progression by the end of the year, and any external factors that may influence our decision. The second stage is a diagnostic assessment for all other subjects, which allows us to better identify students' strengths and weaknesses, which can then be applied to their academic plans for these subjects. This decision will then be confirmed with parents/carers and the referring body.

Students will either go into the Functional Skills route or the GCSE route; however, for Year 10 students only, there is flexibility to move in between, provided students can show a certain level of ability. This is detailed more within each Markbook, within the introduction sections.

In most cases, students will exhibit stronger characteristics in one subject or the other at their point of assessment, possibly being assessed to work at GCSE for Maths but Functional Skills for English. At this point, the previous attainment will be taken into place, as well as student attitude, and with parents/carers and the referrer, a suitable route will be chosen. Furthermore, the schemes of work for each class have been designed, with particular reference to science, so that students will be exposed to GCSE-level work in case they move from Functional Skills to GCSE or vice versa.

Please refer to the setting document for more information, which is held within the baseline assessments & setting folder.

6. The Student One-Page Profile

The one-page student profile is supposed to represent a document that allows anyone to look at this document and be able to ascertain:

- Who the student is (Personal Details)
- What interests the student, what additional learning needs they have and useful approaches to supporting the young person, their learning style, the route the student is on, and their initial assessment data (Academic Information)
- Expected target grades for each measurable subject, soft skills initial assessment data and how students are going to work towards their targets with a ladder to success (Mentor Information).
- Where they have been referred from, what additional learning needs they have and useful approaches, the route that the student is on, expected target grades for each measurable subject, students' current soft-skills assessment grid, and how students.

This one-page profile needs to be completed within 4 weeks of students joining to ensure that the document maintains maximum usefulness for the period that the student is with us. The one-page profile should be completed by the class tutors together with input from the SENCo and Outreach and Development Tutors.

7. Assessment Per Subject

Regarding assessment per subject, teachers should follow the predesignated assessment windows per subject within the relevant Markbook. These Markbooks detail what each week is used for within the academic year, i.e., Teaching, End-of-Topic Tests, End-of-Half-Term Tests, End-of-Term Tests, Revision Weeks, Half-Terms and Holidays. The weeks are marked within these Markbooks that correlate with MIS.

The actual assessments used should be seen and easily accessible within the resource files per subject, and if actual assessment material is not available, an explanation of what the assessment is/was and any other guidance that one would need to perform the same assessment in the next academic year.

For those students who do not start with us at the start of the year and stay for a variable-length placement, students will complete their diagnostic assessment and will carry on with the predesignated teaching schedule from the generic scheme of work. They will be offered to catch up from previous weeks they may have missed through a mix of independent study and homework club. Their academic plan will consist of the weeks they have left of that term. The subject teacher is responsible for this.

8. BKSB

BKSB at OMG Education will be used for three predominant purposes:

- One key purpose will be to help ascertain whether GCSE or Functional Skills is the most appropriate route using the GCSE Maths and GCSE English screener, as well as Learning Style.
- The second key purpose of BKSb is to act as a source of homework/independent study for students. The schemes of work aim towards GCSE but complement the Entry Level 3 and Level 1 functional skills awards in English & Maths; however, they do not directly match them. Therefore, for optimum preparation for Functional Skills, students will be required to complete the course they were assessed at on BKSb before attending a minimum of 5 sessions after-school for exam practice before being entered for any Functional Skills exam.
- The third key purpose of BKSb is for teachers to use paper-based resources as extra material to support their pedagogy in the classroom.

The individual subject teacher is responsible for this.

9. Schemes of Learning

The schemes of Learning at OMG Education have been designed with four objectives in mind:

- To complement external examination requirements
- To allow students to make progress in all their study areas no matter what age or ability.
- To ensure that each scheme of work is accessible for a wide variety of students, differentiable up and down.
- To ensure that British Values are embedded wherever possible throughout each lesson: democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs.

