Baden Powell Primary School
Special Educational Needs and Disabilities Policy
2018

At Baden Powell Primary School, we believe that every child, no matter their needs or circumstances, should be supported to reach their full potential. This policy, in conjunction with our schools SEN Information Report, sets out how we aim to achieve this.

Baden Powell Primary School is a one form entry, multicultural school in East London, with part and full-time Nursery provision. We strongly believe that all children, including those with Special Educational Needs or Disabilities, should have access to a diverse, high quality curriculum and that every teacher is a teacher of all children no matter what their requirements

The school currently employs a full time SENCo, who is a member of the Senior Leadership Team and has recently completed the NASENCo award

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This policy has been written by Victoria Simmons (SENCo at Baden Powell Primary School) in liaison with the school's SEN link governor, the senior leadership team, all staff and parents with pupils of SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (draft 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (draft 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

1) Aims

At Baden Powell Primary School, we aim to enable all pupils to achieve their full potential. Through staff training and high quality provision we aim to raise the aspirations of and expectations for all pupils with SEN. In line with the SEND Code of Practice, the school will do this by focusing on outcomes for children and young people and not just on the hours of provision or support. We aim to support our SEN pupils in developing skills to become confident individuals living fulfilling lives, while enabling them to access the activities and provision available for all pupils.

2) Objectives

To achieve the aims stated above the school will:

- Work within the guidance provided in the SEND Code of Practice 2014 (updated 2015),
- Identify and support pupils who have special educational needs and additional needs,
- Focus on the 'whole child' to ensure our provision best meets the needs of each pupil with special educational needs,
- Provide training, support and advice for all staff, especially those working with special educational needs pupils,

3) Identifying Special Educational Needs

In the current SEN Code of Practice there are four areas of Special Educational Needs:

1. Communication and interaction – Children and young people may have difficulties in one or more areas of speech and language communication. Pupils with speech, language and communication needs (SLCN) may find it difficult to communicate with others, sometimes because they find it hard to understand what is being said or they may find it a challenge to make themselves understood. They may also use words incorrectly or have a limited vocabulary. Pupils with SLCN may also need support in developing social relationships and with their emotional wellbeing.

2. Cognition and learning – Children with difficulties in this area will learn at a slower pace than other children and may find it a challenge to acquire basic literacy or numeracy skills. Children and young people with learning difficulties may also display low self-esteem, low levels of concentration or under-developed social skills. Difficulties in this area can be mild, severe (SLD) or specific (SpLD). Children with

SLD may need support with mobility, coordination, communication, perception and self-help. Children with SpLD may have a difficulty in one or more aspects of learning and generally display a discrepancy between achievement and general intellectual ability. SpLD can include children who show traits of dyslexia, dyscalculia, dyspraxia and dysgraphia. Children may also have profound and multiple learning difficulties (PMLD), where complex learning difficulties are coupled with other disabilities such as a physical disability or sensory impairment.

3. Social, mental and emotional health – In some cases, children's social, mental and emotional health may create a barrier to their learning and mean that they require different provision to ensure they succeed. Children who display this kind of need may become withdrawn or isolated or display challenging, disruptive or disturbing behaviour. Children may have problems of mood (depression or anxiety), problems of conduct, eating disorders, self-harming, substance abuse or physical symptoms that are medically unexplained. They may have disorders, such as attention deficit disorder or attention deficit hyperactivity disorder, autism or attachment disorders.

4. Sensory and/or physical needs – There are a range of sensory and physical needs that may affect children and young people, causing them to require adaptations to the curriculum, their study programme or the physical environment. Such adjustments are required under the Equality Act 2010, but would not require children to be identified as having SEN. However, some children may also need special educational provision. These children would be identified as having SEN.

These four areas are used to enable the school to plan for the range of needs that pupils may exhibit. We use a range of assessments and support from our school's link Educational Psychologist, Speech and Language Therapists, School Nurse and specialist teachers to identify pupil's needs, however, this identification is to ensure that suitable provision is made to support pupils and not to try and fit pupils into a particular category. At Baden Powell Primary School, we consider the whole child and not just the special educational needs they may present. We also consider the impact that other factors may have in a child's progress and attainment, such as their attendance and punctuality, their health and welfare, their family circumstances (whether they are a looked after child, or in receipt of the Pupil Premium Grant) and whether English is an Additional Language.

4) A graduated approach to SEN support.

Under the new SEN Code of Practice, it is made clear that class teachers are responsible for the progress and development of all pupils in their class, including those identified as SEN and those who access support from Teaching Assistants or Specialist Teachers.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils with SEN. To ensure our pupils have access to high quality teaching and adequately differentiated provision, weekly planning reviews are undertaken by members of the Senior Leadership Team. Lesson plans are checked for high quality learning intentions and clearly differentiated tasks that include visual and concrete resources, key vocabulary and scaffolding to enable pupils to access the work but still provide a good level of challenge. Lessons are observed on a regular basis and where necessary, steps are taken to support teachers to deliver high quality provision. The school continues to plan in professional development opportunities to support teachers with identifying and supporting vulnerable pupils and with developing their knowledge of the types of SEN most frequently encountered. Books are reviewed on a weekly basis, to check for quality and quantity of work and to establish how marking is being used to move pupils on. Formative and summative assessments are used to identify pupils who are underachieving.

