

# NETTLEWORTH INFANT AND NURSERY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY



*We nurture, we flourish, we achieve*



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**Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March 2014 came into force on the 1<sup>st</sup> September 2014. The SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.SENDdlocaloffer.org.uk](http://www.nottinghamshire.SENDdlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

## **Mission statement**

At Nettleworth Infant and Nursery we recognise that some children may require special teaching provision or extra support, whether on a long term or short-term basis, in order to enable each child to have an equal entitlement of access to the whole curriculum. This is in accordance with the SEND and Disability Act 2002 and the Special Educational Needs Code of Practice (2014).

We try to ensure a broad and balanced curriculum for all of the children in our care. We feel that all pupils must be valued equally regardless of, race, gender, belief or disability. We believe that all children should be given the opportunity to develop their full potential.

We currently offer a range of interventions across the curriculum to respond to the needs of the cohort of children currently in school. These include:

**Forest School:** Forest school is an inspiring process, a specialised approach to outdoor learning that aims to develop confidence and self-esteem through hands-on learning in woodland environments. Children are able to engage in the development of a relationship between the learner and the natural world by fostering resilient, confident, independent and creative learners.

**Chatter Speech and Language Therapy:** This provides specific support to develop a wide range of communication skills. This can involve: Assessing and identifying difficulties; One to one therapy sessions; Group therapy sessions; Teaching alternative methods of communication e.g. Signing, PECS, Communication aids; Training parents and education staff; Identifying and setting targets. The specialist Speech & Language Therapists ensure that each and every therapy session is fun and effective by using a range of games and fun therapy resources to support in developing communication skills. (Lead by staff – Sally Coupe)

**A Thrive Approach:** Thrive provides us with the tools, training and insights so that we can make a difference to the mental wellbeing of all the children we work with, preventing mental health issues in the future. Now, more than ever before, the importance of building the resilience of children is a priority – and this is exactly what the Thrive Approach has been created to do. (Lead by staff – Sarah Lee and Sally Coupe)

**Take 5 Breathing:** This is a whole school mindfulness and resilience building programme, which focuses on learning breathing techniques, grounding and awareness. Each class in school will plan in their daily timetable a 'Take Five' activity to help our children to develop strategies for calming down and for when things may overwhelm them. (Lead by staff – Carly Ripley, Lucy Jones and Stacey Elms)

**Emotional Coaching and Regulation:** Our four key strategies used sequentially are:

- 1) Recognise the child's feeling and empathise with them;
- 2) Labelling the feelings and validating them;
- 3) Setting limits on behaviour;
- 4) Problem solving.

Other school led interventions include: Arrow (targeted and personalised learning for individuals); Fun Fit to assist in physical development; Lego/Art and Drawing therapies (SEMH) and Attention Autism to support in areas of social interaction and communication (Lead by S Coupe).

## 1. Aims and objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

### Our aims are:

- To provide a safe, secure and happy environment where all children are treated as individuals and their views and opinions are taken into account
- To promote high standards in literacy and numeracy
- To deliver a full and balanced curriculum which enables all children to reach their potential
- To recognise and celebrate a diversity of achievements
- To establish a sound working partnership between home, school and the wider community where all children can work together

### Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school. Once children have started school their progress and achievement is closely monitored and any children who are falling significantly behind age related expectations, or who staff and parents are concerned about may be identified as having a special educational need.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND and to assess their particular area of need. Continuous monitoring of those pupils with SEND by their teachers inline with the schools assessment cycle will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and curriculum leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular communication on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil interviews with the SENDCo to enable children with a SEND to have a voice, which is

reflected in decision-making, but also encouraged through wider opportunities for participation in school life for example representation on the school council.

- **Partnerships working** with the Sherwood Area Partnership (SAP) team to support children with behavioural and emotional needs and the Manor family of school to ensure that pupils needs are met through the graduated levels of need and funding.

## **2. Responsibility for the coordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is Miss Lauren Jones
- The school is supported by other professional as required by specific pupils this may include the Schools and Family Specialist Services (SFSS), speech therapist, the school nurse, educational psychologist, Child and adolescent mental health services (CAMHS), the Early Help Team, Sherwood behaviour and education support team (SAP).

## **3. Arrangements for coordinating SEND provision**

The SENDCO will hold details of all SEND Support records such as provision maps, SEND support plans and individual education plans.

### **All staff can access:**

- The Nettleworth Infants and Nursery SEND Policy;
- A copy of the full SEND Register and assessment data used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including targets, copies of their SEND support plans, copies of their communication passports and monitoring information.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

## **4. Admission arrangements**

Please refer to the Nettleworth Infants and Nursery's Admissions Policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Children with a SEND may require a separate transition plan at various stages of their school life. If this is required transition plans will be made in conjunction with parents, the school that they are moving to and any other agencies as required. This extra transition may be funded by the Family Network Fund (FNF) part of the family of schools SEND budget if appropriate.