Schemes of Work for the core subjects of English, Maths and Science will be the most comprehensive, containing the following:

- Week #
- Theme/Intent
- Prior Learning
- Skills
- Knowledge
- Implementation
- Links to Careers

These schemes of learning are designed topic-by-topic to be prescriptive and support the teacher as much as possible in delivering an efficient and coherent teaching plan for the academic year.

Please refer to the Learning and Teaching folder 2023-2024 for evidence of the above schemes of learning for all Year groups and levels.

All teachers should be aware and take responsibility for ensuring that schemes of learning remain as active documents and are demonstrably updated/improved on a rolling basis, at least monthly.

10. Personal Academic Plans

For all examined subjects, students will have a personal academic plan for each of these subjects, i.e. for Functional Skills, it will be Maths and English Language, and for GCSE, it will be Maths, English Language. This will, in effect, be an individualised student tracker.

There are two key parts to this plan:

- Contextual Questions
- Lesson-by-Lesson Review of Student Progress

The contextual questions contain information on initial assessment data, expected levels of progress, a BKS target, a suitable qualification aim by the next exam window, as well as a review of where the student would like to be in terms of progress by the end of the term, as well as the teacher. This document will be in the student book to give students ownership of this document and allow students to regularly be able to see what progress they are making.

The weekly review of student progress allows comments from both the student and teacher. For every lesson, 7 boxes help to comprehensively review where the student is at in terms of their progression in a certain topic:

- Objective (i.e. what were the students planning to learn in that lesson)
- Student Comment + RAG (how confident the student feels on that topic and RAG-colour it)
- Teacher Comment + RAG (how confident the teacher is that the student knows that topic and RAG-colour it as a compare and contrast tool)
- WWW/EBI (the teacher writes WWW/EBI comments)
- Intervention (if there is an intervention, what is the intervention, length of intervention, and any other useful information)
- Outcome + evidence (what is the outcome from the intervention, is the student now confident in that topic, and how has it been assessed to determine whether the student is now competent in that area)

Interventions should have appropriate timescales and objectives for the type of student, their needs, as well as information related to placement, including length of stay.

The interventions should go as a separate plastic wallet within the personal academic progress file. The subject teacher is responsible for these plans.

The subject teacher is responsible for these plans.

11. Marking per subject

The marking of student work should never be more than 1 week in arrears due to the maximum capacity of OMG Education. It is expected that teachers will give formative feedback on work completed in all subjects.

Think Pink Go Green (TPGG) is the marking approach we use to encourage student feedback and teacher/student interaction.

Marking is done by highlighting words, phrases, sentences, punctuation etc, in either "green for great" or "pink for think". This allows students to make rapid progress and builds a culture of student reading and responding to teacher feedback. The efficacy of this process is not to teach a new concept but allows learners to edit and improve their work according to one small, tight focus. It also allows them to quickly see where they have been successful and why.

12. Reporting & Grading per Subject

There will always be three boxes to complete, an actual box, a target box, and a comments box. All boxes should be completed to a standard so that an external third party who has never seen the student before, or our systems before, can look at a Markbook, and any piece of data in particular, and understand what the data means without a need for a verbal explanation.

All subjects across all cohorts will have percentage-based data to allow a simple and coherent structure for tracking progress. However, as an example, for GCSE-based subjects, within the comments section, there should be an explanation of how that percentage equates to a raw mark and a specific grade. There should also be a reference to what assessment tool was used to get this data, as well as evidence of the completed assessment in the student's personal academic progress file (this evidence should be in place for every assessment window).

- Actual Data will be percentage-based and based upon a predefined assessment tool.
- Target Data will be percentage-based and will be different per subject, but as an example, the target data for FS Maths is a flat 70% across each assessment, as this will allow students to achieve a minimum of Level 1 by the end of the course and progress to GCSE Maths.
- Comments should include an explanation of what the data means, i.e. where did the actual data come from, what assessment tool was used to assess, are there any mitigating circumstances that we should know about, what was the raw mark and the grade, what level and type of qualification is the student studying for, how does the percentage equate with a non-grade based subject etc. Writing nothing or N/A is not sufficient to give context to any of the boxes, regardless of the reason.