A child should only be identified as having SEN after they have had access to high quality teaching, differentiated for individual pupils and they have had access to quality interventions targeted to their area of need, but their progress and attainment continues to be below that which would be expected when compared to their peers in both our school and nationally. Parents of children who have been allocated additional interventions will be informed in writing to ensure they understand the interventions that have been put in place (See Appendix – provision information for parents). Parents/carers are given the opportunity to meet with the school SENCo to discuss these arrangements should they wish to do so.

In our school, the decision to identify a child as having SEN will be made after discussions between the child's teacher, parents/carers, the child and the SENCo. (See Appendix – SEN procedures flow chart). Teachers refer pupils to the SENCo using a cause for

concern sheet, on which they outline which area or areas of concern they have, how these difficulties are impacting on the way the child is accessing the curriculum, ways in which work has been differentiated and interventions that have already been put in place (see Appendix – provision information for parents). The SENCo will then contact the child's parents and arrange to meet them and the class teacher to discuss the concerns and the next steps. If necessary, a range of assessments, including the British Picture Vocabulary Test, Hearing and Vision tests and Dyslexia and Dyscalculia screening tests are carried out. Strategies and interventions arising from this assessment will then be planned for and put in place. After a six week programme of interventions, the pupil's progress will then be reviewed with parents and the child (when appropriate) and a decision will be made about what to do next; stop interventions due to their success, continue with interventions for another six weeks and review again or place the child on to the SEN register. Any interventions put in place will be recorded on the school's provision map. Provision provided by the school is identified in the school's SEN report (see Appendix – School's Local Offer).

5) **Managing pupils' needs on the SEN register.**

Under the 2014 SEN code of practice, there is now a single category of support, SEN Support. All children placed on the SEN register will be placed in this category of support initially. Provision for children in the category of SEN Support is allocated from the school's SEN budget.

Once a child has been identified as needed SEN Support, advice from outside agencies, such as the School Nurse, the school's link Educational Psychologist and Speech and Language Therapist may be sort. If a child requires support from an outside agency an Individual Education Plan (See Appendix – IEP) will be drawn up, with contributions from the child, their parents/carers, their teachers and any outside agencies. This IEP will outline the long term and short term aims for this child and the range of techniques and interventions, specific to the child's identified needs that will be used to meet these. This document will also specify the time period over which these interventions will be carried out before a review will take place. At each review, the techniques and interventions will be evaluated and the aims will be updated, although aims can be reviewed at any time, once a child has succeeded in meeting them. IEPs are working documents and will be evidenced, maintained and updated by the child's class teacher, using contributions from

any member of staff that works with the child. The IEPs will be monitored by the SENCO and will be reviewed by the SENCo, with the class teacher, the child's parents/carers and the child themselves, each term. If a child is identified as requiring in school provision only, the provision and the intended aims and outcomes allocated to a child on the SEN register will be recorded on the school provision map, which will be maintained and updated by the school's SENCO.

If the school is unable to fully meet the needs of a child through our own provision arrangements, we will contact the appropriate external agencies and seek advice. This may include working with the school's link Speech and Language therapist to devise a tailored programme for a particular child or group of children, working with specialist teachers to develop specific interventions or referring pupils with emotional health needs to CAMHS or First Steps. The school is allocated a certain amount of time with the Speech and Language Therapist Team and the Educational Psychology Team. In addition to this the school has the option to buy in additional hours with other agencies through the Hackney Learning Trust's SEN Service Team. The level of provision required is established by reviewing the needs of the children on the school's SEN register. The cost is calculated by the School's SENCo and reviewed by the Senior Leadership team during the schools budgeting process.

In some cases, a child may require higher levels of provision to enable the school to meet their needs. In these cases, the school will submit an application to The Hackney Learning Trust, for an Education and Health Care Plan. Before submitting an application the school must consider the following:

1. Does the child/young person have long term and lasting educational needs, or if very young, is the child underline likely to have severe or complex educational needs?

2. Is it likely that the school would need additional resources over element 1 and 2 SEN funding in order for the child/young person to make at least satisfactory progress?

3. What are the family's views about the child/young person's needs?

4. What are the child/young person's views about his/her needs?

5. Does the child/young person have educational/learning needs as the predominant factor? For example not all disabled children/young people have special educational needs.

6. How are the child/young person's current needs being met within the home/setting/school? Does the child/young person currently have additional adult support to access these types of provision?

7. What is the current programme of Special Educational provision? For example, who does what, where, when and how? Complete the SEND weekly timetable of support (example provided on page 7).

