
OVERSTONE PARK SCHOOL

Special Educational Needs & Disabilities Policy



Special Educational Needs

Date	Review Date	Special Needs Co-ordinator (SENCO)
September 2024	August 2025	Mrs M Brown Mrs D York

We believe this policy relates to the following legislation:

- **Children Act 1989**
- **Education Act 1996**
- **School Standards and Framework Act 1998**
- **Education (Special Educational Needs) (Information) Regulations 1999**
- **Education Act 2002**
- **Mental Capacity Act 2005**
- **Education and Inspections Act 2006**
- **The Tribunals, Courts and Enforcement Act 2007**
- **Education (Special Educational Needs Coordinators) (England) Regulations 2008**
- **Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008**
- **Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009**
- **Equality Act 2010**
- **Education Act 2011**
- **School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012**
- **Children and Families Act 2014**
- **Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014**
- **Special Educational Needs and Disability Regulations 2014**
- **Special Educational Needs (Local Offer) Regulations 2014**
- **Special Educational Needs (Personal Budgets) Regulations 2014**
- **Special Educational Needs and Disability (Detained Persons) Regulations 2015**
- **The Independent School Standards 2015**

The following documentation is also related to this policy:

- **Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)**
- **School Admissions Code (DfE)**

- **Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)**
- **Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)**
- **The Statutory Framework for the Early Years Foundation Stage (DfE)**
- **Working Together to Safeguard Children (2013) (DfE)**
- **Equality Act 2010: Advice for Schools (DfE)**
- **Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)**
- **Supporting Pupils at School with Medical Conditions (2014) (DfE)**
- **Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)**
- **Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time March 2023**

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

Principles

The school works fully with The Special Educational Needs and Disability Code of Practice: 0 to 25 Years and the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time March 2023

It is the intention of Overstone Park School to provide a high-quality inclusive experience for every student in the school. The Leadership of the school have high aspirations in relation to outcomes for students with additional or special educational needs.

This is to ensure that students who attend our school achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood whether this is in the form of employment, further education or training.

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

We believe that children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty 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 facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.**
- **are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.**

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996).

When organising additional support, it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We

have high ambitions, set challenging targets, and track the progress of all pupils.

We will ensure that teachers and teaching assistants are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We have provision for pupils who experience difficulties in: -

- **communication and interaction.**
- **cognition and learning.**
- **social, emotional and mental health difficulties.**
- **sensory and/or physical needs**

- **Autistic Spectrum Disorder (ASD).**
- **Asperger's Syndrome.**
- **Speech; Communication, Language Needs (SCLN).**
- **Attention Deficit Disorder (ADD).**
- **Attention Deficit Hyperactivity Disorder (ADHD).**
- **Dyslexia; Dyspraxia.**
- **Moderate Learning Difficulties (including Global Development Delay).**

The school has full provision for pupils who are disabled.

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within

our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and

destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims and Objectives

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective.
- work closely with the SENCO, and the teaching and support staff.

- ☐ ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND.
- ☐ inform parents when SEND provision has been made for their child.
- ☐ be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND.
- ☐ ensure all pupil records are sent to and received by schools that pupils with SEND transfer to.
- ☐ monitor the quality of teaching for pupils with SEND.
- ☐ monitor the progress made by pupils with SEND.
- ☐ agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer.
- ☐ publish SEN information report on the school's website updating stakeholders of how the school's offer is administered.
- ☐ provide leadership and vision in respect of equality.
- ☐ make effective use of relevant research and information to improve this policy.
- ☐ provide guidance, support and training to all staff.
- ☐ monitor the effectiveness of this policy by checking to see if:
 - pupils with SEND are making sufficient progress appropriate to their ability.
 - school personnel have high expectations of pupils with SEND.
 - appropriate provision is in place.
 - differentiation is put into practice.
 - the pupil tracking system is effective.

- annually report on the success and development of this policy.

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', LA's should include provision which they believe will actually be available.'