Additionally, as part of our reporting and grading structure, we issue termly reports electronically to parents/carers and referring partners. These termly reports summarise the student's academic progress in the term and their soft-skill development to ensure that all stakeholders are fully and well-informed on the progress of each young person.

13. Homework

Homework will only be issued for examined and core subjects at OMG Education. This list includes English Language, Literature, Maths.

Homework should be no more than between 1-2 hours per week per subject and should be issued and collected on the following days per subject:

When students are inducted, parents will be informed about homework and the commitment we require from parents and students whilst at OMG Education; this will make up a learning partnership with the parents. Please refer to the curriculum policy for more details on this.

The content of the homework will be at the discretion of the subject teacher, but previous research indicates that homework booklets/a bank of homework tasks to pick from are useful. Regardless of the system used by the subject teacher, as part of each resource file per subject, there should be a homework section at the back of all the homework provided throughout the year.

Homework should be graded formatively and summatively and play a key role in deciding whether interventions should take place. Homework can also aid the intervention itself as one of the activities. The standard of work should also be commented on (which includes title, date, learning objective, notes, worked examples, and questions) as part of the feedback on student work. Students should have an opportunity to make corrections to their homework at the same time as the green feedback boxes previously mentioned.

It should also be stated that homework needs to be issued and marked regularly and returned to students for them to make improvements.

If students do not complete their homework, they will be required to stay after school on the day it's due to complete the homework. If students refuse to stay after school in the homework club to finish it, students will be required to complete their homework and have a learning consequence. If students still refuse, parents/carers will be called in to have a meeting about the behaviour of their attitude, and decisions will be made about the student's future academic route at OMG Education.

14. Standard of Student Work

Student work in books should always include a title, date, learning objective, notes, worked examples (if applicable) and questions and answers. For more details on what standard is expected in student books, please refer to the exemplary student work that is shown within the school.

15. Exam Entry Procedure

For students to be entered for any Level 1 (or higher) examination/external assessment at OMG Education, students must fulfil the criteria for being entered for exams. The criteria can be summarised into the following categories:

- Commitment in preparation for the exam
- Practised at least one similar paper and shown to pass/almost pass
- Strong relative attendance at school and participation in lessons
- Behaviour traits at school, i.e. more positive than negative points
- General evidence to support student entry into a specific qualification. For more details on this, please refer to the 'Exam Entry Procedure for Students.

Part 3: Special Educational Needs (SEN) Policy

1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- Significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1. The Headteacher (Mrs Helen-Rose Strachan)

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.2. Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SEN TA to review each pupil's progress and development and decide on any changes to the provision.
- Ensuring they follow this SEN policy.

4.3. SEN teaching assistant

The SEN teaching assistant will be responsible for:

- Providing physical and communication support using modes of communication appropriate to the individual needs of the child
- Providing communication support to enable full access to the curriculum and any extracurricular activities e.g. lessons, assemblies, parents' evenings, reviews and visits
- Working with individuals and groups of students in class with additional needs under the direction of the class teacher
- Helping to plan and organise learning activities for students being supported.
- Provide support in a manner which facilitates the child's cognitive development by removing barriers to learning.

5. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. For pupils without EHCPs, Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether a different/tailored educational approach is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.1. Consulting and involving pupils and parents

Our Approach

We will have an early discussion with the pupil and their parents about the identified special needs of the child. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record.

We will formally notify parents if it is decided that a pupil will receive additional SEN support.

5.2. Assessing and reviewing pupils' progress toward outcomes

We will follow the graduated approach and the four-part cycle of **assessing, planning, doing, and reviewing**.

The class or subject teacher will work with the SEN teaching assistant to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.3. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils on which information will be shared as part of this.

