



Talbot House Preparatory School

Member of the Broadway Education Group

Teaching & Learning Policy

Applies to:



This procedure applies to all members of our school community, including those in our Early Years (EY) setting, extracurricular activities inclusive of those outside of the normal school hours and our wraparound care provision.

Available from:

This document is available to all interested parties on the School website and from the School Office.

Monitoring and Review:

This procedure will be subject to continuous monitoring, refinement and audit by the Head teacher. The proprietors will undertake a formal review of this procedure for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Adopted by: (signatures)	Date:
Head teacher:  Mrs Tracey Wilson	August 2024
Executive of the Board:  Mrs J Broadway	August 2025
Review Date:	August 2025

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Contents

Applies to:.....	2
Available from:.....	2
Monitoring and Review:.....	2
Introduction.....	4
Setting.....	4
Aims and objectives.....	4
Inclusivity.....	5
Preparatory School (Years One to Six).....	6
Areas of Learning.....	6
Curriculum Design and Delivery.....	8
Homework.....	8
Subject Coordinators.....	9
Evaluation and Assessment.....	9
Standards of attainment.....	10
Early Years (EYFS) Curriculum.....	11
Whole School.....	12
Fundamental British Values.....	12
Personal, Social, Health, Economic Education (PSHEE).....	13
Relationship and Sex Education.....	13
Spiritual, Moral, Social and Cultural Development (SMSC).....	13
Career Planning.....	14
Special Educational Needs and Disabilities (SEND).....	14
English as an Additional Language (EAL).....	14

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Introduction

Talbot House School aims to offer a well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed.

The curriculum comprises all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the School organises in order to enrich the experiences of the children. It is the aim of Talbot House School to provide a broad academic curriculum, which will be delivered within the context of the School Ethos, Vision and Mission and underpinning the fundamental aims of the School. The curriculum forms the major component of a pupil's education, which, together with the pastoral care and the extracurricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a positive and valuable member of society. To effect this, our planned curriculum activities are organised in order to promote both learning and personal growth and development; providing a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development.

Our engaging and balanced curriculum, delivered within a nurturing and supportive environment, provides all pupils with the opportunity to learn and make progress, including those with Special Educational Needs and Disabilities (SEND), those with an Education, Health and Care (EHC) Plan, and those with English as an Additional Language (EAL). Our vibrant, happy, creative and stimulating environment enables teachers to provide academic challenge and set high expectations for all, promoting pupils' academic growth and to providing the support they need in order to make excellent progress in their studies.

Our School ensures that all areas of experience expected by the Department for Education and Independent Schools Inspectorate are comprehensively provided for. The teaching throughout the School will allow pupils to develop their speaking, listening, literacy and numeracy skills throughout their education at Talbot House School through the delivery of our curriculum and the encouragement of inquisitive and discursive learning opportunities.

Setting

Talbot House School is a co-educational day preparatory school and nursery, providing full-time supervised education for pupils between the ages of 3 to 11. Up to the age of 5, pupils follow a curriculum in line with the Early Years Framework. The individuality of our pupils is integral to our non-selective and inclusive approach, and we strive to provide opportunities for all children to flourish and to develop their individual talents.

The educational journey at the School is organised into:

- The Early Years (EY)
- **The Preparatory School**, which is formed of Year 1 to Year 6

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Aims and objectives

Talbot House School is a school characterised by expert pastoral care and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment which celebrates individual strengths and talents and allows pupils to develop the confidence, motivation and ambition that are the hallmarks of our school. Our school curriculum is underpinned by our school values.

Through our aims and values, we promote and endorse the Government's aim for every child, whatever their background or their circumstances, to have the support they need to:

• Be Healthy • Make a Positive Contribution • Stay Safe • Enjoy and Achieve • Achieve Economic Well-being

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school. Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- cater for the needs of individual pupils, offering opportunities to enthuse, motivate and encourage a love of learning
- enabling achievement and provide challenge appropriate to the ability, interests and needs of each pupil;
- foster pupils' self-esteem and help them build positive relationships with others;
- develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards others;
- enable pupils to understand their community and help them feel valued as part of this community;
- help pupils develop their personal and social values, preparing them to become reliable, independent and positive citizens who are ready for life in British society and the world at large;
- be flexible enough to respond to change and incorporate innovation as appropriate,
- help pupils to develop the tools and confidence to be the best versions of themselves

Inclusivity

We are a non-selective mixed-ability school and actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Our curriculum teaches our pupils about their value as a person, their human rights, the options available to them and their expectations for adult life. Consequently, we establish and maintain a positive, inclusive culture in which every pupil can feel valued and flourish and are prepared for the opportunities, responsibilities, and experiences of life in British society.