#### **4. Specialist SEND provision**

At Nettleworth Infant and Nursery we maintain SEND registers to identify children who have SEND support plans and those children who are SEND vulnerable group. We have a team of staff who specialise in SEND provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion (**see section 10**)

#### **5. Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements; refer to the schools access policy. If children require further assistive technology to access their environment in order to remove barriers to achievement this can be done in accordance with needs and with advice and support from the physical disability support service (PDSS), inclusive technology advisors or the mobility officer.

The school has the current SEND facilities in place.

1. A disabled bathroom access in the reception area
2. A hygiene suite accessible through the corridor adjacent to the school hall.
3. A disabled bathroom access in the Foundation/Nursery area.

#### **6. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to elements of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Manor Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The school allocates resources to and amongst pupils with SEND determined by the needs of the current cohort of children. Individual tracking data enables identification of pupils, and ensures additional school funding is allocated according to need. This data along with teacher assessments helps identify pupils who are falling below age related expectations, the type of provision they require and intervention programme they may need. These will vary according to the needs of the children.

Pupil premium (ever 6) funding is allocated to raising the achievement of all pupils who receive free school meals. Interventions which support the achievement of this group of children are decided by the Senior

leadership team (SLT), funds are allocated to interventions by analysing tracking data and identifying gaps in achievement.

Funding for looked after children is allocated directly to the pupils involved, interventions are tailored around their individual needs, these needs and interventions are identified on the child's personal education plan (PEP)

## **7. Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at start of policy. Needs and provision are assessed and monitored based on the 4 main areas of need: Social and Emotional Health, Communication and Interaction, Cognitive and Learning, and Sensory and Physical.

### **A graduated approach:**

#### **Quality First Teaching/Interventions**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not necessarily place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision their child may be added to the school SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting the Ask-us formally the Parent Partnership Service on:

**0115 948 2888**

### **Education, Health and Care Plans [EHC Plan]**

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **8. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. The school curriculum is reviewed annually.

The whole school provision map identifies interventions that may be taking place, current interventions that are running will be determined by need. It is cohort and need dependent, new interventions are added as the need arises and training has taken place.

The school ensure that all children have access to the curriculum by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- Having a list of staff training.

## **9. Inclusion of pupils with SEND**

The SENDCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is reviewed yearly by Curriculum leader to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and SAP.

## **10. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year, this is done annually through the pupil and parent questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

The SENDCO reviews the progress of pupils termly for those on an intervention with their class teachers, parents are also invited if the child has a SEND support plan. Progress data for children taking part in interventions or who have a SEND is also monitored termly to ensure the effectiveness of the intervention in achieving academic outcomes. Wider outcomes are monitored, such as social development or physical development depending on the need of the current cohort of children.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO, SLT and SEND Governor. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents consultation evening. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

## **11. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will be able to advise on formal procedures for complaint in line with the schools complaints procedure.

## **12. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the Senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **13. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- SFSS
- Educational Psychology Services
- Real Education/First Class/APTCOO
- Early Help Unit
- CAMHS
- MAP
- Targeted Support
- MASH

## **14. Working in partnerships with parent/carers**

Nettleworth Infant and Nursery believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively
- d) Parents are kept up to date with their child's progress through an SEND support plan review meeting if appropriate, progress reports and termly parent's consultation evenings.

Parents can make an appointment at a convenient time for all concerned to discuss any concern they may have about their child to the provision being made for them. This would be with the class teacher in the first instance and then in conjunction with the SENDCo should the need arise.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

## **15. Links with other schools**

The school is a member of the Manor Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Transition**

The schools recognise that transition between home and school, then between settings can be a difficult and stressful time for all concerned. The needs and requirements depend on each individual child and their family and transition plans will be made to reflect these needs. This could include a meeting with all stakeholders to make necessary arrangements which may include extra visits, shortened visits, meeting their new teacher or teaching assistant. Information on the child's academic, social, emotional, behavioural, physical and sensory needs will be shared; activities the child enjoys or finds a challenge, friendship groups, triggers and dietary requirements may all form part of the transition discussion. If needed an application may be made to the Manor Family of schools FNF funding to aid this transition process.

## **16. Links with other agencies and voluntary organisations**

Nettleworth Infants and Nursery invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCo / Head is the designated person(s) responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Alternative Providers such as APTCOO/Real/First Class

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parent/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## **17. Alternative Providers**

Nettleworth Infant and Nursery School do not use Alternative Providers

## **18. Safeguarding**

This policy should be read in conjunction with the schools Child Protection Policy. All our staff receive safeguarding and child protection training which is updated every three years, as well as annual reminders in line with the policy update. Training for the designated persons is every two years. As part of the training staff are made aware that children with a special needs or disability are more at risk of being abused and are less likely to be able to report this. Staff need to be even more vigilant to their safeguarding needs and that any concerns are logged and reported as per the safeguarding policy.

## **19. Higher Attaining Children**

At Nettleworth Infants and Nursery we recognise that all children are individuals and we aim to ensure each child is able to achieve their true potential by offering a broad, balanced and creative curriculum. We believe that supporting the needs of higher achieving children is a factor in raising achievement.

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