



WOKINGHAM
BOROUGH COUNCIL

Aspiration and Achievement:
supporting the special educational
needs of pupils in Beechwood
Primary School:
Information, policy and guidance

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Purpose of this document

This document sets out how Beechwood Primary School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Beechwood Primary School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Background

The Children and Families Act 2014

This Children and families act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Beechwood Primary school we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This

is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEN,
- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly.
- publish information on SEND funding and provision and monitor expenditure.
- appoint an SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEN Regulations 2014*),
- maintain a current record of number of pupils with SEND,
- ensure SEND provision is integrated into the school improvement plan.
- monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place,
- ensure **all** policies take SEND into account through the Equality Impact assessments,
- keep under constant review the arrangements for pupils present and future with a disability,
- admit all pupils who meet admissions criteria, whether or not they have SEND.

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and

wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Meeting special educational needs in Beechwood Primary School

1. What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them

The Code of Practice defines special educational provision in paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the COP uses four main categories of need

- **Communication and Interaction**
 - Including ASD, speech and language impairment
- **Cognition and learning**
 - Including dyslexia, dyscalculia, mild, moderate and severe learning difficulties
- **Social, emotional and mental health difficulties**
 - Including ADHD
- **Sensory and/or physical needs**
 - Including visual and hearing impairment, sensory conditions and physical disability

At Beechwood Primary school we will ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

2. How we identify pupils who are having difficulties with learning and/or special educational needs

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

For all pupils we

- Hold conversations and informal discussions with parents
- Liaise with previous settings and discuss 'hand over' documents
- Carry out home-visits for new Foundation children
- Assess and monitor progress and attainment of all pupils in line with the

school's assessment policy

- Foster good communication between class teachers and Special Educational Needs Coordinator (SENCO)

Observations and assessments carried out by the SENCO and external agencies
Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response' and we ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- the analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff. If all are in agreement then the child will be added to the Cause for Concern list.
- where behaviour is an area of concern we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support. The pupil may be given a Learning Support Plan
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly
- we may draw up an Individual Support Plan. An example of an ISP appears as appendix A
- a flow chart explaining the graduated approach is given as appendix B

The SENCO is:- Mrs Abi Reilly

Contact details :- Beechwood Primary School, Ambleside Close, Woodley, RG5 4JJ

3. Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. At Beechwood Primary school we demonstrate this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening, and hearing, what parents say including at termly SEN parents coffee mornings
- identifying any outcomes to be achieved with parents

- planning any interventions with parents
- meeting with parents to review their child's interventions and progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

We inform parents about their child's progress by

- holding termly SEND review meetings with the class teacher
- Learning Support Plans and SEN Support Plans, if needed
- parent and child consultation evenings
- annual reports
- Annual Review meetings for parents of children with a Statement of SEND or Education, Health and Care Plan (EHCP)

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children termly
- have an up to date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
- normalise life experience wherever possible
- ensure our looked after children, especially those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

The Deputy Head Teacher, Mrs Rachel Minter acts as our LAC pupil Champion.

4. Arrangements for consulting children and young people with SEN and involving them in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- involving children and young people in discussions about their learning, progress and how provision is made

At Beechwood Primary school we consult all pupils through

- pupil surveys
- School council meetings
- Pupil consultation during lesson observation and work monitoring

In addition where pupils have special educational needs we ensure that:

- all pupils are encouraged and supported to make their views known. Strategies we use may include, written comments, talking to a preferred adult, friend or mentor, drawing, making a digital presentation etc.
- any interventions or strategies will be explained and discussed with pupils
- all pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment and some will record progress using small steps books
- reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- reviews are always outcome focussed outcomes reflect what is important to, and for, the pupil

5. How we assess and review progress

Regular teacher assessment is used to inform planning and to ensure that lessons are differentiated to pupil's needs. We assess the academic progress of all pupils every half term in English and Maths using teacher assessment and test papers. Spelling and reading age tests are carried out twice a year. Teacher assessment of Foundation subjects is made using the Chris Quigley Essentials materials through assessment tasks in class work.