Equality of opportunity runs through our entire curriculum and careful attention is paid to the different groups of pupils within our school:

- Girls and boys;
- Ethnic and faith groups;

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- Pupils who need support to learn English as an additional language;
- Pupils with special educational needs;
- Gifted and talented pupils;

Preparatory School (Years One to Six)

Our balanced curriculum in the Early Years and in the Preparatory School ensures that pupils acquire skills in speaking and listening, literacy and numeracy whilst experiencing linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The pupils experience a rigorous, broad and differentiated teaching and learning that extends the National Curriculum through the inclusion of personal, spiritual, cultural and social development and enhanced creative arts and sporting provisions. Pupils in Year One continue to consolidate learning through use of the Continuous Provision ethos developed in Early Years.

Each term, our new topics are introduced through a Memorable Experience, to engage and inspire the children about the topic.

The children in the Preparatory School have French, Music and Art taught by specialist teachers.

Form teachers are responsible for academic progress alongside their pastoral care of their class. Lessons build on the children's prior learning, with opportunities for reflection and review to reinforce knowledge and skills. Opportunities to explore new skills and concepts are provided, and questioning is used to promote critical thinking and guide/challenge children's learning. New learning is modelled and shared with the children, before having a range of opportunities to practise with well-planned resources and activities.

Our School is a non-selective, mixed ability school and it is our policy to differentiate to allow for the range of ability and achievement. Pupils with EHC plans and pupils with learning difficulties or disabilities are provided for as indicated by screening results and recommendations from the school SEND Coordinator, educational psychologists and/or other appropriate. In the case of a pupil with an EHC plan, recommendations made by the body of professionals who form the 'Team Around the Child' are followed by school staff. Teacher assessment is continuous throughout the School and assessments are conducted as outlined in the Assessment and Reporting Policy. The policies and curriculum have been drawn up to ensure that the skills and knowledge of each subject are thoroughly covered and to ensure progression and continuity throughout the primary stages.

Areas of Learning

Linguistic: (including English and French) This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. Lessons are conducted primarily in English with the exception of French where teachers predominantly use the native language. All pupils in the Early Years and in the Preparatory School study modern foreign languages (French) For some pupils, English is not their first language (i.e. not the language normally spoken at home). Most of these children are able to cope perfectly well without additional help however, where appropriate some may be referred to our EAL support provision, so that help can be arranged, if appropriate.

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Mathematical: This area aims to develop pupils' ability to make calculations, understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces alongside developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: The School provides opportunities for pupils to develop their technological skills, including Information and Communication Technology (ICT) and Design & Technology (DT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and 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. Much of this is taught through Humanities (History and Geography) and Topic lessons, with other areas being incorporated within Religious Education (RE) and Personal, Social, Health and Economic Education (PSHE).

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. It is our aim to help pupils acquire knowledge and understanding of the basic principles of fitness and health. All pupils in the Preparatory School attend swimming lessons in addition to Games and PE lessons.

Aesthetic and creative: There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, as they call for personal, imaginative, and often practical, responses. In all areas, pupils are encouraged to demonstrate their learning in a variety of ways. As a school, we seek to provide a range of opportunities to introduce pupils to the processes of making, composing, performing and inventing through a range of Art, Drama and Music opportunities, both curricular and extra-curricular. We have regular musical/drama events throughout the year, including, School Productions, Class Assemblies, Christmas Carol Service and Nativity Play and Informal Music Concerts.

Curriculum Design and Delivery

The curriculum is the means by which the School achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The curriculum seeks to promote the reputation of Talbot House School as a school with excellent standards of study, which prepares pupils for a life-long involvement in learning. Its curriculum prepares pupils to contribute confidently to an ethnically pluralistic society.

Our curriculum, plan and schemes of work are built around the needs of all pupils. We are committed to high-quality educational provision for all our pupils in order to facilitate continual progress. This is achieved through not only our clear and coherent curriculum, but also in having high

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expectations of our learners, setting clear learning objectives, ensuring excellence in teaching and delivery and promoting reflection on learning. We set our programmes of study according to the needs of all abilities within our school and differentiate appropriately within the classroom to ensure that all pupils at the school can learn and make progress. Whilst the National Curriculum is our starting point, we extend learning opportunities via a planned, vibrant curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

- Offering a range of learning experiences that challenge, stimulate and promote learning and aid continuity and progression,
- Responding to pupils' diverse learning needs,
- Providing appropriate stretch and challenge and extension activities for,
- Seeking to overcome potential barriers to learning and assessment for individuals and groups of pupils,

Children who are identified as having special educational needs are provided for in accordance with their pupil profile as directed by the SEND Coordinator.

The school uses the Cornerstones Curriculum to input to, plan and teach lessons. Our ambitious, concept-driven and knowledge-rich curriculum offers a creative and thematic approach to learning from Nursery to Year Six, and is delivered through Imaginative Learning Projects, which provide a rich menu of exciting and motivating learning activities combined with memorable experiences.