5.4. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils as teachers will create an individual learning plan (ILP) for each student. With agreement from referral providers, we can also provide the following additional interventions, including but not limited to:

- Speech and Language Therapists (SALT)
- Off the Record (Counselling Service)
- Educational Psychologist
- Art Therapy
- Drama Therapy
- Link how we monitor and evaluate teaching about SEND in recognition of learner complexity

Teaching and external support will be monitored by SLT to ensure student complexity is being supported and addressed sufficiently.

5.5 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual aids etc.
- Bespoke CPD is built upon and developed to ensure student-specific needs are addressed

5.6. Additional support for learning

- We have teaching assistants/mentors who are trained to deliver support in class and interventions such as small group work and therapeutic sessions outside of the lesson.
- Teaching assistants will support pupils on a 1:1 basis when this is recommended in their EHCP Teaching assistants will also support pupils in small groups when required.

5.7. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 2 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans¹

5.8. Enabling pupils with SEN to engage in all activities.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.9. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN have a weekly meeting with their form tutor to raise any issues or report on changes/challenges.
- Pupils with SEN have target-setting meetings with their mentor every 2 weeks.
- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of homework clubs to promote teamwork/build friendships etc.

We have a zero-tolerance approach to bullying.

5.10. Working with other agencies

We will work with a variety of external agencies where additional support is needed for the family or the child. Regularly work with, EHCP Coordinator, Educational, Psychologists, Virtual schools, Local Authority SEN teams, YOS, Metropolitan Police, Mentoring services, Off-the Record-counselling service.

5.11. Complaints about SEN provision

Complaints about SEN provision in our school should be made to SLT in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can claim alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12. Contact details of support services for parents of pupils with SEN

PLEASE CONTACT YOUR LOCAL AUTHORITY ON THE SEN SWITCHBOARD, AS WE WORK WITH MULTIPLE LONDON BOROUGHS.

5.13. Contact details for raising concerns

Headteacher and Designated Safeguarding Lead: Mrs Helen-Rose Strachan – helen.strachan@omgeducation.co.uk.

Director: Jamal Miah – Jamal.miah@omgeducation.co.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and approved by school governors. It will also be updated if any changes to the information are made during the year.

Part 4: Inclusive Learning Policy

1. Purpose

- 1.1 All students deserve an education designed to fill the gaps in their learning while taking into consideration their unique needs and attributes. The SEND Code of Practice outlines specific requirements of teachers and education staff with regard to teaching, planning and assessment. This policy interprets the requirements of the SEND Code of Practice as it relates to education at OMG Training and Development CIC (OMG).

2. The Graduated Approach

- 2.1 The SEND Code of Practice 2015 states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessments to set targets that 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 students with SEN and disabilities will be able to study the same curriculum as all other students without modification.
- 2.2 The Graduated Approach is a cycle of actions that, when implemented by teaching staff, constitute high-quality teaching. The Graduated Approach can be summarised by four steps: Assess, Plan, Do, and Review.
- 2.3 Assess: All teachers need to employ a schedule of regular assessments that inform their lesson planning and teaching. Beginning in September, all students should be baseline assessed in their respective subjects. This would include English and Maths if the student is enrolled in core subjects and assessed for basic literacy skills within their vocational subjects. These assessments are then used to create a series of targets for each student that will subsequently inform planning. The SENDCo will monitor these initial assessments to ensure that they are being delivered appropriately and in a timely manner.
- 2.3.1 Summative assessments should be made throughout the term in the form of classroom observations, regular marking and feedback. Formative assessments should also be utilised when appropriate, such as unit quizzes and mock exams. The SENDCo will regularly check with teachers/tutors on the progress of students and would expect teachers to provide this information readily.
- 2.3.2 All progress made should be adequately tracked using a combination of resources and in line with the Assessment and Internal Verification Policy. Through summative and formative assessment, each student should have a clear set of targets that they are working towards. In Core subjects, this would be related to their specific weaknesses in areas related to the passing of their GCSEs. In vocational subjects, this would be related to the key performance indicators outlined by UAL for each project leading up to the final major project. These targets should be tracked through each student's file.