For pupils who participate in small group interventions, a range of assessment methods are used to identify starting points and progress towards outcomes. Assessments are made at the end of short interventions (6-8 weeks), half-termly or termly as appropriate. These include:

- Boxall profiles and Strength and Difficulties Questionnaire
- Spelling and reading age tests
- British picture vocabulary scale
- Sandwell Early Numeracy test
- Anxiety rating scales
- Sensory circuit reviews

6. Preparing for transition

Transition is key in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

We help prepare all pupils starting school at Beechwood primary by

- Meeting with existing setting staff to handover records and information
- Holding home visits to discuss transition with parents
- Having pupils visit school
- Setting a homework project to practise school readiness tasks
- Creating transition booklets with photos of staff and school

In addition, for pupils with special educational needs we

- Visit the pupil in their existing setting
- Arrange extra school visits with a familiar adult
- Undertake additional transitional activities as required by the individual

We help to prepare all pupils for the next stage in their learning by working closely with secondary schools to organise transition. All pupils have preparatory visits and class teachers meet with secondary staff to share information. In addition, for pupils with special educational needs we organise extra visits, meet with the secondary school SENCO to share information and have secondary school staff meet the pupils in their current setting. Transition booklets and other tools are used for individuals.

We also acknowledge that transition between classes within the school needs to be carefully managed for pupils with special educational needs. Continuity of teacher and support adults is considered carefully and visits to the new classroom are encouraged. Transition booklets are prepared for each child.

7. The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed on <http://info.wokingham.gov.uk/kb5/wokingham/info/home.page>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them' can be found on the Local Offer page.

At Beechwood Primary School strategies are put in place to best match individual children's needs, often utilising the advice, support and resources of external agencies. Such strategies include:

- Specific differentiated activities
- Visual support including pictures, writing frames or word banks
- Visual timetables
- PECS/Widgit symbols
- Reward systems
- Social stories
- IT support
- Radio Aid system
- Learning walls
- Multisensory approach to activities
- Learning breaks
- Additional / alternative resources provided to support individual needs
- Consideration of the learning environment e.g. seating, noise, visual input

Beechwood Primary School offers a range of specific interventions for children with special educational needs on an individual or small group basis. These include:

- 1:1 Phonics Tuition
- JAC Equine Assisted Learning
- One to one Speech and Language Support
- Hemispheres Think Write
- Fresh Start
- Legotherapy
- Plus 1 maths coaching or Plus 2
- Social skills and Comic strip conversations
- Anxiety Cognitive Behavioural Therapy
- Art therapy
- Circle of Friends and Thumbs Up Club lunchtime support
- Looking and Listening Time 2 Talk
- Sensory circuits
- Nesy Read n Spell
- Precision Teaching

We endeavour to provide specific resources necessary for each child based on recommendations made by external agencies/specialist services. We use the following resources and equipment in school at present:

- Angled writing slopes
- Pencil grips
- Specialist 'easy grip' handwriting pencils and pens
- Coloured paper and overlays

- Fiddle toys
- Sand timers
- Sensory equipment e.g. wobble, cushions, wedges, theraputty, theraband

Special arrangements for exams are dependent on the needs of an individual child, in conjunction with the guidance set out each year by the Department for Education. Such arrangements may include:

- Additional time
- Scribe/transcription
- Reader
- Quiet area
- 1:1 prompt

Accessibility for pupils with physical disabilities

- The school building is on one-level
- There are ramps at most entrances to the building
- There are two disabled toilets, including one with showering facilities
- An environmental audit was carried out in July 2013 for a pupil with a visual impairment. As a result, all step edging has been painted yellow and doors have been marked with high visibility striped tape
- Further environmental audits will be undertaken as required to meet the needs of a child with complex needs who enters the school

Full information on what we provide for children with special educational needs can be found in local offer on the Wokingham information website or via our school website. <http://info.wokingham.gov.uk>

The expertise and training of staff to support children and young people with SEN, including how specialist support will be secured

Training available to all staff

We have access to training through Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group we can identify training needs and plan training in a cost effective way as well as using our cluster meetings as a professional forum to share expertise across schools. Training needs are also identified through provision mapping, performance management reviews and lesson observations

Training undertaken by teachers

- Recent training for teachers has included ASD, ADHD, Team Teach and Attachment Disorder.
- All teaching staff have experience of teaching a range of SEND pupils

Training undertaken by teaching assistants

- Designated Teaching Assistants have received specialist training and certification in Emotional First Aid, and supporting SEND learners as part of the NVQ Level 3 qualification.
- Where appropriate, 1:1 teaching assistants have attended Early Bird training to support their understanding of working with pupils with ASD.
- Recent training for teaching assistants has included Attachment Disorder and Childhood Anxiety

SENCO

Mrs Reilly is a teaching graduate (BA Hons with QTS). She holds the NASENCO accreditation and Post Graduate Certificate in Special Educational Needs