Role of the Special Needs Co-ordinator

The SENCO will:

- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience.
- ensure the detailed implementation of support for children with SEND.
- ensure the implementation of this policy.
- ensure all school personnel understand their responsibilities to children with SEND.
- work with the Principal to oversee the day-to-day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
- ask the LA, if necessary, to conduct an education, health and care needs assessment for a child with the parents' permission.
- identify the barriers to learning and what special educational needs provision that a pupil requires.
- provide advice and teaching strategies to teachers and support staff.
- inform parents of their child's special educational needs.
- provide awareness training for parents.
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist.
- organise in-house and external support for a pupil with SEND.
- monitor this support.
- keep parents up to date with the special educational needs provision for their child.
- ensure pupils with SEND have full access to the curriculum.
- ensure pupils with SEND are included in all school activities and events.
- ensure pupils with SEND take part in extra-curricular activities.
- arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have.
- lead the development of SEND throughout the school.
- arrange in-service training for school personnel and governors.
- help select, train, organise and manage a team of learning support assistants (LSAs).
- prepare and keep up to date Provision maps.
- undertake classroom observations.
- ensure differentiated teaching methods are being used.
- track the progress of children with SEND.
- maintain records of all children with SEND.
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention.
- keep up to date with new developments and resources.
- make effective use of relevant research and information to improve this policy.

- liaise with parents.
- organise annual reviews.
- meet with outside agencies.
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition.
- provide information for the SEN Information Report.
- review and monitor.
- annually report on the success and development of SEND.

Role of Class Teachers

Class teachers must:

- be responsible and accountable for the progress and development of the pupils they teach.
- have high expectations of pupils with SEND.
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them.
- work closely with the SENCO.
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach.
- implement any advice and teaching strategies given by the SENCO.
- provide high quality teaching for all pupils.
- deliver the individual programme for each SEND pupil.
- include pupils with SEND in all class activities.
- ensure their planning includes differentiation.
- set challenging targets.
- track and monitor the progress of all pupils.
- inform the SENCO of any identified barriers to learning and lack of progress of pupils.
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home.
- undertake appropriate training on induction.
- identify any additional training needs they require.

Role of learning mentor

- to work closely with the SENCO and class teachers.
- provide support for individual or groups of pupils with SEND.
- provide in- class and out of class catch up literacy and numeracy support for pupils.

- assist in the preparation of lessons.
- monitor pupils progress.
- provide feedback to teachers and the SENCO.
- attend appropriate training.
- suggest training needs.

Role of External Support Agencies

External support agencies may provide support teachers who will:

- be line managed by the SENCO.
- work closely with the SENCO, class teachers and learning mentors.
- work with statemented pupils to meet the objectives of their statements.
- develop planning for teachers and LSAs.
- undertake continuous pupil assessment.
- keep up to date pupil records.
- develop support materials.
- provide in-house training on specific topics.
- meet regularly with the SENCO, teaching staff and parents.

Role of Specialists

Pupils have access to the following specialists:-

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- hearing impairment
- vision impairment
- multi-sensory impairment
- speech and language therapists
- occupational therapists
- physiotherapists
- therapists for social emotional mental difficulties.

Role of the Area SENCO

The Area SENCO will:

- provide advice and practical support to early years providers about:

- **approaches to identification**
- **assessment**
- **intervention**

- **provide support for SENCOs.**
- **strengthen support between parents, school, social care and the health services.**
- **share good practice.**
- **provide training.**
- **create and develop area networks for SENCOs.**
- **ensure smooth transition between phases.**
- **work with parents by providing impartial information about available support services.**
- **The graduated approach at Overstone Park School is linked to our pupil centered approach, which places the individual needs of the students firmly as a priority.**
- **We are less concerned with a way of thinking about SEN students as being more or less able but in developing the understanding of our teachers in how to respond to the individual needs of the students and in making their experience as personalised as possible.**
- **Where it is important to understand the specific nature of a diagnosis, staff will be given training and support appropriate to the teaching of the student.**

Role and Rights of Parents

We encourage parents to:

- **work closely with the school in order to develop a partnership that will support special educational needs pupils. (see Partnerships)**
- **be aware of their child's targets and their progress towards them.**
- **take part in the review of IEPs.**
- **attend and take part in annual reviews.**
- **consider requesting an Education, Health and Care needs assessment.**
- **be aware of the LAs Information, Advice and Support Service.**

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- **assessing their needs.**

- setting learning targets.
- the annual review

Role of the School Council

The School Council will be involved in:

- determining this policy.
- discussing improvements to this policy during the school year.
- organising surveys to gauge the thoughts of all pupils.
- reviewing the effectiveness of this policy.

Graduated approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and using the following four stages of action: Assess, Plan, Do and Review.

Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the SENCO and the child's parents an analysis of the child's needs will be undertaken by the early years practitioner when trying to identify what SEN support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENCO with the agreement of the parents.