2.3.3 Teachers may also want to employ further tracking to monitor student attainment on specific formative assessments so that they can show progress throughout the year and help identify areas of weakness to be addressed through lesson planning. These should also seek to identify learners making less than expected progress given their age and individual circumstances. This can be characterised by progress, which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the learner's previous rate of progress
- fails to close the attainment gap between the learner and their peers
- widens the attainment gap

Any learner who falls into the above categories should be identified, with the assistance of the SENDCo, for early intervention and for possible SEND assessment.

2.3.4 The teacher's responsibility is to assess all learners, regardless of SEND status, accurately. The progress of a learner with a statement of SEND Support or an EHCP would be assessed the same way as his peers. If necessary, the SENDCo will assist teachers with carrying out assessments and tracking progress.

2.4 Plan: Once the gaps in student learning have been identified and targets have been set, teachers need to plan how they will fill these gaps. If an individual lesson plan is not going to be used for each lesson, then the teacher needs to have a clear way of demonstrating that assessment is being used to inform their teaching on a daily basis. A high degree of planning will be necessary so that the teacher can appropriately differentiate their lessons to meet the variety of needs in their class and to incorporate opportunities for visual, auditory, kinaesthetic and experiential learning. The SENDCo will work with teachers to support the planning and resourcing of lessons.

2.4.1 For teachers with learners who have a statement of SEND Support or an EHCP, additional planning will be necessary in order to differentiate lesson materials and teaching approaches to meet the specific needs outlined in their ISPs. The SENDCo will work with the teacher to ensure adequate differentiation is taking place. If a provision is outlined in a learner's EHCP to be carried out by his classroom teacher, this provision must be planned for and evidenced that it is taking place. If students require additional intervention in order to bring their progress in line with their peers, then this needs to be planned and resourced by the teacher in conjunction with the SENDCo, and, if available, the TA supporting in the classroom. Any additional intervention, whether it takes place inside the classroom or outside, needs to be rigorously evidenced. If a TA is carrying out this intervention, it is her responsibility to keep a record of the intervention and its impact. However, she needs to work closely with the teacher to decide what direction the intervention will take, what resources to use and how the interventions will be assessed. However, she needs to work closely with the teacher and the SENDCo to decide what direction the intervention will take, what resources to use and how the interventions will be assessed.

2.5 Do: This part of the cycle is concerned with what takes place in the classroom, specifically lesson delivery and behaviour management. As stated before, teachers should set high

expectations for every pupil, whatever their prior attainment. Teachers are responsible and accountable for the progress and development of the students in their class, including students who access support from teaching assistants or specialist staff. Regardless if a pupil has SEND or behavioural difficulties, it is the responsibility of the teacher to create classroom conditions in which all students can thrive.

- 2.5.1 High-quality teaching, differentiated for individual learners, is the first step in addressing and correcting any barrier to student progress. Through consistent and rigorous assessment to identify any gaps in learners' skills and knowledge, well-planned and resourced lessons, and differentiated teaching approaches, 95% of all learners should be able to achieve at the same rate as their peers nationally. Additional intervention and support cannot compensate for the lack of good-quality teaching.
- 2.5.2 When regular assessment identifies learners who are making less than expected progress given their age and individual circumstances (see 2.3.3, above), the first response to meeting these learners' needs should be high-quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class or subject teacher, working with the SENDCO, should assess whether the learner has SEND. While informally gathering evidence (including the views of the learner and their parents), the centre should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The learner's response to such support can help identify their particular needs.
- 2.5.3 A learner has to SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. These requirements are outlined in SEND students' ISPs. Incorporating these strategies, where possible, into whole-class teaching will likely mean fewer students will require such support. Increasing the quality of teaching in the classroom also reduces the need for additional support, which can be costly.
- 2.5.4 Persistent disruptive or withdrawn behaviours do not necessarily mean that a learner has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors, such as difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, teachers should coordinate with the Welfare Officer to offer assistance and investigate. If the student is deemed a safeguarding risk, the teacher or Welfare Officer must alert the Designated Safeguarding Lead.
- 2.6 Review: Each term, all targets on the student's file need to be reviewed and updated by the teacher, with input from any other staff who support the students. As regular assessment and tracking have been carried out throughout the term, evidence of the progress that each learner has made towards their targets should be readily available. This stage is a time for reflection: what strategies/approaches have helped students to successfully achieve their targets? What strategies/approaches need to be changed or amended? Are targets being set using the SMART methodology? If not, the targets need to be amended or changed.