The role of our SENCO

The legislation requires that

- the SENCO must be a qualified teacher working at the school.
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- a National Award must be a postgraduate course accredited by a recognised higher education provider.
- schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in school for:

- with the head teacher and governing body, determining the strategic development of SEN policy and provision in the school.
- day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local

authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

In order to carry out these duties effectively, as a school we ensure that the SENCO has sufficient time and resources to carry out these functions. The SENCO at Beechwood Primary does not have teaching responsibility for a class. This ensures the SENCO has sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

9. Evaluating the effectiveness of our provision

Most children and young people who have SEN respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

We assess the overall effectiveness of our provision by

- Regular monitoring of progress through teacher assessments
- Impact evaluation of interventions
- Regular review of provision maps
- Meetings between SENCO and Link Governor for SEND
- Regular monitoring by the Curriculum & Welfare Committee of the Governing Body
- Annual reviews
- Liaison with external agencies/specialist services
- Next steps for learning and targets for the children set and reviewed.
- Discussion with children and parents

10. Inclusive practice

We ensure that all our pupils, but particularly those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

Out of school activities

- All children are included in out of school activities and trips by making careful assessments and judgements of risk in line with Local Authority guidelines
- Individual arrangements for children with SEND will be discussed with parents as appropriate e.g. a familiar supportive adult attending residential trips.

- Where appropriate, parents will be consulted during the planning of, and preparations for, an educational visit
- All recommendations regarding facilities and accessibility at the visit location/venue will be taken into account in the planning and preparation process

Extra-curricular activities

Children with special educational needs are actively encouraged to participate in extra-curricular activities. We do this by

- Offering a wide range of sporting, artistic and social activities before, during and after school.
- Identifying extra-curricular activities which support ISP outcomes e.g. touch-typing club to support motor skills
- Giving the opportunity to participate in accessible sports e.g. Boccia

11. The social and emotional development of our pupils

At Beechwood the pastoral support given to all pupils is fostered through our ethos and school structures. The class teacher or teaching Assistants member will initially try and resolve minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground. More serious incidents or concerns about a child's behaviour, health or welfare, should be referred to the team leader, deputy head teacher or Head Teacher.

We want our pupils to feel happy and safe in school and feel able to talk freely and openly to any member of staff if they have any worries or problems of any kind on a work or personal level. Adults respond to pupils in an appropriate manner, offering advice, support, guidance and reassurance in conjunction with our other policies, including our Behaviour and Safeguarding Policy. Early and effective communication with parents and carers is vital and they should feel able to share concerns about home circumstances that might affect their child's work or behaviour in school. All discussions are treated as confidential.

Our approach to pastoral care is encompassed in a range of school policies such as anti-bullying, child protection, behaviour, drug education and home-school contract.

It is especially important that pupils with special educational needs are given the opportunity to contribute their voice to decisions made about their education and the support that they receive. All SEN pupils are given the opportunity to give feedback during termly ISP review meetings and during Annual review meetings in an age-appropriate way through accessible methods e.g. drawing, talking with a trusted adult.

Anti-bullying policy

The emphasis at Beechwood Primary School is on the promotion and development of positive, good behaviour. Through our Behaviour and Anti-Bullying Policy we seek to ensure that bullying does not occur. However it is important to recognise that it can occur and should never be ignored. Our anti-bullying policy is in place to enable

all pupils, staff and parents to recognise bullying and to handle any instances sensitively, consistently and appropriately. Bullying will not be tolerated in our school and children are encouraged to talk about bullying and to inform staff if they are the victim, or think that another child might be.

What we will do to prevent bullying and encourage co-operative behaviour

- Staff will use assemblies, JIGSAW to provide ways of promoting friendships, resolving conflict and encouraging co-operation
- Pupils will be encouraged to recognise and take responsibility for each other's rights. To be physically safe, to have property respected, to be free of insult, to be able to learn and to choose their friends.
- Staff will use the PHSE SEAL programme to deliver work on friendships, conflict resolution and bullying
- Staff will also take opportunities across the curriculum to prevent bullying and build positive relationships and self-esteem.
- All staff listen to children and children are treated so that they feel that they can talk to a teacher, classroom assistant, dinner controller or the head teacher in confidence.
- Older children are encouraged to take responsibility through the 'buddy system'.
- We encourage parents to share with us any anxieties or concerns which children might have shared with them at home.
- Children are given good role models and advice on acceptable behaviour.
- All staff have the responsibility for providing positive role models.