Plan

- When it has been decided to provide SEN support all parties will decide:
 - the expected outcomes

- what interventions and support that is required
 - the expected impact on progress, development or behaviour
 - on a review date
- Plans will take into account the views of the child.
 - Parents will reinforce the provision by contributing to progress at home.

Do

- The SENCO and the early years practitioner oversee the implementation of the interventions as part of the agreed SEN support.
- The early years practitioner supported by the SENCO assesses the child's response to the action taken.
- The SENCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the SENCO, the early years practitioner and the child's parents.
- The views of the child are also taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health Care Plan the LA must undertake a review annually.
- Detail records will be maintained by the SENCO which will be available to the child's parents.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual education healthcare plans (EHC) will state the type and level of support required to meet their medical needs.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress.
- evidence of outcomes and planned next steps.
- details of additional support or different provision made under SEN support.
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEN support provided

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants.
- withdrawal support either individually or in small groups with learning mentors.

Overstone Park School

STRATEGIES FOR SUPPORTING PUPILS WITH SEN

Content

Pupils with general learning difficulties page

Pupils with general reading difficulties page

Pupils with spelling difficulties page

Pupils with writing difficulties page

Pupils with specific learning difficulties (e.g. dyslexia)

Pupils with reading difficulties

Pupils with spelling difficulties

Pupils with writing difficulties

Pupils with handwriting difficulties

Pupils with a hearing impairment

Pupils with memory difficulties

Pupils with poor concentration

Pupils with organisational difficulties

Pupils with emotional and behavioural difficulties

Pupils with low self-esteem

Pupils who need attention

Pupils who need to be in control

Pupils who feel helpless

Pupils with general learning difficulties

Pupils with learning difficulties have:

- **difficulty acquiring basic literacy and numeracy skills**

- their speech and language development may be delayed in comparison to the majority of their peers
- pupils with learning difficulties will acquire and retain new concepts and ideas slowly

Implications for classroom practice

- break lesson down into small steps
- ensure that written text and spoken language is appropriately differentiated to take into account the pupil's learning difficulties
- base teaching on everyday experiences that the pupils will readily understand
- ensure that key concepts and vocabulary are revisited and reused
- encourage pupils to present information in a variety of ways
- recognise and reinforce effort and success by rewards and praise

Recommendation to support general learning difficulty:

Reading:

- consider the possibility of paired reading at home to develop confidence
- maintain a reading record book that monitors the pupil's miscues and records phonic errors in word families
- encourage the pupil to expand his reading
- give technical vocabulary prior to the introduction of topics
- consider the readability of the text.
- ensure that key vocabulary is recorded on the board before reading a text
- differentiate texts. With textbooks check the length of sentences and the number of polysyllabic words.

- draw the pupil's attention to important sources of information other than the prose, e.g. maps, diagrams and photos
- simplify instructions, summaries or diagrams which accompany written tasks
- teach study skills, i.e. ways of extracting information, e.g., 5-point plan, highlighting and word matching, spider diagrams sequencing, highlighting and prediction

Spelling:

- ensure that the pupil is using a multi-sensory method to learn spellings: read the word say the letters
- aloud, cover the word, write the word saying the letters aloud, check the word
- when learning spellings at home encourage the pupil to learn the spellings using the multi-sensory
- method and to check the words again 10 minutes later to ensure that the words go from the short term to the long term memory
- identify high frequency words being mis-spelt and proof read for these
- encourage the pupil to proof read for approximately 3 new words each week
- ensure that the pupil is recording own high frequency word errors
- use a range of ways of learning to spell words

Writing:

- record the steps to complete a piece of work on the blackboard
- give explicit directions for setting work out
- give detailed support with planning structures
- encourage a variety of ways of representing information to aid processing, e.g., cartoons, pictures, diagrams

- give extra time to take account of slower rate of reading and writing

Pupils with specific learning difficulties

- Pupils who have specific learning difficulties (Sp.L.D.) may experience any of the following problems:
- poor fine motor co-ordination which will result in untidy handwriting and presentation of work
- poor working memory, both visual and auditory, which will affect their ability to follow instructions, take down dictation, and copy text from either book or board, learn spellings or tables
- poor organisation which will affect their ability to remember books or equipment, what homework they need to do and how to organise their thoughts into written work
- poor sequencing skills which can affect their ability to learn tables or spellings
- typically, they are pupils who learn some things easily while other aspects of their work present them with persistent difficulties.
- they will often be able to make valuable contributions to class discussions but find it difficult to present those ideas in the written form.
- written work will often have taken these pupils much longer to complete than a similar piece written by their peers or be incomplete.
- The completed work often has a significantly restricted vocabulary when compared to the pupil's oral vocabulary. These problems can lead to frustration, poor self-image and sometimes result in behaviour problems.