8. Which professionals/agencies have been involved in developing, monitoring and reviewing progress over the past year?

9. What other adjustments are being considered at this stage?

10. Has there been a recent (6 months) multi-professional SEND review/TAF (Team around the family) meeting to consider whether statutory assessment should be requested?

11. What is the impact of the child/young person's needs on the whole family – for example is night time regularly disrupted, is the child/young person able to access mainstream social activities such as swimming, clubs and sport without support?

From The Hackney Learning Trust Request for Statutory Education, Health and Care Needs Assessment documentation. 2014.

The school SENCo will be responsible for the initial referral (using The Hackney Learning Trust's Request for Statutory Education, Health and Care Needs Assessment documentation) and for ensuring that all the required evidence, including reports from external agencies involved (including an Educational Psychology report), is collected within the statutory time frame.

Once a referral has been submitted, it is considered by the Local Area Coordinator (Lisa Murphy – area coordinator for Hackney Central – Lisa.Murphy@learningtrust.co.uk) and the EHCP panel, who will decide whether or not to take the referral further. If they chose to take the referral further then there will be a period of information gathering and then within 20 weeks a decision will be reached on whether an ECH plan is required (See Appendix – EHC plan process map).

Criteria for exiting the SEN register.

A child may be removed from the SEN register after a review meeting, if their assessment shows that the interventions have been successful and it is felt that they will be able to continue to make good progress, and maintain their level of attainment, without further support. The child will continue to be monitored by their class teacher, to ensure that

they continue to make progress. If there are any concerns, then the child will need to be referred back to the SENCo and, after discussion with the child, class teacher and parents/carers, the child may be placed back on to the SEN register.

6) Supporting pupils and families.

The Hackney Learning Trust has a Local Offer, which can be found at http://www.hackneylocaloffer.co.uk/kb5/hackney/fsd/localoffer.page. This website provides information regarding the different agencies that can be accessed as part of Hackney's SEN provision. This includes Child Care, Health and Specialist Services, Family Support, Education and Money, Support and Housing.

The school's SEN report (or Local Offer) can be found in the Appendix section of this document (Appendix – SEN report). It can also be found on the home page of our school website or via a link on this address http://www.baden-powell.hackney.sch.uk/curriculum/senandinclusion/.

For our schools admission information please see the school's admissions policy or the admissions page on our school website: http://www.baden-powell.hackney.sch.uk/parents/admissions/. Parents/carers of children who are 5 or over, need to apply for a place through admissions website (www.eadmissions.org.uk). However, parents with a child who has an EHC plan can request a specific school within the EHC plan. Where this is the case, the Local Authority must comply with this request unless it would:

    Be unsuitable for the age, ability, aptitude or SEN of the child or young person;

Or

    The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

7) Supporting pupils at school with medical conditions

At Baden Powell Primary School we recognise that pupils with medical conditions need to be properly supported to ensure that they can gain full access to education, including

school trips and physical education. The school complies with its duties under the Equality Act 2010.

In some cases pupils with disabilities may also have a SEN, a statement or an EHC plan which brings together their health and social needs as well as their educational provision.

Baden Powell is a one storey building which is fully wheelchair accessible. We have disabled toilets and accessible showers. We have staff trained to carry out gastronomy feeding and to administer Epi-pen and Epilepsy medication. We have regular training regarding conditions like Sickle Cell, Epilepsy and Anaphylactic shock. We have supported children with conditions such as diabetes and Sickle Cell Anaemia. The school has access to home tuition services, which will be put in place for any children that miss more than 15 days of schooling across the year. We also buy in Occupational Therapists when necessary to enable us to support pupils with their mobility needs.

8) Monitoring and evaluation of SEND

The school regularly reviews the effectiveness of SEND practices within the school. At the start of any intervention, clear aims are drawn up and at the end of the intervention these are reviewed to see how effective the intervention was at meeting these. In some cases, the aims may be qualitative (e.g. the child is more confident) rather than quantitative (e.g. the child is able to solve addition and subtraction questions with numbers less than 100). In these cases, the success is measured by evaluation forms completed by the child, their teachers and their parents/carers that score the pupil's success in that area at the start of the intervention and again at the end of the intervention. In addition to this, the school carries out audits which sample the views of all interested parties, including the views of the parents, children and staff running the interventions. This information is fed-back to the School Governors through meetings with the SENCo. This information is also used to determine which interventions are working well and which need to be adapted or replaced.

9) Training and resources

SEN is funded through the nominal SEN budget in the school, with top up provision provided by the LA for pupils with additional provision in their Statement or EHC plan.

The training needs of staff members are identified through conversation with staff members to identify where they feel they need more training and through discussion with the Senior Leadership team to plan and implement training opportunities. All staff are encouraged to undertake training and development and the school buys into

When new members of staff join the school they have a meeting with the SENCo to explain the policies and procedures relating to SEN and the provision and practice provided by the school. Members of staff also have termly meetings with the SENCo to discuss the needs of individual pupils and any support they feel they require to meet these needs.

