



3b SEND, EAL and more able pupils

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Updated by: ALC (DHA)

Linked documents: Academic Development Plan, Teaching Marking and Assessment Policy, PSHE and RSE Policy, Curriculum Plan, Curriculum Booklets, Pupil Performance Policy, Exams Policy, Equal Opportunities Policy, Equality, Diversity and Inclusion Policy, Admissions Policy, Accessibility Plan, Academic Societies and Clinics Booklet, SEND Register, EAL Guidelines and Register, Remote Education Guidelines.

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1 Key Staff

Staff Name	Responsibility
Ashley Currie	Deputy Head Academic
John Golding	Principle Deputy Head
Nat Pitts	Assistant Deputy Head
Various	Academic Heads of Department
Anna Parish	Head of PSHE, Deputy Head Inclusion and Wellbeing.
Clifford Dammers	Master of Scholars (AG&T)
Pippa Parker	Head of Personalised Learning
Lauren Sirr	EAL Coordinator
Ben Miller	Head of English
Jon Hill	Exams Officer
James Wilton	Director of Digital Learning

2 SEND Policy

2.1 Definition

A child has special educational needs and disabilities (SEND) if they have difficulties which call for special educational provision to be made for them. These may include difficulties relating to cognition and learning, communication and interaction, social, emotional and mental health needs and physical or medical needs. Children who have very significant needs are supported by Education, Health and Care Plans (EHCPs) which are maintained by the Local Authority.

This policy is informed by the SEND Code of Practice (2015). We are not a school according to section 41 of the SEND Code of Practice (2015).

A child has a learning difficulty and/or disability (LDD) if they have a significantly greater difficulty in learning than the majority of children of the same age, or have a disability which prevents or hinders them from making use of educational provision of a kind generally provided for children of the same age in schools within the area of the local education authority.

The 2010 Equality Act defines a disability as 'A physical or mental impairment which has a substantial and long term adverse impact on a person's ability to carry out normal everyday activities'.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he/she is or will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of the child's age in maintained schools, other than special schools, in the area.

The provision provided is to support the child access education in line with their peers.

2.2 Aims

Admission to Repton depends on the School's ability to educate and develop the prospective pupil to the best of his/her potential and in line with the general standards achieved by the pupil's peers. The School's policy is to apply these admission criteria to all pupils regardless of any special educational needs or disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any pupil at a substantial disadvantage because of his/her special educational need or disability.

The School aims:

- To undertake to treat pupils, or prospective pupils, with SEND no less favourably than other pupils unless there is a justification for doing so.
- To make reasonable adjustments to admission arrangements to ensure that prospective pupils with SEND are not placed at substantial disadvantage unless there is justification for doing so.
- To identify on entry those pupils with SEND.
- To organise appropriate provision for those pupils identified as having SEND.
- To ensure that all teaching staff are aware of pupils' SEND, and have the information necessary to differentiate for them.
- To emphasise the fact that it is the responsibility of all teachers to make educational provision for pupils with SEND.
- To respond to recommendations by external agencies, where this does not conflict with the School's admission criteria.
- To ensure that pupils with SEND are able to participate in all aspects of school life as fully as is reasonably practical and compatible with their educational provision.
- To maintain close links with parents of pupils with SEND.
- To support the pupils with SEND to access education and the wider boarding school environment irrespective of their needs. These pupils should feel happy and competent to leave Repton following a supported journey through their school career.

2.3 Responsibility

The Headmaster has overall responsibility for Special Educational Needs and Disabilities at Repton and this is delegated to the Deputy Head (Academic) and the Head of Personalised Learning.

The role of the Head of Personalised Learning is commensurate with other Heads of Department and Houseparents to allow input into heads of department meetings and liaison with other departments.

The Head of Personalised Learning is responsible for:

- the day-to-day operation of the School's SEND policy.
- maintaining the SEN Register (and associated information on iSAMS).
- the review of targets and strategies at each year for those within Tier 2 provision.
- in liaison with the Examinations Officers, taking responsibility for all reasonable adjustments and access arrangements for any student ahead of their internal and external examinations.
- the running of the Personalised Learning Department.
- ensuring that staff are kept informed of those pupils on the SEND Register and their special educational needs and strategies for meeting such needs.
- advising subject teachers on educational provision for pupils with SEND.