Response to Reports of Bullying

- Staff will investigate all allegations of bullying
- Staff will listen to children when they talk about bullying and the matter is recorded and investigated immediately by both the class teacher and the head teacher.
- Staff are trained to observe the signs of a child who is being bullied and will investigate, follow up and monitor in all such cases, even if no complaint has been made.

Dealing with the Incident

- Victims are praised for their courage and good sense
- Bullies are encouraged to discuss their behaviour and to understand why it is not acceptable and to understand the sadness it brings to another child.
- Support will be given to all parties to find a solution and stop the bullying from re-occurring
- Appropriate sanctions will be used according to the School Behaviour Policy
- Exclusion will be used as a last resort in cases which cause serious distress or injury to the victim.

Bullying and pupils with special educational needs

Reports from the Children's Commissioner, the National Autistic Society and Mencap show that children with SEN and disabilities are more likely than their peers to be bullied.

Children with SEN and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends;
- not understand that what is happening is bullying;
- have difficulties telling people about bullying. (DCFS 2008)

We take the following approach to bullying and pupils with special educational needs

- Preventative action through whole-school ethos, anti-bullying work, celebrating diversity etc.
- Responding with an immediate and appropriate response which is appropriate to the individual pupil

12. Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practise 6.47

At Beechwood Primary school we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this we

- listen to parents to ensure we know which services they use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person centred approaches with all our pupils who have SEN to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with local authority services in a timely and professional way
- the SENCO meets with the speech and language therapist for a termly planning meeting to review pupils' progress and discuss any new concerns
- the SENCO with our educational psychologist for a termly planning meeting to look at the needs of individual pupils, staff training and effectively tailoring our provision

We work with a number of professionals and practitioners including

- Educational Psychologists
- Learning Support Service
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- CAMHS
- Sensory Consortium
- Foundry College (Behaviour support)
- ASSIST (ASD support)
- Addington Outreach
- Family Support Workers
- Social care team

Arrangements for handling complaints about SEN provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Feedback on provision can be made through informal discussions with school staff and Governors, parent and child consultation evenings and questionnaires. Where parents have a concern about the provision being made, initially they should contact the class teacher. If this does not resolve the situation the SENCO should be approached. Ongoing concerns should be raised with the Head Teacher or designated Governor for SEN.

Complimentary feedback is always welcomed in writing

How funding is made available to school to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to six thousand pounds of individual support. Further information on funding for SEN can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

Exceptional Needs Funding

Wokingham has developed an Exceptional Needs funding model which can provide the additional resources to meet learning needs in mainstream settings. Beechwood Primary school is part of a cluster of schools who discuss individual cases where the schools feels that the support needs for that pupil are exceptional. We also use our cluster meetings as a professional support forum to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

We would apply for this funding stream particularly where the learning needs of the child/young person are exceptional but do not require a special school or significant levels of intervention from health or social care. Further information about exceptional needs funding can be found in the document 'Exceptional needs funding: Procedures and guidance'

When would school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These needs assessments may result in an Education Health and Care Plan.

Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral, all local authorities are expected to consider

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals
- IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression.
- made provision which is appropriate to the child, young person and specific to them/ their needs
- made provision which has been evidence based and cost effective
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners have been involved in the last 12 months
- evidenced that their advice/strategies being followed and evaluated

Policy written by A Reilly SENCO Dec 2017

To be reviewed annually

Appendix A Sample SEN Support Plan



WOKINGHAM
BOROUGH COUNCIL

An SEN School Support plan is for a pupil whose special educational needs are recognised and for whom the financial resources can be met within the budgets available to schools



Individual Support Plan (ISP)

Individual Needs and Support Agreement for a pupil with special educational needs)



Name: **Harry Potter**

Date of birth: **31st July 1980**

Class: **5/6D**

Academic Year: **2015/16**

This is Me
My friends say that I make them laugh and I am good at dancing, especially tap dancing. Adults say I am good at helping.
My teachers say that I'm very caring and good with animals.
What I want to do/be in the future
Hermione wants to be a Wizard.

Draco wants to go to Africa to work as a vet on a wild life reservation

Things I am good at

I'm good at helping. I am very imaginative.

Things I find Difficult

I find it difficult to concentrate and often leave tasks unfinished.

I have poor fine and gross motor control that affect everything I do and how I achieve things.

I have difficulty mixing with other children

How I liked to be helped

- Give me one instruction at a time.
- Give me instructions relevant to now.
- Call me by name to get my attention.