The school's SENCo regularly attends the LA forums and network meetings, in order to keep up to date with local and national updates in SEND.

10) Roles and responsibilities

SEN link Governor

The role of the SEN link governor is to liaise with the School SENCo and support with developing policies and overseeing how SEN interventions are run. In addition to this, they meet with the SENCo on a regular basis to discuss the impact interventions are having and then feedback their findings to the Governing body. Currently the SEN link governor is Karen Stuart.

SEN teaching assistants

The school currently employs 2 members of staff, who are designated 1:1 learning support assistants for pupils who require constant 1:1 support. These support staff are line managed by the school SENCo. All other members of support staff are also required to provide interventions and provision at different times. Some of this provision is allocated by the class teacher, who is responsible for monitoring this provision. Other provision is allocated across classes. In this case, the provision will be allocated and monitored by the school SENCo; however, teachers still have a responsibility to liaise with the relevant member of support staff to ensure they have a clear understanding of the provision and the impact it is having on their pupils.

Designated teacher with specific safeguarding responsibility

The designated teacher with specific safeguarding responsibility is Miss Victoria Simmons. For more information on safeguarding, please see the school's Safeguarding Policy.

Member of staff responsible for PPG/LAC funding

The SENCo is also responsible for pupils who receive the PPG/LAC funding.

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils.

The SENCO is responsible for managing the school's responsibility for meeting the medical needs of pupils, supported by the school's welfare officer.

11) Storing and managing information

Information is stored and managed in line with the school's Data Protection and Record Keeping Policy. Records are stored in the SENCo office in files for each child. Each child also has a virtual file, which is stored on the school's secure shared drive. All reports are scanned and an electronic copy is placed in the appropriate file. Teachers are able to access these files and they are informed if additional documents are placed there. If a child leaves the school, their information is sent on to the child's new school and the electronic file is wiped, unless the information is related to a child protection issue, which is stored and retained in line with our safe guarding policy.

12) Reviewing the policy

This policy will be reviewed by the school SENCo, Senior Leadership team and staff members on a yearly basis. The updated policy will then be shared with parents via the school website.

13) Accessibility

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Las to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

- Schools are required to produce accessibility plans for their individual schools are LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

- Accessibility plans and strategies must be in writing.

- At Baden Powell Primary School our Accessibility plan forms part of our Equality Policy. To identify barriers to learning, the school SLT and Governing Body liaise closely. These discussions form part of the school's stream of consciousness.

- Our current targets are to improve access to the curriculum by enhancing teachers use and understanding of the new pre-key stage standards to ensure quality first teaching for all, by identifying barriers that are preventing full access to the curriculum for all children and by monitoring interventions and provision to ensure all children have full access to the curriculum; to improve access to the buildings by ensuring signage is clear and is positions where it can be accessed by all and to monitor access to buildings in light of changes that may need to occur to ensure full access; to improve access to communication by having a range of accessible ways for parents of disabled children to communicate with the school, a range of accessible ways for disabled parents to communicate with the school and to ensure classroom layouts are optimally planned within current restraints.

- Parents and carers can contact the SENCo via the email address or telephone number at the top of this policy. Parents/carers can also visit the school office to request an appointment. The school SENCo is also available in the playgrounds at the start and end of every school day and parents are able to arrange meetings, or drop in for an informal chat during those periods.

14) Dealing with complaints

The school's complaints procedure can be found on the school website at the following link http://www.baden-powell.hackney.sch.uk/our-school/policies/. It details how to make a comment or complaint about the school and the actions that will be taken. Parents can also comment via the school website http://www.baden-powell.hackney.sch.uk/contact/. The school will make every endeavour to resolve any complaint in a timely and satisfactory manner.