- ensuring the involvement of parents in decision-making about pupils with SEND.
- responding to concerns raised by teaching staff or parents.
- liaising with external agencies, where necessary.
- ensuring that support is understood to be available to every Repton pupil.
- promoting an understanding amongst pupils, parents and staff that we are all equally different with regard to our learning profile; and
- operating a holistic, open-door policy with regard to support which aims to ensure that every pupil learns to respect the abilities and diverse talents of other in an atmosphere that actively promotes self-esteem and respect.

2.4 Identification

The School asks parents to complete a form at the time of application giving details of any learning, social, emotional and/or physical difficulties the prospective pupil might have. Parents are required to provide copies of any reports from Educational Psychologists at this time. Before entry, feeder schools are asked for reports on each pupil.

The Head of Personalised Learning screens all Lower School pupils in their first term at the school using LUCID exact. The school makes available to the Head of Personalised Learning the results of the MidYIS/YELLIS/ALIS tests. The Head of Personalised Learning will also have access to the regular Assessment Points (APs) conducted at school and all of this data is taken into consideration when identifying pupils who may require support for any SEND.

As a result of observation in the classroom or in the House, teachers, tutors or Housemasters/Housemistresses may refer pupils to the Head of Personalised Learning.

A pupil who has been identified as having SEND is added to iSAMS by the Head of Personalised Learning and the pupil's needs are discussed with the parents. If a student is having intervention, in line with the Code of Practice 2015, they are added to the SEN Register.

2.5 Dissemination of information

All teachers are informed about those pupils with SEND by means of:

- iSAMS stores all the SEND notes on the pupils which staff have read-only access to. This information stores a brief description of the SEND difficulty, records, all SEND notes and whether the student has reasonable adjustments for internal and external examinations.
- The primary source of information for staff is the Pupil Data Dashboard which collates all information from iSAMS for an individual pupil. Staff can view all SEND information alongside other pupil data which gives staff all useful information.
- The exam access arrangement list is available to all staff on iSAMS and is populated throughout the year by the Head of Personalised Learning on an Excel document.

- Case conferences for individual pupils.
- Much information is also disseminated by means of informal discussion with the Head of Personalised Learning.
- The Personalised Learning department provides whole school and departmental INSET
- Information on iSAMS which provides further details on provision and support strategies.

There is a requirement that each teacher identifies in his/her mark book each child on the SEND Register. All departments will have a shared electronic mark book. The Head of Personalised Learning regularly disseminates reminders and information to staff to ensure that all are up-to-date on SEND matters that relate to the pupils they teach.

A weekly meeting is held between the Deputy Head Pastoral, the Head of Personalised Learning, the Pupil Wellbeing and Mental Health Lead and The Designated Safeguarding Lead to discuss pupils and share information.

2.6 Provision

Educational provision for pupils with SEND is coordinated by the Head of Personalised Learning and provided for in the following ways:

Cognition and Learning

Tier 1:

Prep Support available to all students one night a week for all lower school students. The Lower Sixth have a visit by the Head of Personalised Learning in the Michaelmas Term, and then those who require a little more monitoring are in regular contact with the Head of Personalised Learning over TEAMS chat. The Upper Sixth have a voluntary session on a Wednesday afternoon dedicated to them and to provide strategies of support for their study skills as they approach their A Levels.

Tier 2:

Years 9, 10 and 11, Learning Support lessons within the timetable for those pupils with SEND who do not study MFL. The purpose of these lessons is to teach pupils the study skills to engage in the curriculum and to provide extra support for the literacy and numeracy required to access the core curriculum. The Sixth Form have lessons which are available on the timetable, which are open for drop ins to gain additional support for their Sixth Form curriculum.

Tier 3: Individual 1:1 lessons provided off the timetable (charged to parents accordingly).

Social Emotion and Mental Health

Tier 1: 'Personalised Learning on tour', staff visiting individuals supporting their needs, mentoring with the pupils and the first stage of counselling when it is related to education.