2.6.1 Evidence from any party involved in working with the student should be taken into account, especially if that learner has SEND. If the learner has an EHCP, it is necessary to hold an end-of-term progress meeting to review the targets of their EHCP and to get feedback from all staff involved in meeting those targets. The SENDCo will chair this meeting with assistance from any staff working with the student who would like to attend. Additionally, it is important that the parents/carers of any learner who has an EHCP are able to give their feedback on their child's progress, so they should be invited to attend the meeting or give their feedback verbally or in writing. During the progress meeting, the following are discussed:

- What progress has the student made? Have they achieved their agreed targets, and what is the evidence for this?
- What impact has the support/intervention had on progress?
- What are the student's, parents and professionals' views on the support/intervention?
- What changes need to be made to targets or provisions next term?

2.6.2 The quality of teaching for all learners and their progress should be a core part of the centre's performance management arrangements and its approach to professional development for all teaching and support staff. This is especially true of learners with SEND. As described in the SEND Code of Practice 2015, the progress and attainment of learners with SEND is the teacher's sole responsibility. For teachers to feel confident in addressing the needs of all learners, they should have regular opportunities to meet and consult with the SENDCo, including receiving formal CPD if necessary. The performance management cycle for all teachers needs to include a formal, graded observation of their teaching carried out by centre leaders, including the SENDCo, which includes how the lesson has been differentiated and adapted to meet the needs of the SEND learners and how well support staff has been deployed during the lesson. Centre leaders, including the SENDCo, should work with teachers to build their confidence and knowledge in addressing their students' complex needs, ensuring regular opportunities for professional development. The teacher should have regular opportunities to work with the SENDCo to develop knowledge on the range of learning difficulties and disabilities that they may encounter in the classroom. The SEND, whenever necessary, should seek the advice of outside professionals to help in this process.

The SEND Code of Practice 2015 emphasises the involvement of the parent and the learner in making decisions regarding the education of learners with SEND. The parents of students with documented SEND should be contacted termly by the SENDCo and requested to give their input on their child's needs. They can either respond in writing or over the phone.

The parents of students with an EHCP will be invited to attend a termly EHCP review meeting where their child's overall progress towards ISP targets and general concerns will be discussed. All staff involved in this student's education will give feedback about the student's progress before the meeting and will also be invited to attend the meeting, if possible. Parents will be contacted via mail in the summer term with a formal request to attend their child's EHCP Annual Review.

This is a more in-depth review of the student's progress over the year and must be carried out according to the format decided by the student's Local Authority. The protocols guiding how the Annual Review is conducted change depending on what Local Authority the student comes from. The Local Authority should be contacted the month prior to the annual review to obtain the appropriate documentation and guidelines.

Part 5: English as an Additional Language (EAL) Policy

Introduction

All pupils need to feel safe, accepted, and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background. In keeping with our school's Mission Statement, we celebrate education through diversity and strive to fulfil our potential as disciples who grow in holiness, knowledge, and dignity.

The government's definition of an EAL learner is:

'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'

Aims

OMG Education (OMG) is committed to the needs of all students who are learning English as an additional language. This policy will enable us to provide a consistent approach in working with EAL learners.