Implications for classroom practice

- where there are fine motor problems encourage the use of ICT

- **recognise that effort will not reflect output. Work may often be incomplete, or when complete, may be the result of substantial extra time and effort on the pupil's part.**
- **to avoid unfinished work, help the pupil to complete core elements of the work**
- **if copying from the board or dictating, allow the pupil additional time and speak more slowly to accommodate the pupil with a short working visual or auditory memory**
- **use techniques which require greater interaction with the text but require less recording, e.g., cloze, sequencing or prediction tasks**
- **if a pupil reads very slowly then encourage them when researching, to read the first and last sentences of a paragraph before deciding whether they need to read the paragraph in detail**
- **ensure that the pupil makes good use of his diary and records sequences of instructions and information to support their poor auditory memory. Clear, written notes of homework set, date due in and equipment needed next lesson, are essential.**
- **encourage the use of planning activities before writing begins, e.g., concept maps, Key words, flow charts and writing frames. These techniques will help the pupil organise his or her ideas and reduce the need for re-drafting.**
- **emphasise how indexes, chapter headings, words in bold type, pictures and diagrams can provide quick ways to identify information that is required from a text**
- **try to access as many different memories (visual, auditory, kinaesthetic - see it, hear it, write it or draw it) to give the pupil the maximum opportunity to learn new vocabulary**
- **ensure that there are regular opportunities to reuse/recap key concepts and vocabulary to help compensate for poor memory**
- **have spare pens, pencils etc. that you can lend**
- **praise and reward effort and achievement**

- it can be helpful to enlarge text, cut a text into paragraphs or cover some of the text to reduce the amount of text that the pupil needs to focus on
- some pupils find blue or green paper for photocopied information helpful
- when making notes on the blackboard divide the blackboard to aid word recognition Recommendations for specific learning difficulties

Reading:

- use Directed Activities Related to Text activities to encourage higher order skills particularly cloze and sequencing which will help in the predicting of outcomes
- encourage shared paired reading to develop fluency and understanding and to maintain enjoyment
- paired reading may also be useful to enable reading at a higher interest level
- give technical vocabulary prior to the introduction of topics
- texts may need to be differentiated
- teach study skills, i.e. ways of extracting information, e.g. 5 point plan, highlighting and word matching
- encourage personal reading and keep a record to highlight any words that need reinforcement
- encourage the pupil to read on to tape. The pupil then plays it back to check for accuracy.

Spelling:

- use a supportive marking policy which identifies high frequency words that need learning
- ensure that a pupil is using a multi-sensory method to learn spellings - read the word, say the letters aloud, cover the word, write the word saying the

letters aloud, check the word • encourage proof reading; encouraging the pupil to identify words he thinks are wrong

- **when pupils are learning to proof read encourage them to identify 3 miscues only.**
- **record into a personal spelling book and proof read for these**
- **where possible use pupil's own errors for developing word families - which then becomes a list for the pupil to learn**
- **continue using a spell checker at the proof reading stage**
- **encourage the pupil to establish and maintain a personal spelling dictionary**
- **encourage the use cursive handwriting to learn letter strings and word families**

Writing:

- **provide a word list to support free writing**
- **use planning and writing frameworks**
- **allow time for discussion with scribing as appropriate**
- **allow modified or limited outcomes**
- **allow represented materials, e.g. lists, charts, flow diagrams, cartoons**
- **encourage vocabulary extension and spelling correction at the planning stage**
- **use pair work with one partner writing**
- **give extra time to take into account the pupil's slower rate of reading and writing**

Handwriting:

- check pencil grip, the pupil may benefit from using a triangle to correct hold
- encourage larger cursive writing
- if writing is slow, encourage the development of keyboarding skills
- give a range of ways of representing large chunks of information. For example, storyboards, resequencing activities, writing frames, cloze procedure and multiple choice • use scribing to ease frustration if appropriate.

Pupils with a hearing impairment

This is usually a permanent hearing loss of the high frequencies or tones.