Tier 2: Mentoring throughout the week, provided by the Personalised Learning department to offer a practical advice to support the young person's workload, or anxiety to education.

Tier 3: Chargeable 1:1 provision for the young person to receive the regular support. Referring and working with CAMHS and outside agencies.

All pupils: The school counsellor, chaplain and the Pupil Wellbeing and Mental Health Lead is available to all pupils for emotional and mental health support.

Physical Disabilities

Tier 1: School Nurse is able to provide the immediate advice and support for the situation

Tier 2: Head of Personalised Learning working with the Medical Practitioners to ensure that the student is supported in and around the school site.

Tier 3: Provision which is conducted by professionals at a chargeable rate (physio).

The Head of Personalised Learning ensures that all provision for the young person has the appropriate access arrangements for all external and internal examinations.

2.7 Partnership with parents

It is essential that the parents of any pupil with SEND are involved in decision-making about his or her educational provision. The Head of Personalised Learning keeps parents informed and actively involves them in the dialogue regarding any SEND provision that a pupil may require. Parents are encouraged to discuss the progress of their children regularly with the Head of Personalised Learning and the Personalised Learning department. The Head of Personalised Learning is available for parental consultation by request.

2.8 Reasonable Adjustments

Repton is keen to ensure that it takes such steps as it is reasonable to avoid substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the School, or by the absence of an auxiliary aid or service.

The School endeavours to provide high quality teaching that is differentiated and personalised to meet the needs of the vast majority of pupils. That said we recognise that some pupils will need education provision that is additional to or different from this, and Repton considers the following adjustments to be reasonable in relation to pupil needs:

- Employment of teachers qualified and/or experienced in the teaching of children with specific learning difficulties who provide group support sessions on the timetable

and in place of a MFL (Tier 2).

- Dissemination of information on the specific needs of individual pupils via iSAMS. These include appropriate classroom strategies insuring effective in-class support. All teachers are teachers of SEN.
- Target setting for pupils who receive curriculum support (Tier 2) based on the obstacles they experience with education.
- The use of a variety of auxiliary aids and computer software, including 'Read Write' and the Immersive Reader on Office 365.
- Weekly evening prep support sessions run by the department, supporting those who may struggle with accessing their prep independently or need a quiet place to work with the knowledge support is available.
- New pupil screening coupled with transition information and MidYIS data/CAT data to determine levels of need and support required. Subject teachers are in regular communication with the Personalised Learning Department and refer academic concerns to the Head of Personalised Learning.
- Access arrangements: where a pupil qualifies for extra time, computer reader, prompt, rest breaks and/or use of word-processor, Repton offers an invigilation arrangement which does not incur an additional charge. The School is also able to offer a reader on a shared, rotating basis, as advised by the exam regulatory body.
- Repton offers full cognitive assessment at Specialist Teacher level, for pupils who would like to know more about their learning profile and for those who require access arrangement applications.

Repton considers the following areas of support to be in addition to the Reasonable Adjustments offered and as such will incur a charge:

- One to one support (Tier 3): the use of one-to-one support is rare and will often have been discussed at admission. Where one to one support is requested by parents, the School will do its best to provide a suitable tutor.
- Assessment and intervention advice: the Head of Personalised Learning liaises with Dr Clare Boorn who offers full cognitive assessment and intervention advice. Alongside her private practice Dr Boorn works for Leicestershire Education Authority and takes a lead role in adolescent mental wellbeing. Any arrangements are arranged between parents and Dr Clare Boorn, the school is happy to facilitate and work with Clare when supporting and assessing the student.

Charges for the above provision will be discussed with parents prior to implementation.