15) Bullying

For further information on Bullying, please see the school's Behaviour Policy. The school takes any form of bullying very seriously, especially when a vulnerable learner is at risk. The school promotes positive relationships between all pupils and will challenge any discrimination if it arises. The school has two full time learning mentors, who support pupils that may find social situations a challenge and promote social skills and support vulnerable pupils in developing friendships. The school staff members make every effort to promote respect between all pupils and to ensure that they understand that, while some pupils may have different needs, everyone is valuable in their own way.
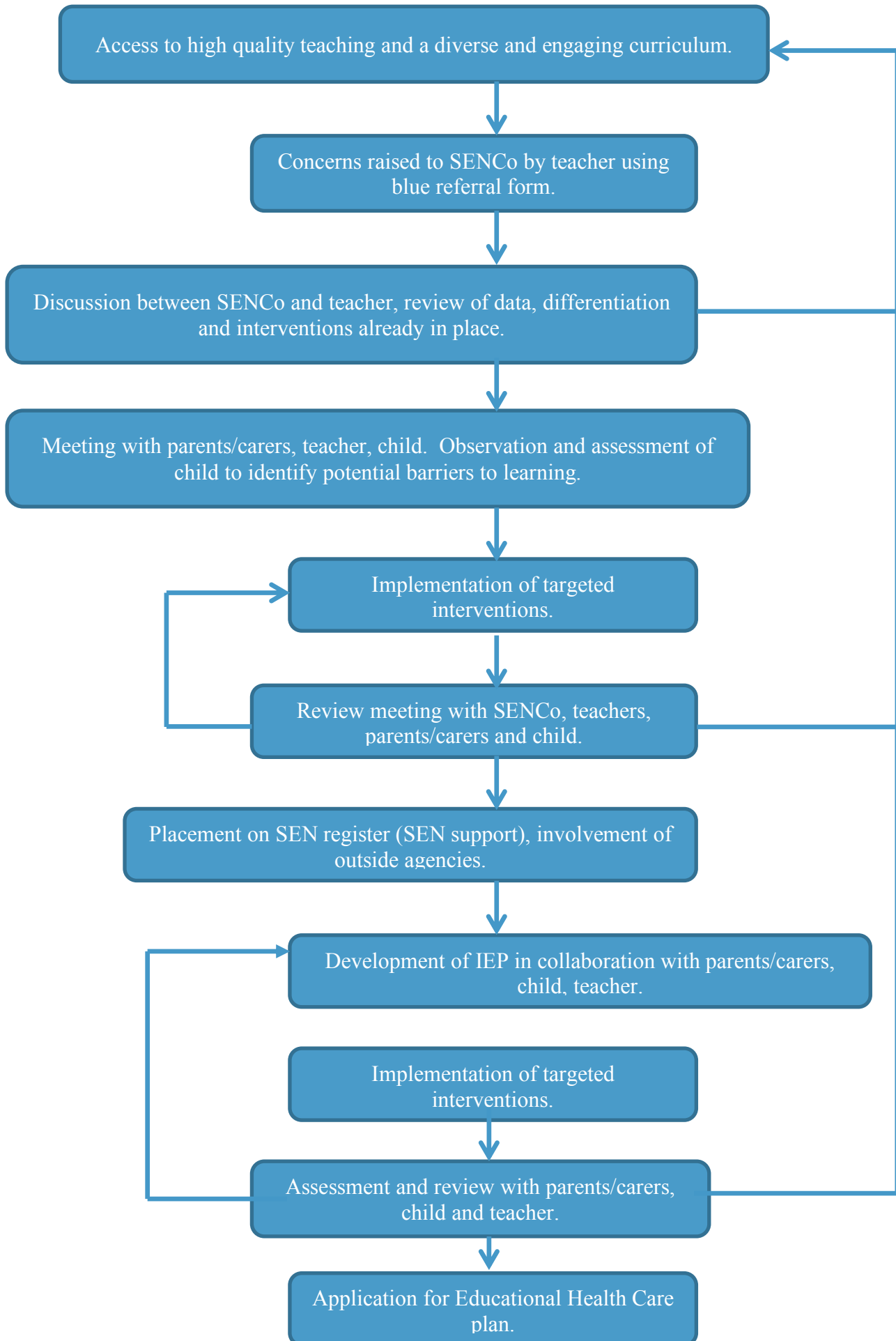
16) Appendices

Provision information for parents.

Social, mental and emotional health	
Structured play Sessions where an adult supports a child or a group of children to play together, working on their social skills and building positive interactions.	
1:1 mentoring Mentoring sessions with our learning mentors where pupils can discuss their concerns around their learning, their relationships with their teachers and their peers and the learning mentor can support them to develop their confidence in managing these.	
Self-esteem group Group sessions with our learning mentors to help children to develop their self-confidence around themselves and their learning.	
Positive relationship group Group session with our learning mentors to help children to develop positive relationships with their work, their peers and adults.	
Cognition and learning	
1:1 LSA support One to one support in the classroom and around the school from one of the schools teaching assistants	
Specialist teacher Support from specialist teachers brought in from The Hackney Learning Trust. This support may involve the specialist teacher working with the child, their teacher or their learning support assistant to develop skills and resources.	
Toe by toe A programme to support children with their phonological awareness and their spelling.	
Reading comprehension groups Children work in a small group with a member of staff to improve their understanding of a text. They may read and discuss the work or answer questions verbally or in writing.	
Targeted maths group Children work in small groups with a member of staff to improve their skills with mathematics.	
Phonics group Children work in small groups with a member of staff to improve their phonological awareness.	
Targeted writing group Children work in small groups with a member of staff to improve their written skills. These sessions focus on grammatical awareness, reviewing and editing work and improving the quality of writing.	
Speech, communication and language	
Colourful semantics Visual cues to help children in their writing to answer who, where, when, why	
Language for thinking Resource to promote children's verbal reasoning and thinking skills	
Language and communication group As above	
Speech and language Therapist A qualified Sp & Lang Therapist will assess children in school and write a relevant	

programme of study for school staff to implement in school.	
Speech and language 1:1 Member of school staff to implement programme of study written by the Sp & Lang Therapist.	
Sensory and physical	
Gastronomy feeding The school has teaching assistants trained to administer food through a gastronomy tube.	
Fine motor skills group Help to improve a child's fine motor skills which could in turn, improve their handwriting skills.	
Gross motor skills group Help to improve a child's gross motor skills which supports with movement and coordination.	
Pencil grips Help children hold their pencils in an acceptable grip therefore improving their handwriting.	
Handwriting app An iPad app to support children with their letter formation.	