People with high frequency loss.

- may not hear some of the consonants, such as 's'. Consonants provide the intelligibility of speech.
- The severity of the problem depends upon which tones are affected. This type of hearing loss cannot always be helped with hearing aids; again, this depends upon which frequencies need amplification.
- A high frequency hearing loss can cause misunderstanding or mishearing, even though the pupil appears to be hearing normally because he or she responds to speech.
- It may also cause the pupil to make spelling and grammatical errors, such as omitting verb and plural endings.

Recommendations to support pupils with a hearing impairment

- use a normal voice. Do not shout or exaggerate speech.
- the pupil may need to supplement hearing with speech-reading, so ensure that he or she is seated in a favourable position, i.e., towards the front and to one side, in such a position that the light falls on the speakers' faces and not in the pupil's eyes.
- The pupil will also need to speech read classmates if there is evidence of mis-hearing other pupils' responses, repeat their contributions

- try not to speak behind the pupil with the hearing loss
- remember not to speak whilst writing on the blackboard - the pupil cannot speech read from behind visual clues, such as pictures, diagrams, key words on the board, all help to reinforce the spoken word
- be aware that the pupil with a high frequency loss may have difficulty following audio tapes or television programmes. Some priming with key words beforehand may be very helpful.
- pupils learning a foreign language may find tapes particularly difficult to listen to
- give clear instructions and check for understanding.

Pupils with weak auditory and/or visual memory Recommendations to support pupils with weak auditory and/or visual memory

- multi-sensory presentation of information
- the pupils will learn best in small steps with frequent review of the key points
- encourage small group reinforcement of key points
- reduce the amount of copying of information from the blackboard
- low key adult support as necessary
- encourage the pupil to use his homework diary and general workbook as a planner
- provide routine support for key sequences e.g. months of year, days of week, tables by recording these for reference in the pupil's general workbook
- write the key steps for the lesson on the board
- present the structure of the lesson at the beginning
- when the working memory is limited give aural information in short chunks

- encourage the pupil to develop a picture dictionary each lesson to support understanding and memory of subject specific vocabulary
- encourage the pupil/class to build up a concept map of a topic over a period of weeks to enable connections to be drawn
- look for times when a pupil is off task or distracted since this may be a signal that he has not heard or recalled instructions given earlier
- repeat verbal instructions slowly and ask the pupil to repeat them to a peer
- be aware that a pupil with memory difficulties can easily become frustrated
- for pupils with visual memory problems give the pupil small amounts of visual information at a time by covering part of a page with paper
- highlight or underline vital information and instructions

Pupils with poor concentration skills Recommendation to improve concentration skills

- to finish tasks within allotted time, give 10 minute checks; i.e. outline amount of work you expect pupil to complete in this time and check
- give praise/rewards for completion of tasks
- use pupil self-monitoring for certain lessons to identify whether work is being completed on time
- provide regular feedback on performance in class
- ensure eye contact when giving key instructions to these pupils
- ask pupil to repeat instructions/explain their understanding of a concept to a peer or teacher
- ensure that the pupil is sitting away from distraction, e.g., traffic areas, materials
- work at availability/positioning of equipment which may distract

- give cues that vital instructions are about to be given
- ensure that the pupil is sitting in a suitable position in the classroom, close to teacher, with easy eye contact
- ensure that there is a quiet area where the pupil may work

Pupils with organisational difficulties

Recommendation to support pupils with organisational difficulties

- establish clear routines for handing in work
- establish a folder for keeping ongoing work in
- ensure that the pupil is given sufficient time to record homework, preferably not at the end of a lesson
- have established classroom routines
- ensure that the pupil has access at home to his timetable and has a list of any materials that he may need each day
- reduce the number of worksheets which are used by the pupil or establish clear routines for their storage

Pupils with social emotional and behavioural difficulties

Pupils with social emotional or behavioural difficulties exhibit behaviours which make it difficult for them to function effectively at school or disrupt the education of other pupils. Pupils may be withdrawn, have low self-esteem, exhibit anti-social or uncooperative or aggressive behaviour.

Many pupils with social emotional and behavioural difficulties have special needs as great as those with a more obvious disability and therefore need special help.

They desperately need to develop a sense of worth before they can benefit from their education. Underneath, these pupils want to be liked, accepted and to feel successful. In many cases such pupils also experience significant difficulty in acquiring basic literacy and numeracy skills and often function at a frustration level and therefore feel that they fail all the time.