2.9 Access to the curriculum for SEND pupils

- Every teacher at Repton has a responsibility to make reasonable adjustments to support the individual needs of all pupils to help overcome barriers to learning, supported by the advice and expertise of the Personalised Learning Department.
- Teaching staff offer high quality, differentiated teaching to all pupils, including those with SEND.
- The class teacher is responsible for the progress of pupils with SEND in their class, even when those pupils also receive learning support outside the classroom.
- All pupils, including those with SEND, are assessed regularly in all subjects.
- The Personalised Learning Department liaises regularly with Heads of Department and individual members of staff about SEND in general and about pupils with SEND in particular.
- Pupils with SEND may use laptops and other technological aids and software in class as per the BYOD policies; where additional ICT is required this is arranged in consultation with the Head of Personalised Learning and the Deputy Head, Academic. Textbooks and other teaching materials, including worksheets are individualised depending on the needs of the pupils, on the advice of the Learning Development Department. This may include access to online text books
- All pupils with SEND will be awarded the Access Arrangements they are entitled to, for timed exercises within the normal school day, where appropriate and practicable.
- The school recognises that pupils with ongoing medical conditions require full access to the curriculum, both inside and outside of the classroom. The Personalised Learning Department works closely with the pupil's parents, teachers and the Health and Wellbeing Centre staff to ensure their needs are met. Please see the Medical and First Aid Policy for further information.
- Lessons in the Personalised Learning Department provide extra support with literacy and numeracy where necessary and these are delivered by subject specialists in a small-group environment.

Repton is keen to ensure that it takes such steps as it is reasonable to avoid substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the School, or by the absence

3 EAL Policy

3.1 Information

Pupils for whom English is an additional language (EAL) are tested prior to entry, and informally assessed at the time of entry to the School. Their progress is monitored throughout their time at Repton. Details are placed on the EAL Register which is kept up to date by the EAL Coordinator.

EAL is taught by teachers within the English department. When a pupil is at the school, teachers, Tutors and Housemasters/Housemistresses liaise with each other to identify pupils whose English requires additional support and refer such pupils to the EAL Coordinator. Other forms of identification include MidYis/Yellis/Alis testing and reading age screening as outlined in the Literacy Policy. International pupils are screened as part of the admissions process by the EAL Coordinator so that we are aware of the English speaking skills of all pupils upon entry.

The EAL Register is circulated to each member of staff together with this policy providing guidance for subject teachers on how to provide for the needs of pupils for whom English is an additional language. There is a requirement that each teacher identifies in his/her mark book each child on the EAL Register.

3.2 Educational Provision

The School has teachers to teach English as an Additional Language, within the English department.

When a pupil is at the School, teachers, Tutors and Housemasters/Housemistresses liaise with each other to identify pupils whose English requires additional support and refer such pupils to the EAL Coordinator.

Information on pupils for whom English is an additional language is available to each member of staff and there is a generic document providing advice for subject teachers on how to provide for the needs of pupils for whom English is an additional language. This is attached as Appendix One.

Lessons in EAL are provided as follows:

- In B Block, A Block and O Block, by the setting of non-native speakers for English lessons within the Academic Curriculum.
- In B Block, as an option in Block 1.
- In A Block and O Block, to those students who do not take modern foreign languages.
- In the Sixth Form, to some overseas students, for instance those who wish to improve their English or who are hoping to go to a UK university and

- According to individual learner needs by EAL teachers within the English department.
- There is a weekly evening drop-in English support session during prep which EAL pupils can attend on an informal basis.

Pupils currently take the iGCSE in EAL at the end of O-Block in addition to taking the mainstream English Language GCSE. In addition, Sixth Formers will have lessons to prepare them for the IELTS examination if this is likely to be part of their university entrance requirements.

Individual arrangements are made for any pupil who has both EAL and special educational needs or disabilities.

3.3 Welfare Provision

The Repton community is greatly enriched by the blend of different countries and societies from which our pupils originate and diversity prospers here within the culture of a traditional English boarding school. We seek to create an environment in which all pupils are drawn together by their desire for excellence and which prepares them best for life in an ever-shrinking world. We currently have pupils at School from countries including Japan, Russia, Ukraine, Saudi Arabia, China, Thailand, France, Kazakhstan, Germany, Italy, Spain, Turkey, Turkmenistan Dubai and United Arab Emirates. Staff, particularly within the house environment, foster a culture in which the rich diversity of the pupil body is celebrated by all and which aims to create a fully integrated community while also allowing pupils to retain their distinctive individual identity.