Baden Powell
PRIMARY SCHOOL

SEN Flow chart

Access to high quality teaching and a diverse and engaging curriculum.

Concerns raised to SENCo by teacher using blue referral form.

Discussion between SENCo and teacher, review of data, differentiation and interventions already in place.

Meeting with parents/carers, teacher, child. Observation and assessment of child to identify potential barriers to learning.

Implementation of targeted interventions.

Review meeting with SENCo, teachers, parents/carers and child.

Placement on SEN register (SEN support), involvement of outside agencies.

Development of IEP in collaboration with parents/carers, child, teacher.

Implementation of targeted interventions.

Assessment and review with parents/carers, child and teacher.

Application for Educational Health Care plan.

School's Local Offer

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our Vision and how we hope to achieve it:
At Baden Powell our aim is to achieve excellence in all aspects of our provision that will harness the enjoyment, creativity and challenge of learning for all our pupils.

At Baden Powell, we strongly believe that every child has the right to a high quality educational provision that will ensure they achieve in all aspects of their development – academically, socially and emotionally. We are a fully inclusive school and always view children as individuals as we strive toward giving them the educational experiences that suit their needs and equip them with the skills and knowledge that will allow them to get the best out of their education.

Baden Powell is a one form entry school that caters children from nursery through to year 6 (3-11). We have an inclusions manager who meets regularly with other senior leaders to plan for interventions to suit all our children's needs.

Current OFSTED rating;
Good

How does the school ensure that children/young people who need extra help are identified early?

When children enter Baden Powell a baseline assessment is done and the children's early developmental targets are monitored closely to ensure that any areas of concern are highlighted to the inclusion manager immediately.
Children are monitored across all key stages of the school and if there are any concerns then staff will bring these up informally through phase meetings or relay them through the 'causing concern; sheet which is returned to the inclusion manager. The intervention team meets half-termly and all children highlighted as causing concern are discussed and a way forward planned for – if teacher interventions are not having an impact on outcomes for the children then a cause for concern form is submitted to the Inclusion Manager.
There are several assessment tools that are used to identify the area of need for the child. If more complex assessment is needed, the Inclusion Manager will secure the help of outside agencies such as the paediatric medical specialists at The Hackney Ark, the Educational psychologist, speech and language therapists and also the specialist teachers that are available through Hackney Learning Trust.
Any parent/carer who is concerned about a child should talk to the class teacher who will then pass on these concerns to the inclusion manager.

What does the school do to help young people with special educational needs?

The school has a provision map which shows the interventions the school currently runs and the pupils that are targeted through these interventions. The children's baseline level is recorded and progress against this is measured at regular intervals to ensure that the intervention is suitable and achieving its aims for the child.

Some interventions we currently run:

Social, mental and emotional health	
Structured play Sessions where an adult supports a child or a group of children to play together, working on their social skills and building positive interactions.	
1:1 mentoring Mentoring sessions with our learning mentors where pupils can discuss their concerns around their learning, their relationships with their teachers and their peers and the learning mentor can support them to develop their confidence in managing these.	
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Speech, communication and language	
Colourful semantics Visual cues to help children in their writing to answer who, where, when, why	
Language for thinking	

Resource to promote children's verbal reasoning and thinking skills	
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How do we adapt our teaching for children/young people with special educational needs?
Lesson plans are differentiated to allow access to the curriculum for all children. Children are continually assessed and worked tailored to their individual needs is given. There are practical and kinaesthetic approaches to teaching which may help children to access the curriculum as this approach suits their needs.
Teachers are aware of the range of needs in their classroom and plan appropriately.

How do we decide what resources we can give to a child with special educational needs?

The inclusion manager supports the class teacher in planning for the needs of children with SEN – from this the Inclusion manager has a better understanding of not only herself as a vital resource but also the practical learning resources that may be required to suit the needs of children with SEN.

The school has a School Improvement Plan which includes the specific training needs of staff in relation to SEN provision for their children and across the school – this may include whole school training on SEND issues or training individuals or groups of adults who need particular skills and knowledge to provide a high quality inclusive educational experience.

The school insists in a high standard of planning that highlights particular children and the provision that they will receive on a daily/weekly basis.

Support staff trained for the needs of their role can implement the teacher's modified/adapted approach to the learning.