If this section has been completed by or with someone else please fill in the details below

Name		Relationship	
------	--	--------------	--

What Harry's family think is important now and in the future

Harry's parents want him to be happy and healthy, have fun and make friends and have the communication skills that he needs.

In the future they want him to be independent and be accepted for whom he is.

Why additional support is needed – strengths and difficulties

Cognition and Learning

Strengths:

Harry is inquisitive and fascinated in things.

Harry is interested in learning.

Needs:

Has difficulty paying attention to adult directed tasks.

Has poor listening skills

Communication and Interaction

Strengths:

Ron responds well to tone and body language
He is able to make choices by looking at options visual pointing
Ron understands simple verbal instructions

Needs:

Ron struggles with social communication
He finds it hard to interact with other children

Social, Emotional Development and Mental Health

Strengths:

Draco is sociable and helpful
Draco likes to be involved and given jobs/responsibility

Needs:

Draco finds it difficult to understand others' needs and how his behaviour impacts on others
Draco struggles with processing feelings and emotions

Physical, Medical, Sensory

Strengths:

Hermione enjoys physical activity

Needs:

Hermione has poor co-ordination and fine motor control
Hermione has poor gross motor skills

Summary:

Hermione has special educational needs in relation to a diagnosis of mild global developmental delay with difficulty in writing and concentration.

Draco is a funny, friendly, enthusiastic boy who is good at reading. He has continued to experience difficulty in school both academically and socially. This means that he is always supported in school by an adult, generally as part of a small group.

Hermione finds change of structure and routine very difficult. Her spatial awareness is poor; she often gets too close and touches them. Hermione's social awareness is poor. Her understanding of actions and consequences is poor and she struggles in social situation. She lacks self-esteem.

Harry is attending Speech and Language and the work received from the SLT via his parents is planned into each week's group activities.

The outcomes we want to achieve

<ol style="list-style-type: none">1. Harry will be able to write things down to communicate his ideas.2. Ron will be able to say the same 30 words clearly and	Achieved Partially Achieved Not Achieved
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consistently 3. Draco will say positive things about himself 4. Hermione will be able to use her wand accurately and with control	Date
---	------

The person responsible in school for monitoring this provision

Learning on a daily basis		Class Teacher
		Support assistant
Responsible for support and additional provision	Mrs Amy Tisi	SENCO

The outcomes we want to see this year

	<u>Outcomes</u>	<u>Provision (Interventions)</u>		
	What we want to achieve and what success will look like	What approaches will be used?	How frequently?	Who will be involved?
1	<ul style="list-style-type: none"> Harry's written presentation will improve 	<ul style="list-style-type: none"> Encourage Harry to write using the Fischer Family Trust method Writing slope Scribe where appropriate to increase confidence in getting ideas on paper Touch-typing course Daily fine motor skills programme in a small group 1:1 support for selected writing tasks and assessments Access to a computer or Fizzbook 	<ul style="list-style-type: none"> Daily in all writing lessons 2 x 30 mins lunchtimes Daily 10 minutes As required Daily 	<ul style="list-style-type: none"> Class teacher ICT Teacher 1:1 TA
2	<ul style="list-style-type: none"> Ron will be able to say the same 30 words clearly and consistently 	<ul style="list-style-type: none"> Direct teaching of appropriate language with opportunities for supported practice of newly acquired approaches Access to the SALT service and plan Daily support 1:1 with an adult to teach, practice and generalise skills 	<ul style="list-style-type: none"> Daily Termly review and plan 10 minutes daily 	<ul style="list-style-type: none"> Class teacher SALT SALT TA
3	<ul style="list-style-type: none"> Draco will say positive things about himself 	<ul style="list-style-type: none"> a carefully structured managing emotion programme incorporating: <ul style="list-style-type: none"> use of social stories to develop understanding of 	<ul style="list-style-type: none"> emotion development group weekly – small group of around 1:3 1:1 practice daily in an acted 	<ul style="list-style-type: none"> Nurture assistant 1:1 TA

		<p>everybody at some point wins and loses</p> <ul style="list-style-type: none"> • use of role play to act out scenarios when people/puppets are in situations where they win or lose • rehearse vocabulary around emotions associated with winning and losing 	<p>out/safe situation</p> <ul style="list-style-type: none"> • adult support to read out social story daily • adult support to facilitate success in 'real' situations such as at play times and during PE or during class time 	<ul style="list-style-type: none"> • Class teacher and PE staff
4	<ul style="list-style-type: none"> • Hermione will be able to use her wand accurately and with control 	<ul style="list-style-type: none"> • To trial an adapted wand and a problem solving approach • Ensure Hermione is sat well supported i.e. feet on floor, bottom on back in the chair, forearms resting on table top • Visual prompts on desk 	<ul style="list-style-type: none"> • Daily in class 	<ul style="list-style-type: none"> • Class teacher and TA

