



'Individual Growth, Individual People'

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English Policy

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ENGLISH POLICY

INTRODUCTION

- 1 English is a National Curriculum core subject and is compulsory to the end of Key Stages *unless the appropriate level is reached*.
- 2 English is taught as part of the Early Years Curriculum and is accessed directly or through the Sensory Development Programme from Key Stage 1 to Key Stage 3. *English is taught through accreditation in Key Stage 4 and Post-16.*
- 3 For Post 16 students the English Curriculum is found within a Life Skills framework. It focuses on communication in its widest form, and works to develop key skills.

PRINCIPLES

- 1 Every pupil is entitled to a broad and balanced English Curriculum.
- 2 The English curriculum will be appropriate to the age, level of understanding and needs of each pupil.
- 3 Work will be differentiated to suit the differing abilities within the teaching groups. In line with the current National Curriculum, material may be selected from earlier or later Key Stages as necessary to enable pupils to progress and achieve at their individual level and stage of development.
- 4 Functional skills are taught within daily English lessons and in timetabled lessons in both the 3-14 and 14-19 Departments of the school. These cover Speaking and Listening, Reading and Writing. Work in these areas will be integrated when appropriate.
- 5 English is incorporated into a cross-curricular approach in the 3-14 Department and *through accreditation in the 14-19 Department*.
- 6 Equality of opportunity will be provided within the English curriculum with regard to gender, race, culture, and disability.
- 7 Parental and community involvement will be invited and encouraged to enhance and extend the pupil's experience and learning of the English curriculum.

AIMS

English should develop each pupil's ability to communicate with and respond to others. The aims for the teaching of English cover all or parts of the following:

- 1 To encourage pupils to initiate communication by providing an environment in which the pupil feels the need to communicate.
- 2 To provide a total communication environment which includes signs, symbols and tactile clues alongside speech, reading and writing.
- 3 To encourage the pupil to make informed choices.

- 4 To provide pupils with opportunities for interaction between themselves as well as with adults.
- 5 To develop effective speaking and listening using appropriate language and structure.
- 6 To enable the pupils to express individual and essential needs and requirements so that they are easily understood.
- 7 For the pupil to recognise that language needs to adapt to different circumstances.
- 8 To develop skills in reading and writing.
- 9 To develop appreciation of different genres of literature.
- 10 To develop skills of writing for different purposes, eg narrative, lists, forms etc.
- 11 To provide and maintain conditions most likely to facilitate learning for all students through provision of appropriate resources: IT hardware, software and peripherals, eg touch screen, switches, Big Mack, individual communication aids and interactive whiteboards.
- 12 *To develop the functional skills and using their English knowledge in different settings and contexts.*

PLANNING

- 1 English is a subject that is being developed constantly across all aspects of the curriculum. The class teacher is responsible for its planning and delivery according to the National Curriculum *accreditation syllabus* or, for the youngest children, according to the Curriculum Document for the Early Years Foundation Stage.
- 2 Planning for the teaching of English may be related to the National Strategies and the Early Years Foundation document and will be adapted as required as necessary.
- 3 English is also incorporated into a cross-curricular approach.
- 4 Teaching staff plan tasks and activities linked to pupil targets. These cover Speaking and Listening, Reading and Writing. Work in these areas is integrated when appropriate.
- 5 All pupils work towards targets taken from the National Curriculum or Curriculum Document for the Early Years Foundation Stage as stated in their IEPs.

ASSESSMENT AND RECORDING

Assessment follows the guidelines that are in the Policy for Assessment, Recording and Reporting:

EYFS: Curriculum Document for the Early Years Foundation Stage.
Key Stage 1: Continuous assessment of individual IEP targets + *Solar*
End of Key Stage 1: Teacher assessment or SATs, where appropriate + *Solar*
End of Key Stage 2: As above but to include teacher assessment where appropriate + *Solar*

Key Stage 3:	Baseline assessments in literacy for pupils entering year 7 or later. Ongoing assessment throughout years 7 and 8 and, for some students, SATS, <i>Solar</i> (Standardised Assessments Tests or tasks)
Key Stage 4:	Ongoing teacher assessment GCSE as appropriate AQA <i>entry level certificate</i> AIM <i>vocational units</i>
Post 16:	Teacher assessment AIM <i>functional skills</i> ASDAN <i>CoPe (certificate of personal effectiveness)</i> AIM <i>vocational units</i>

Assessment and recording will be carried out in accordance with the school's policy of using Solar. These list attainment targets at levels appropriate for the individual pupil.

As well as assessment sheets, records may include photographs; videos; examples of work, written or computer generated; tape recordings and annotated work.

MARKING

Marking follows the guidelines that are in the Policy for Assessment, Recording and reporting. It allows the assessment of individual progress, the identification of problems and informs future planning whilst giving the pupil a sense of being valued and promoting motivation.