Specific resources as identified by the inclusion manager, class teacher or external advisors are used to support children with SEN.

Specific strategies as identified by the Inclusion Manager, class teacher or external advisors are used to support children's learning within the classroom.

The school adapts the environment to the needs of the children.

External agencies and advisors will be used to ensure provision matches the children's needs.

Meetings and reviews with parents/carers are used to discuss interventions, progress and next steps.

How we check that a child is making progress and how we keep parents informed:

Progress review meetings are held every term.

Curriculum overviews are given out at the start of each half term.

Curriculum map overviews are posted on the website.

Parental consultations one per term.

End of year reports.

Parents/Carers with children on Education, Health Care Plan (EHCP) will have termly meetings with the inclusion manger and class teacher and other relevant adults.

Texts home.

Support we offer for children's health and general wellbeing:

Medical:

A health care plan is created by the Inclusion manager and School Nurse.

The plans are updated regularly and the Inclusion manager can be contacted at any time.

All medicines are carefully monitored and recorded in a book – the medicines are kept in the welfare room unless they need to be within easy reach (e.g. epi-pen, asthma pump).

Any concerns regarding the children are relayed to parents immediately.

Members of the support staff have first aid certificates.

Staff who work closely with individual children receive up to date training in their specific needs and how best to help them – i.e. epilepsy training, epi-pen training.

All medicine is taken to the school office where a form is completed and the inclusion manager discusses any issues arising.

Social:

Children are fully included in activities where possible.

All children are encouraged to work together and support each other in their learning and development.

New children, or children who may have been identified as struggling to form positive relationships, are given a buddy.

Children who are struggling with social relationships are mentored by the learning mentor team.

Teachers, support staff and lunchtime staff actively encourage children to participate and interact with their peers – if there are concerns the Inclusion Manager and Pastoral Care manager are notified and appropriate actions taken.

Daily breakfast club.

A wide range of after school clubs.

Behaviour:

If your child has behaviour difficulties their class teacher will keep you informed.

Home School books are used to ensure effective communication, consistency in approach and support are in place.

There is 'red room' which allows children the opportunity to reflect on their actions and the positive next steps that they can take.

The behaviour approach is built upon children making choices and reflecting upon their own behaviour.

We operate a stay on green system with gold being an achievement above and beyond green.

A point system for teams is used across the school and ensures that all children work toward their team achieving points.

Pastoral Support Plans will be put in place for some children should there be behaviour issues.

The inclusion manager will keep parents informed of any developments and if necessary arrange meetings with other professionals.

All steps possible will be taken to ensure that your child is included at all times across the school day.

There are two learning mentors who work with small groups or individuals to tackle any underlying issues that may lead to a need for behaviour support.

Attendance:

It is important that your child has good attendance so they are able to make good progress and utilise the support that is given to them.

It is important that if your child has medical issues that the school is notified immediately and they return to school as soon as possible – if you are unsure about any issues the Pastoral Care Manager will be able to advise you.

Child's View;

Your child's views will be taken into consideration at termly target review meetings.

Your and your child will contribute to his/her statement of provision (EHCP- meetings).

Your child is encouraged to discuss school issues that can be taken to the school council.

Specialist External Services we use when we think extra help is needed:

Speech and Language therapist.

School Nurse.

The ARK

Educational Psychologist.

Social Services

Support from the Re-engagement Unit.

Support from specialist teachers provide through SEN services at Hackney Learning Trust.

Occupational Therapy.

Physio Therapy.

Family support service.

The Training our staff have had or are getting:

Whole staff training on SEN code of practice

Strategies, knowledge and practices that ensure consistent approach to SEND

Individual teachers and support staff will attend training courses run by outside agencies that are relevant tot eh needs of specific children in their class – e.g. speech and language training.

There are five days of INSET training for teachers and non-teaching staff will attend when training suits their role and responsibilities.

Weekly staff meetings.

Additional training needs for teachers and support staff is discussed during their professional development reviews.

Induction of SEND for all new staff.

How we include children in activities and school trips.

Risk assessments take place before all trips

Staff seek to choose locations that are accessible to all children

Staff plan for all children to be included in activities.

The school will to the best of its ability provide additional support if required.

Our School environment:

The school is accessible to wheelchair users and there are disabled toilets.

When a child with special needs enters the school a health care plan may be started depending on the particular need of the child – this will involve the Inclusion manager parents and were possible the school nurse.

The inclusion manager will meet with the parents/carers of children with SEN/D to discuss how best the school can support their child.

The inclusion manager will evaluate the needs of the child and where possible support them through the purchase of new resources.

The school is secure and has restricted access.

How we prepare for children joining our school and leaving our school:

For children in foundation stage or where necessary for older children a home visit will be arranged.

Parents and children are invited to tour the school and are introduced to key members of staff and all relevant information taken. At the meeting a start date will be given and if required an integration plan with the inclusion manger will be put in place.