With the advances of modern technology, it is very easy for all Repton pupils to keep in touch with family and friends whether they are in the UK or abroad. All pupils are issued with personal email addresses and the use of their mobile phones is permitted daily at certain times. Pupils also have their own internet enabled laptops in their rooms and many pupils use Skype via the school network to communicate with family and friends.

Pupils whose parents are based abroad must have an English-speaking contact in the UK who can be responsible for arrangements at the beginning and end of each term and for the care of pupils during half-terms, exehats and in emergencies. Ideally this should be someone local who can take an interest in the pupil's welfare and life at school and who is prepared to attend parents' meetings and support school functions, such as plays, concerts and matches. Suitable guardians are found in line with the Guardian Agreement Policy.

There is considerable support available to all Repton pupils, including those for whom English is an additional language and/or whose parents live abroad. The network of support includes the pupil's Housemaster/mistress; Matron; Resident Tutor; house tutor; personal tutor; the Head of EAL; academic teachers; the School Chaplain; the Health & Wellbeing staff (including the lead Nurse

and the Pupil Wellbeing & Mental Health Lead); the senior management team (including the Deputy Head Pastoral; Deputy Head Safeguarding and Deputy Head Wellbeing & Inclusion).

3.4 The EAL Register

This lists all pupils whose first language is not English, their standard of English and the provision that is made for them. The levels of English listed in the EAL Register are based on the CEFR (Common European Framework of Reference for Languages) as follows:

Standard of English	Description
Intermediate	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Upper-Intermediate	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Advanced	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organisational patterns, connectors and cohesive devices.

3.5 Strategies to use when teaching EAL pupils

- Students may need support in order to fully understand a text.
- Ensure that students understand instructions, which may need re-wording.

- Structured tasks and models must be used to help students with writing English. Writing tasks, in particular, ought to be differentiated, especially in subjects which use complex language and ideas (i.e. Theology & Philosophy, Geography, Classics, D.T. etc.).
- Many pupils often become nervous and embarrassed when asked a question by the teacher in class. However, this fear is particularly acute with pupils who are still learning English; they have to cope with thinking about the content of their answer as well as choosing the right linguistic structures to express it. This difficulty can be aided by asking the pupil the question but explaining that you would like them to think about their answer for the next few minutes while you, e.g. talk to another pupil/take the register. When you return to that pupil and elicit their response to the question, they will have had more time to construct and practise their answer and therefore, be able to express it in a more confident manner.
- Show students a good model of what you are asking them to do.
- It is useful to repeat key ideas from a good response and sensitively reformulate weaker ones to give the greatest exposure to correct models.
- Students will need support to read for deeper meaning and to understand texts in which grammatical structures are particularly complex. They may also need support with context, especially where it is culturally defined.
- Provide a glossary of subject specific vocabulary.

4 More able pupils

4.1 Introduction

Repton School aims to educate and develop each pupil to the best of his or her abilities and, as part of that aim, feels confident that it will be able to educate and develop those pupils with particular gifts and talents in a particular area(s). The guidelines contained in this policy have been established in order to meet the needs of those pupils and to ensure that they have a complete, happy and successful career and emerge confident and well educated.

The aim of this academic extension and enrichment policy is neither to be academically elitist, nor to create a distinct class of children designated by the School as “able, gifted and talented”. Rather, the policy is formulated so that when a pupil is identified as able, gifted and/or talented, there is recognition that his or her education should be developed as a consequence and of ways in which that will be done.

Although this policy focuses in the main on the academically able, gifted and talented, it is recognised that the School develops the gifts and talents of more able pupils outside the academic curriculum within the context of, for instance, extra-curricular activities.

4.2 Aims

The aims of this academic extension and enrichment policy are:

- To identify those children with abilities, gifts and talents in one or more areas and to disseminate such information.
- To organise support for those abilities, gifts and talents, so far as is reasonably possible.
- To monitor the progress of those identified abilities, gifts and talents.
- To emphasise the fact that teaching the able, gifted and talented is a whole-school responsibility and that all teachers are teachers of able, gifted and talented pupils.