Implications for classroom practice:

To raise the achievement of pupils:

- **make sure that work is at the right level so pupils can succeed**
- **take an interest in the pupil as an individual**
- **use humour to create a positive classroom atmosphere**
- **avoid confrontational situations - reprimand in private wherever possible, avoid sarcasm**
- **tactically ignore some unwanted behaviour while praising even small successes**
- **focus on the behaviour not the child's personality**
- **use school and year group reward systems**
- **in addition to the reward system it might help to use a contract and/or special rewards for individual pupils.**
- **ensure targets are very specific**
- **discuss problems with other staff, class teacher**
- **praise is often more effective in private or can be a series of unobtrusive signals - thumbs up, wink, nod**
- **set ground rules in the classroom so pupils know what is expected of them, be prepared to remind frequently**
- **emphasise the positive, individual praise for good behaviour as well as good work**
- **be fair and consistent, don't make idle threats**
- **target specific behaviour (e.g. calling out). Don't expect to put everything right at once - progress will be slow**

- be sparing with consequences - they can be counter productive
- notice and respond positively to pupils good behaviour

Recommendations to improve behaviour

- give direct modelling of acceptable behaviour and suggest alternative ways of dealing with a situation
- reinforce rules frequently
- give clear, precise instructions
- stress positive, desirable outcomes
- provide frequent feedback and reinforcement
- a home school link book or communication system with home may be useful
- to involve the pupil with recording in a home/school link book (age appropriate) the pupil could describe the day by drawing smiley faces with a short explanation by the teacher if necessary
- negotiate targets and reward the pupil for meeting them
- praise and encouragement should be used as much as possible
- ensure stars recorded in homework diary
- praise appropriate behaviour which is taking place nearby, to pupil who is behaving inappropriately
- target certain behaviour which all staff teaching pupil deem to be a priority and work on changing that.
- consider positive changes rather than negative ones
- give a clear message to keep a pupil on task
- negotiate a clear set of rules within the classroom

- ensure that rules are recorded for class viewing
 - praise and reprimand based on these rules
 - give a pupil a verbal warning and offer a strategy to avoid escalation of the problem
 - reward a pupil for improved effort and attitude as well as achievement
 - invalidate the behaviour at times by use of humour, redirection or isolation
 - avoid confrontation
 - for serious infringements, record antecedents so that consequences may be considered by pupil and staff
 - for minor misbehaviour, e.g., off task
- i) check task is appropriate and understood by pupil ii) give non-verbal signal, stare, move nearer to pupil iii) ignore
- iv) time out (up to 5 minutes which should then be taken from pupil's playtime) ensuring that thinking of new strategies are an essential part of the process
- v) reminder of acceptable behaviour vii) isolation within the classroom
- viii) withdrawal of privileges

Recommendation to build self-esteem:

- give small, structured targets and responsibilities
- recognise strengths, have realistic expectations and praise for effort
- encourage the pupil to recognise his strengths as well as weaknesses
- negotiate targets and give a tangible reward when they are met
- recognise if a pupil has good oral skills and place the pupil with others of similar ability
- give responsibilities within the classroom

- **identify core elements of topics to be completed so that the pupil is not overloaded**
- **give negotiated periods of working independently with peers**
- **ensure all staff are alert to pupil's sensitivity and encourage positive comments**
- **try to think positively about each pupil, to look for the best so that they may become aware of their good points**
- **provide opportunities for pupils to support each other as far as possible, admonish or discipline a pupil away from others**

Recommendations for pupils who need attention.

The child who needs attention will look for whatever kind of attention he/she can get from the teacher whether its positive or negative. In order to help this child succeed you need to plan to give them the maximum amount of positive attention to reinforce the behaviour you want.

When you give lots of attention for positive behaviour and minimal attention for negative behaviour, the child will learn to get the attention they need in an appropriate way.

Common behaviours of a child who is attention seeking:

- **Continually engages in behaviour that demands excessive attention from teacher and peers • Frequently disturbs teacher and peers**
- **Talks out of turn**
- **Makes silly noises**
- **Constantly gets out of seat**
- **Interrupts lessons with attention-seeking behaviour**
- **Works only when receiving attention**

Teachers can determine these goals by analysing their own feelings and reactions to pupils' behaviour, such as:

- To feel annoyed
- To feel irritated
- "For goodness sake stop!"
- Feeling of relief when the annoying behaviour ceases.