MONITORING AND REVIEW

The recently adopted Solar is the system used for recording and planning Speaking and Listening, Reading and *Writing*; these documents are updated termly

HOMEWORK

A policy for homework is in place in the 3-14 and 14-19 Departments.

REPORTING

Reporting follows the guidelines in the Policy for Assessment, Recording and Reporting. This includes:

- Pupil's experiences in all areas and aspects of the curriculum are reported to parents/carers in the Annual Review. Annual targets for literacy are set and discussed at the review, as part of each pupil's *EHCP*.
- Parents/carers have the opportunity to discuss the report with the pupil's teacher at the Annual Review.
- At the end of each academic year parents are informed of achievements in English including Levels of Attainment, as part of the Annual Report.
- Parent workshops are planned as necessary and offer an opportunity for parents to find out about some of the new developments in English.

ACCREDITATION

Appropriate accreditation is sought for students approaching the end of Key Stage 4 and those in Post 16. This is in line with the national framework for recognising achievement for all.

Accreditation will include:

- GCSE
- *AQA entry level certificate*
- *AIM functional skills*
- *ASDAN CoPe (certificate of personal effectiveness)*
- *AIM vocational units*

INSET AND SUPPORT

All staff are asked to evaluate and review this policy and advise on the support and development of English provision throughout the school.

The LA advisory and inspection service is available for support and advice.

The Multi-sensory Impairment Team (MSI.) team for school provides advice with regard to communication development with pupils who have significant impairment in both hearing and sight.

Details of in-service training are available within school and interested staff should contact the *Education Health Leader*.

Training has also been given in Phonics, *Thrass* and *SRS (Sound Reading Scheme)* and the use of Dyslexia friendly strategies. This has been adopted across the school where relevant.

SPECIAL EVENTS

- 1 Extra ordinary events will be held, such as Book Weeks, as appropriate to promote the enjoyment of reading and literature.
- 2 Links will be made with national events, eg World Book Day and The National Day of Reading etc.

SUPPORT FROM OUTSIDE AGENCIES

Support is received from the Speech and Language Therapy Department that is attached to the school. Where necessary, children follow programmes devised by the Speech Therapist who will also advise staff and run in-service training.

PARENTS AND THE COMMUNITY

Parents/carers and the community may be involved in the pupil's development in English in the following ways:

- 1 Visits to school to look at work and discuss progress.

- 2 Encouraging reading or other English based activities at home.
- 3 Supporting a topic or theme by supplying photographs or objects to support the development of English skills or by visiting a class to talk about their own experiences.
- 4 Parents are invited to support the children taking part in school plays, carol service etc.
- 5 Visits by the pupils into the local community are encouraged, to develop social skills and speaking and listening.
- 6 Theatre groups visit school when the opportunity arises.
- 7 Group visits to local theatre productions and films are arranged, from school.

RESOURCES

Deputy Heads hold the budget for curriculum development. Resources are purchased as required and highlighted by the Subject Development Plan. Age appropriate resources are based in classes and centrally on each site. Resources are categorised into:

- Total Communication resources
- Pre-reading activities
- Fiction and non-fiction books: class based
- Structured reading schemes with appropriate support materials
- Phonic games and activities
- Comprehension and language support activities
- Audio and video tapes
- Computer software
- Life skills materials
- Library: both sites have a library from which pupils can select fiction and non-fiction books. Pupils are encouraged to borrow books to read in school or at home independently or supported by a parent / carer or member of staff.
- Big Books
- Interactive white boards.
- TV and DVD players

NATIONAL CURRICULUM: CURRICULUM STATEMENT

This Policy supports the access statement from the National Curriculum handbook that is printed, in part, here.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Pupils with special educational needs

- Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks

and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need.

Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

- Teachers should take specific action to provide access to learning for pupils with special educational needs by:
 - a) providing for pupils who need help with communication, language and literacy
 - b) planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c) planning for pupils' full participation in learning and in physical and practical activities
 - d) helping pupils to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work
 - e) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Examples for a) - helping with communication, language and literacy

Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand
- using- visual and written materials in different formats, including large print, symbol text and Braille
- using- ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

Examples for b) - developing understanding

Teachers develop pupils' understanding through the use of all available senses and experiences, by:

- using materials and resources that pupils can access through sight, touch, sound, taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

Examples for c) - planning for full participation

- Teachers plan for pupils' full participation in learning and in physical and practical activities through:
 - Using specialist aids and equipment
 - providing support from adults or peers when needed

- adapting tasks or environments
- providing alternative activities, where necessary.

Examples for d) - managing behaviour

Teachers help pupils to manage their behaviour, take part in learning effectively and safely, and, at key stage 4, prepare for work by:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of reward and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others encouraging and teaching independent working skills
- teaching essential safety rules.

Examples for e) - managing emotions

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.