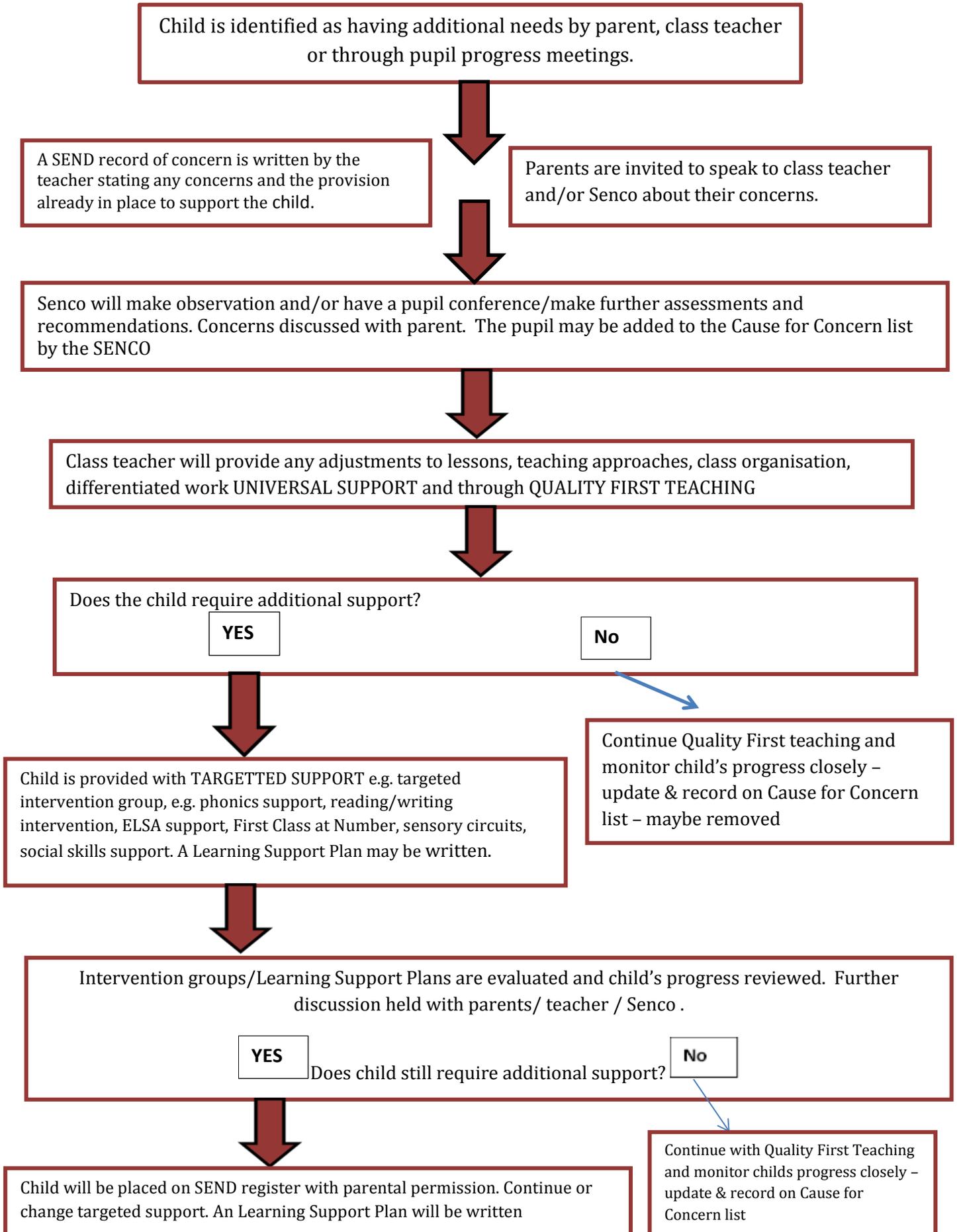
When this Agreement will be reviewed

Outcomes will be reviewed termly with changes made where required. The Agreement will be reviewed in full annually.

Signatures

	Signature	Date
Child/Young person		
Parent/s		
School		

Appendix B flow chart to show the **graduated approach** to SEN



Appendix B flow chart to show the graduated approach to SEN continued