Pupils misbehave because they know how teachers will react. Teachers' reactions can sustain and strengthen undesirable behaviour; therefore they must learn not to follow their first impulse as this could feed the mistaken goal.

Having identified a mistaken goal a teacher can employ a number of strategies to help pupils develop better ways of behaving and one is to teach appropriate behaviour.

Step 1: Construct pupil behaviour profile

Children who have behavioural difficulties may not understand the teacher's expectations for different activities and may need to be taught specific appropriate behaviour. To help children be more successful you need to identify the exact circumstances in which they behave inappropriately and develop a behaviour profile. It will include the following information:

- The activities during which the child is non-compliant.

- The specific behaviour that occurs during those activities
- The appropriate behaviour you want the child to engage in

Step 2: Teaching appropriate behaviour.

- a) Talk to the child individually when no other children are around.
- b) Discuss the exact nature of the problem.
- c) Choose 1 area to work on at a time.
- d) Give an explanation about behaviour e.g. "when you talk during individual work time you don't finish your work, and you stop other children from getting on with theirs."

- e) State the exact behaviour that you expect from the child during a specific activity.**
- f) Check that the child has understood the instructions. Get them to repeat the behaviour you are expecting.**
- g) Remind the child of appropriate behaviour before each activity.**
- h) Reinforce the child as soon as they behave appropriately.**

Other strategies for children who are attention seeking:

- Use planned ignoring. Ignore the child behaving inappropriately and praise a child nearby who is behaving appropriately.**
- "What gets attention will increase." Acknowledge and reinforce appropriate behaviour.**
- Sometimes do the opposite of what is expected - give permission to a child to continue unwanted behaviour. This works best where a behaviour was intended to irritate, antagonise or annoy the adult. If permitted openly the activity loses all its attraction.**
- Make expectations about behaviour very clear. Establish rules and boundaries and reward compliance.**
- Use stickers, certificates, badges and letters home.**
- Develop a whole class reward system. This will encourage a feeling of belonging and working towards a common goal.**
- Teach friendship skills to enable child to make and maintain relationships.**
- Pair with good role model. Use a 'work buddy' system. Make them feel valuable by organising a special job or responsibility.**
- Teach child new skills e.g., juggling, to achieve a valued role.**
- Label the behaviour and not the child as this will keep their self-esteem intact. Use "I" statements and acknowledge feelings: "When you talk during story time, I feel very irritated and the other children cannot hear the story."**

- **Teach other children to use "I" statements: "I like you Wayne, but I don't like it when you push in the line."**
- **Offer consequences for misbehaviour as a choice: "If you continue to poke Michael you will have to sit by yourself. The choice is yours. "I am disappointed Wayne, but I did speak to you about letting Michael get on with his work. You have chosen to sit by yourself." This makes children responsible for their behaviour and takes the stress of failure away from the teacher.**
- **Take an interest in the child and their hobbies. Share relevant information about common out of school activities.**
- **Use Circle-time activities to encourage co-operative group work, and place problems in a social context.**
- **Foster a sense of belonging where every member is valued and valuable. Create an environment where it is safe to take risks and make mistakes.**
- **Introduce 'special person ' once a week in Circle-time. This will provide another opportunity to affirm the positive attributes in the child.**
- **Give as much unconditional positive strokes as possible. This means the child gets lots of positive regard 'just for being themselves' - they don't have to do anything to earn it.**
- **Extend feelings vocabulary, as when expressed appropriately they will be a powerful tool in getting needs met**
- **Plan for success and celebrate when it happens.**
- **Focus on children's abilities and strengths rather than on disabilities and weaknesses.**

Suggested strategies for children who need to be in control:

(These will also be effective for the child seeking revenge)

- **Keep calm! Avoid a power struggle with the child.**

- If the child is off-task, redirect and then walk away - as if you expect the child will do what you've directed. This is called 'expectation of compliance' (Bill Rogers 1992) and is powerful as it avoids a confrontational situation and allows the child to 'save face'.
- Be careful not to praise too soon. The child will not want to appear to be working to please you, so delay your reaction. A casual nod or smile will often reinforce the behaviour you want.
- Keep praise low-key. The child will not want to appear to conform and so a 'quiet word in the ear' will be more effective than praise in front of the whole class.
- Give power to the child in the form of special responsibilities.
- Organise opportunities for the child to feel important - help younger children with their work.
- Give control to the child by statements such as "You're working quietly", instead of "I like the way you're working quietly".
- Establish firm limits and boundaries. Negotiate rules so that the child feels ownership.
- Use logical consequences that are applied to the whole class and therefore seen as 'being fair'.
- Develop a positive friendly manner and don't take the child's behaviour personally.
- Be prepared to listen rather than accuse.
- Avoid audiences. Speak to the child about inappropriate behaviour privately.
- 'Reframe' their actions and attribute positive reasons for their behaviour. "I can see you're not joining in the group discussion but that's probably because you need some extra thinking time".