We believe children learn best when they are encouraged to use their imagination and to apply their learning within engaging contexts. Our topic based curriculum enables creative links between all aspects of our pupils' learning, providing a variety of stimulating challenges that encourage children to apply their learning in creative ways and allow them to demonstrate their knowledge and understanding effectively across the curriculum.

Our curriculum is planned by topic and involves the following phases:

- Whole School Long-term Plan – details which topics are to be taught in each year group.
- Medium-Term Plans – provide termly or half-termly objectives and teaching strategies for each subject.
- Short-term Plans – weekly and daily planning that sets out the learning objectives, differentiation and resources requirements for each lesson.
- Individual lessons shared on Google Classrooms

Homework

Homework is accepted as an essential and valuable element of learning, and we recognise the importance and value of homework as an extension and consolidation of classwork. Homework should provide the opportunity for the reinforcement or practice of work already covered in class. Homework should be purposeful and achievable in terms of available resources, time and children's understanding. All parents and pupils receive a homework timetable, via Google Classroom and homework tasks are differentiated and shared via the Google Classroom stream. Children in years three to six may attend Prep after school, during which time, they will be supervised and supported

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by a teacher. Children in Years one to two will have short pieces of homework and are expected to read at home daily. All children in the Prep School have access to Oxford Reading Buddy and EdShed and are encouraged to participate fully in these.

Subject Coordinators

Subject Coordinators are responsible for championing their subjects; overseeing schemes of work and progression planning; and monitoring standards in their curriculum areas. Curriculum Subject Leaders and the Curriculum Coordinator liaise with class teachers to ensure that the content of lessons is appropriate and offers differentiation in accordance with the aptitudes of pupils. This forms part of the subject monitoring process and feeds into yearly action plans.

Curriculum Monitoring and Review

Planning is monitored by the Curriculum Coordinator to ensure it is current and used as a working document and a tool for constant refinement and improvement. Scrutiny of work programmes are also carried out to ensure clear progression is evident, clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks and teacher lesson observations throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. SLT and subject leaders feedback to teachers about their monitoring so that strengths can be shared and development points acted upon. The Curriculum Coordinator and Headteacher use the information gained from this monitoring process to help identify common development points, which can be addressed in the school's training programme for continuing professional development.

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils;
- the views of our pupils, parents and staff;

Evaluation and Assessment

Our staff take time to reflect on their teaching, routinely evaluating lessons, provision and planning to effectively enable progression; ensuring that all pupils enjoy learning and progress at an appropriate pace. Pupils are tracked throughout their learning journey, through formative and summative assessments.

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Children are assessed in literacy and mathematics each half term with children in Years 1-6 sitting formal assessments twice a year. Assessments results are used to inform future planning and are moderated to inform and aid individual progress. Class teachers are responsible for ensuring that data for their subject has been recorded onto the School tracking system by the end of each half term.

Attention is paid to skills in speaking and listening, literacy and numeracy across the curriculum and not just in English, Mathematics, Science and French. Teachers make cross-curricular links in lessons and all children are encouraged to speak and listen during every lesson. Literacy and numeracy skills underpin all subjects.

The progress of pupils is tracked on a central tracking dashboard using MARK, a system which records attainment and progress of every pupil in the school. It is updated and reviewed throughout the year, and it is intended to be an easily accessible way of giving a snapshot of the academic profile of the pupil in each and every subject, predicting the direction in which they are heading should current form continue.

Further details of our assessment and reporting procedures can be found in the Assessment and Reporting Policy.

Standards of attainment

We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving, compared with pupils in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Comparing expectations and estimates with final results.

Early Years (EYFS) Curriculum

The Nursery (previously Kindergarten) at Talbot House Preparatory School covers the development of children between the ages of three and five years. Talbot House Nursery offers a broad curriculum through Cornerstones which is underpinned with the Early Years Framework 'Development Matters' document. This is based on three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

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Which are interconnected with the specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All children in our Early Years setting receive subject specialist teaching in:

- French
- Music

Talbot House Nursery's learning and development approach across all areas is underpinned with the ways in which a child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically - and supporting the child to remain an effective and motivated learner.

Our pupils' learning experiences enable them to develop competency and skill across all the learning areas. We aim to create an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experience. Activities are planned for both inside and outside learning. Continuous provision in EYFS includes water, tactile, sand and creative workshops, ICT, Numeracy activities, drawing, writing and cutting areas and reading and role-play areas. We believe that learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities, allowing children to take ownership over their learning and present their ideas in their own way, developing those important skills of independence, critical thinking, problem solving and creativity. Allowing the children to copy and consolidate concepts and take their learning further through exploration, discussion and experimentation provides children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the EYFS.