As a school, we will work together to:

- Promote equality of opportunity for all EAL learners
- Ensure access to the curriculum through high-quality teaching.
- Help students to speak, understand, read, and write English.
- Support the continued use of the students' home languages.
- Assess and monitor learning, which informs teaching.
- Be proactive in removing barriers that stand in the way of our EAL learners fulfilling their potential.
- Make sure EAL learners are not inappropriately labelled or grouped as SEND or low ability.
- Acknowledge individual strengths and celebrate cultural identities.
- Provide an environment which celebrates diversity and supports English language learning.
- Work with parents of EAL learners and ensure language is not a barrier to effective partnership.
- Provide EAL learners with a safe and welcoming environment where they are valued and encouraged to participate.
- Create partnerships beyond the school to improve provision and support for our EAL learners.

School Context

OMG Education is an Alternative Provision based in East London. Many of our learners are from the BAME community and have struggled in mainstream education. A large majority of learners are from diverse socio-economic backgrounds and therefore we need to be mindful that many could be EAL. Despite it no longer being statutory here at OMG, we do our best to assess each student for these potential needs.

If a student is EAL, use the codes below:

DfE proficiency in English codes.

The codes are.

- A – New to English
- B – Early Acquisition
- C – Developing Competence
- D – Competent
- E – Fluent

These levels of language proficiency are used to track the EAL context of the school.

Key Principles of Additional Language Acquisition

‘EAL pupils have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.’ Ofsted 2014

- The home languages of all students and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and, where appropriate, be able to use it in the school environment.
- Although many students acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years.
- There are three main EAL groups, which include:
 - Beginner Learners – Students who are in their first two years of learning English.
 - Intermediate Learners – Students who have been learning English for between two and five years.
 - Advanced Learners – Students who have had most or all of their school education in the U.K. Advanced learners are not necessarily high achievers.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling the uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of an additional language.
- A clear distinction should be made between English as an additional language (EAL) and Special Educational Needs and Disabilities (SEND).

Planning, Monitoring and Evaluation

- Planning for EAL students incorporates curriculum objectives, which consider whether the student is a beginner, intermediate or advanced EAL learner.
- Staff regularly observe, assess and record information about pupils’ developing use of language.
- When planning the curriculum, staff consider the linguistic, cultural and religious backgrounds of learners.

Teaching Strategies

Classroom activities have clear learning objectives and use appropriate strategies to support EAL learners in participating in lessons and accessing the curriculum.

- Key language features of each curriculum area, e.g. key vocabulary, language functions and forms of text are identified.
- Opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. This is alongside collaborative activities that involve purposeful talk and encourage and support active participation.
- The classroom is organised so that pupils have access to effective staff and peer models of spoken language. This includes placing EAL learners in appropriate groups.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, diagrams, and graphic organisers.
- Additional verbal support is provided, e.g. repetition, modelling, and opportunities for oral rehearsal.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, models, and graphic organisers.

Special Educational Needs and Disabilities and Highly Able students

- 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 Highly Able, they have equal access to the school's Highly able provision.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communication.
- Identifying linguistic, cultural, and religious backgrounds of students and their families.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home.

Roles and Responsibilities

Collective responsibility is held by all staff to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion.

The SENDco oversees the development and day-to-day organisations of EAL provision. We are aware that most provisions will have an EAL coordinator, but until the provision grows, responsibility will go to them. In addition, the SENDco (EAL coordinator) will:

- Understand what constitutes excellent EAL provision and provide advice on EAL teaching.
- Maintain the EAL register and carry out an annual audit of EAL across the school to share with all staff.
- Keep abreast of educational guidance and EAL issues.
- Assess all new arrivals with EAL.
- Maximise opportunities for staff CPD.

- Promote a school environment that celebrates diversity.
- Promote positive relationships with EAL parents.
- Liaise with and support the school leadership team on matters relating to EAL.