Children are allocated a buddy to introduce them to the routines of the school and also to allow the formation social friendships that will help widen the child's social circle. The inclusion leader will contact the previous school for all relevant documentation to ensure that the child's needs are fully met.

In year 6 the learning mentor and inclusions manager will work closely with the allocated secondary schools' of the children and ensure that transition meetings and day visits are arranged that will make the child comfortably prepared for their move to secondary education. There will be meetings arranged between the secondary inclusion manger and the school inclusion manager, along with the class teacher, so that the transition process is supported as much as possible for SEN/D children. All the relevant documentation will be sent in good time to allow the receiving secondary school time to ensure they have procedures and processes in place for a smooth transition.

In the case of a child leaving the school mid-term, their files will be sent to their new school and the new school notified if there are any SEN/D issues.

How parents are involved in school Life:

Parents are encouraged to discuss any concerns at the first opportunity.

Friends of Baden Powell group.

School trips, parent volunteers.

Interpreters will be provided by the school when necessary

Website for parents.

Bi-weekly newsletters.

Weekly assemblies.

Ongoing reviews of children's needs.

Parent consultation evenings.

This school offer to children with Special educational Needs and Disablities was prepared in September 2018 and will be reviewed in December 2019.

Individual Education Plan proforma

Name:		Year:	Primary area of need:	
What I'm good at: •			**Additional areas of need:**	
			What I want help with: •	
			Where I am now:	0 1 2 3 4 5 6 7 8 9 10
			Review 1:	0 1 2 3 4 5 6 7 8 9 10
Reading:	Target:		Review 2:	0 1 2 3 4 5 6 7 8 9 10
Writing:	Target:		Maths:	Target:

Things my teacher does in class to help me:	
Identified peer support.	Access to a quiet area.
Fiddle objects e.g. Blu-Tack/Squeeze ball/finger fidget.	Teacher/TA pre-teaching key concepts/vocabulary.
Sand timers.	Differentiated reward system.
Taught relaxation strategy.	Independent work station.
Visual and concrete resources – charts, diagrams, pictures, real objects.	Green start dot and red finish dot to indicate where to start and finish work.
Visual time table and now and next boards.	Writing frames and templates, mind-maps and missing word worksheets.
Defined roles for group work.	Word banks (with pictures).
Symbol cards to ask for help.	iPad/computer for writing.
Alternative coloured paper.	Non-slip maps.
Pencil grip.	Wobble seat
Coloured overlay.	Identified iPad apps.
Brain breaks.	Talking frames.
Step-by-step process criteria for tasks.	Adapted text (simplified or with pictures).
Thinking time and pre-warning before questions.	Clear, uncluttered, colourful worksheets with important points in bold or coloured text.
Weighted toy/clothing.	Ear defenders.

Cognition and learning	Social, emotional, mental health
1:1 LSA support.	Structured play.
Targeted writing group.	1:1 mentoring.
Toe by toe	Self-esteem group.
Reading comprehension group.	Peer mediation.
Targeted maths group.	Circle of Friends.
Phonics group.	Playground Pals.
Specialist teacher.	Social skills group – Let's be friends.
Educational Psychologist	First steps referral.
	Children, adolescent mental health (CAHMS) referral.
	Re-engagement unit.
Sensory and physical	**Communication and Language**
Gastronomy feeding.	Colourful Semantics.
Find motor skills group.	Language for thinking
Gross motor skills group.	Language group designed by SALT.
Fun with Food.	Black Sheep Press group.
Occupational therapy.	Speech and language therapist (SALT)
Physiotherapy.	
Eating and drinking Speech and Language therapist.	
Teacher for deaf/visually impaired.	

Advice from external professionals:						
Specialist teacher	EP	First steps/CAHMS	REU	SALT	OT	Physio

	Me:	Parent:	Teacher:
I			
1			
2			

Baden Powell
PRIMARY SCHOOL

EHC plan process

Start date	**Request for assessment (must evidence family centred approach)**

TAF/ keyworker review with family and can consult a plan coordinator

Considered by Area Coordinator / EHCP Panel

Advise of decision not to proceed – refer back to TAF and Local Offer

6 weeks	**Decision to assess – plan coordinator assigned and keyworker (from existing professional**

PC & KW consult with family and young person to identify gaps in information

Robust decision making supported by established criteria and compliance

Any assessments required undertaken and any further information gathered – PC maintains contact with family/keyworker

10 weeks	**Statutory EHC Plan Meeting (minimum: family, plan co-ordinator, EP and keyworker attend.) – Plan drafted together**

12 weeks	**Plan co-ordinator writes up draft plan / quality assured and emailed to family**

14 weeks	**Area Coordinator / EHCP Panel agrees resourcing and personal budget**

Statutory Plan not required

16 weeks	**Draft to family and request their preference**

Meeting/consultation with PC if required

Mediation

19 weeks	**Consult provision**

Dispute resolution

20 weeks	**Final EHC plan issued**

Appeal