Acutely cognisant of the fact that all children need the support of both parents and teachers to make good progress in school, we strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Individual records are kept for each child, and we share information of progress via Google Classroom and through termly reporting to parents.

Whole School

Enrichment opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of extra-curricular clubs and enrichment activities, which operate after school. These reflect the talents and interests of the staff and pupils. The extra-curricular clubs range from construction, sports, nature, and many more. Pupils in Early Years are offered weekly opportunities in Outdoor

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learning that broaden their horizons and offer opportunities to experience awe and wonder. Pupils in Upper School may choose a weekly enrichment opportunity from the offerings which are refreshed throughout the year but include Spanish, Coding, Touch Typing, Philosophy for Children and Sport. Regular theme days and educational visits and offsite day trips and residential further encourage enrichment of learning across the school.

Fundamental British Values

All schools have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Establishing a strong school ethos supported by effective relationships throughout the school and providing relevant activities beyond the classroom are ways we ensure pupils' SMSC development. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The School's ethos, curriculum and teaching support the rule of English civil and criminal law.

To actively promote Fundamental British Values at Talbot House School we:

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, assemblies, speaker events and trips and visits.
- Use the Student Council and other elected committees to teach pupils how they can influence decision-making through democratic process;
- Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHE, History, Geography, RE, and English curricula;
- Encourage students to be aware of injustice, perceived or real, and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns;
- Use assemblies and PSHE lessons to explore themes relating to democracy in this country and around the world;
- Ensure school rules and expectations are transparent, clear and fair; are available for all to consult and that they are used consistently across all areas of the School;
- Help pupils to distinguish right from wrong through discussion and modelling positive behaviour;
- Help pupils to understand that the law is to be respected, through upholding and adhering to it as a community and within our own School Rules;
- Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge;
- Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others;
- Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school;
- Work tirelessly to establish and maintain a climate in which all students feel safe and where bullying of any type is not tolerated;
- Use Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these;

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- Use curricular opportunities to encourage critical thinking and deeper understanding of difference and beliefs;
- Discuss differences between people, paying particular regard to the protected characteristics set out in the Equal Opportunities Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.
- Educate our staff in their responsibilities through regular CPD in Fundamental British Values; Values Education; and Prevent strategy.

Personal, Social, Health, Economic Education (PSHE)

Talbot House School is committed to providing a comprehensive programme of PSHE for all its pupils, which is appropriate to their age and needs. Each child's personal, social and health education informs all aspects of the school day. The form this takes ranges from the way we treat each other to learning about an individual's cultural heritage. Our circle time sessions allow children to explore emotions; ways to express emotions; and strategies to cope with emotions; as well as promoting an awareness of the emotions of others and how our behaviour affects others.

We plan our personal, social and health education through weekly lessons, assemblies and 'circle time' to help pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our children to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

In our EYFS setting, structured play sessions are specifically tailored to the needs of the group, from working with a child coping with parallel play to facilitating turn taking and initiation.

Relationship and Sex Education

We provide relationship and sex education within both the Science curriculum and the RSE curriculum, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. This is taught in line with our RSE and PHSEE policies.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently

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with their beliefs and with a view to the consequences of their own and others' actions. In addition, our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- Ensures that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- Enables pupils to develop their self-knowledge, self-esteem and self-confidence;
- Encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- Provides pupils with a broad general knowledge of public institutions and services in England; and
- Assists pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

Career Planning

Although we are not a secondary school, we do aim to provide children with information about careers. We hold a Careers Week which enables children to get a feel for the types of careers they may like to follow in future years.

Special Educational Needs and Disabilities (SEND)

Our curriculum is designed to provide access and opportunity for all children in the School. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher, along with the director of Teaching and Learning, assesses this need and in most instances is able to provide resources and educational opportunities, which meet the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies. We always provide additional resources and support for children with learning difficulties and/or disabilities. This includes providing an individual learning programme (pupil profile), which is reviewed on a regular basis. The provision, in this respect, is coordinated by the SEND Coordinator and the Class Teacher in agreement with the parents.

The school provides an Individual Educational Plan (pupil profile) for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Should a pupil be in receipt of an educational health and care plan (EHCP), we will endeavour to give them an education, which meets their needs as specified by their plan. In some instances, pupils in possession of an EHCP cannot be accommodated at Talbot House School due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions

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during the admissions process. Where a pupil has an EHCP, the SEND Coordinator liaises with the child's teachers to ensure that the education he or she receives fulfills its requirements and participates fully in the annual review the LA undertakes annually if applicable.

English as an Additional Language (EAL)

We are committed to providing students with the necessary support and teaching who require English as an additional language. Where this is required, an appropriate programme will be implemented.

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