4.3 The programme

The Headmaster has overall responsibility for the provision of education to the gifted and talented at Repton and this is delegated to the Deputy Head (Academic) and the Master of the Scholars (MoS).

The role of the MoS is commensurate with other Heads of Department to allow input into Heads of Department meetings, where appropriate, and liaison with other Departments.

The MoS is responsible for:

- the day-to-day operation of the School's policy for the able, gifted and talented.
- maintaining a register of the able, gifted and talented (the "AGT Register").
- ensuring that staff are kept informed of those on the AGT Register.
- liaising with Heads of Department to make them aware of extension and enrichment teaching ideas and resources especially relevant to their subject areas.
- advising teachers on providing for the able, gifted and talented cohorts through INSET and generally.
- identifying AGT pupils' areas of academic and vocational interest
- alerting AGT pupils to extension opportunities both within and outwith Repton, such as Society meetings, essay-competitions run by universities and other academic institutions, the Kroto Prize, the Big Bang Competition, the UKLO
- supporting AGT pupils in their engagement in and execution of these projects
- academic and pastoral support of AGT pupils, in areas such as time-management, revision-skills, note-taking, essay-planning, etc.
- supporting AGT pupils in GCSE and A level choices, and with UCAS, SAQ and US applications
- meeting AGT pupils annually to review progress and address any issues arising
- hosting and running Temple and Ramsey Societies
- conducting an annual audit of achievement by AGT pupils as a means to further improve and develop the provision.
- liaising with external bodies concerned with AGT, such as university summer schools.

4.4 Identification and the Gifted and Talented Register

An able, gifted and talented child may be identified in a number of different ways:

- Before he or she comes to Repton, by means of reports from a feeder school and/or performance in entrance examinations and tests.
- Performance in initial screening tests, in particular the MidYIS/YELLIS/ALIS tests.
- Once the pupil is at the School, performance in class, on paper or in other areas of the Curriculum or
- In regular reviews of APs, End-of-Term Reports, and School Examinations.

The AGT Register comprises a list of all children at the School who:

- have achieved eligibility criteria by means of certain test evidence, in particular: a mean MidYIS score of 126 or above; or at least seven 9s at GCSE; or
- have been nominated by an academic department as being within the top 10- 15% in each year in a particular discipline; and/or
- have been nominated as having "the potential to be outstanding" by an academic department or
- are Academic Award-holders.

The AGT Register is formally reviewed and reissued each year.

4.5 Dissemination of information

All teachers are informed about gifted and talented pupils by means of:

- the School's AGT Register, held on iSAMS;
- the Pupil Data Dashboard;
- publication of the AGT Register *via* e-mail;
- records kept on iSAMS;
- discussion.

There is a requirement that each teacher identifies in his/her mark book each child on the AGT Register.

4.6 Provision

The provision of support at Repton for the able, gifted and talented is the responsibility of all subject teachers within the academic curriculum.

Much of the provision of support for the able, gifted and talented will take place within academic Departments and as such is the responsibility of the Head of that Department. Such support will be provided in the following ways:

- by the requirement that each Department has in place a policy on differentiating for all pupil abilities and providing enrichment, both within the classroom and beyond it.
- by setting and the arrangement of teaching groups by ability in some core subjects; and
- Oxbridge preparation.

There is further support for the gifted and talented provided on a whole-school basis:

- by membership of whole-school academic societies (i.e. The Ramsey Society and The Temple Society);
- by the promulgation of external cross-curricular opportunities for the gifted and talented by the MoS, e.g. courses run by Villiers Park, essay-competitions run by Oxbridge Colleges, the Kroto Prize, the UK Linguistics Olympiad, etc.
- through individual support of pupils with study skills, time-management, pastoral care, fulfilling academic and vocational aspirations, and UCAS applications.
- Invitations to visiting speakers' events, careers activities and lecture series.

5 Review and Monitoring

5.1 Review and Monitoring

Review of the SEND, EAL and more able pupil Policy is the responsibility of the Deputy Head Academic and the Academic Committee. It will be reviewed according to the school's policy review cycle.