Suggested strategies for the helpless (avoidance of failure):

- Build confidence.

- **Focus on improvement. Notice contributions. Build on strengths.**
- **Acknowledge the difficulty of the task.**
- **Set time limits on tasks.**
- **Focus on past success. Analyse past success. Encourage and support child in order to repeat past success.**
- **Make learning tangible. Foster an "I can" atmosphere in the classroom. Get child to make a list of "I cans". Accomplishment albums. Checklist of skills.**
- **Provide tutoring. Extra initial help from teacher to get started. Peer tutoring.**
- **Group work to encourage co-operation and collaboration.**
- **Teach positive self-talk Encourage positive self-talk before beginning tasks**
- **Put positive signs around the classroom.**
- **Make mistakes OK. Everyone makes mistakes - we can learn from them. Our work doesn't always have to be good - good enough will do. Minimise the effect of making mistakes.**
- **Take the blame - "This must be my fault; I didn't explain it very well".**
- **Recognise achievement. Celebration assemblies. Certificates and stickers. Positive time-out. Self approval. Clapping and standing ovations.**
- **Modify teaching methods. Use concrete learning materials. Attractive computer programmes. Self explanatory worksheets. Self-correcting assessment. Teach one step at a time.**
- **Show the child that they are capable. This child will want you to do everything for them - "learned helplessness". Do not 'rescue' as this is unhelpful. Encourage child's attempts, not the end product. They are capable.**

Equality and Inclusion

We have the responsibility to:

- prevent discrimination;
- promote to equality of opportunity;
- promote disability equality;
- foster good relations;
- regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
- work with other local authorities to investigate how different needs can be met more effectively;
- include pupils with SEND into all school activities;
- monitor the number of extra-curricular activities that they take part in.

Partnerships

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support;
- consider all applications that do not have an EHC plan;

- not refuse to admit a child who has SEND but does not have an EHC plan because we feel that we will be unable to provide the necessary support;
- not refuse to admit a child on the grounds that they do not have an EHC plan.

Curriculum

The school aims to provide for pupils:

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

SEN Information Report

Annually we will publish information about the implementation of the policy for pupils with SEN which will be set out in clear and straightforward language and easily accessible to parents and young people. The information must include:

- the kinds of SEN that are provided for;
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO;
- arrangements for consulting parents of children with SEND and involving them in their child's education;

- arrangements for consulting young people with SEND and involving them in their education;
- arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review;
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society;
- the approach to teaching children and young people with SEND;
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND;
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN;
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND;
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying;
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families;
- arrangements for handling complaints from parents of children and young people with SEND about the provision made at the school;
- arrangements for supporting children and young people who are looked after by the Local Authority and have SEND;
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published;
- details of the broad and balanced curriculum provided in each year;
- admission arrangements for disabled pupils;
- accessibility plans.

(Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

Raising Awareness of this Policy

- School Handbook/Prospectus.

- School website.
- Staff Handbook.
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.
- School events.
- Meetings with school personnel.
- Written communications with home such as weekly newsletters and end of half term newsletters.
- Annual report to parents.
- Headteacher reports to the Governing Body.
- Information displays in the main school entrance.
- Text messages
- Email
- Social media:
 - Facebook
 - Twitter
 - Virtual pin boards
 - School blog

Training

All school personnel:

- have equal chances of training, career development and promotion.
- receive training on this policy on induction which specifically covers:
 - the SEN Code of Practice
 - the Graduated Approach
 - Inclusion
 - Differentiation
 - Pupil tracking
 - Working with pupils with SEN
 - Safeguarding and Child Protection
 - Intervention programmes
- receive periodic training so that they are kept up to date with new information.
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Awareness training will be provided by the SENCO and by support teachers on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Principal:	Mrs M F Brown	Date:	September 2024
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