

# Special Educational Needs and Disabilities Report

Broseley C of E Primary School

Updated Autumn 2018



## Introduction/ Overview

### Principles

The school's special educational needs policy is based on the following principles:-

- That we have a commitment to work in partnership with integrated services for children and young people.
- That all teachers are teachers of children with special educational needs, and have a responsibility to meet those needs with the advice and support of the school coordinator and external professionals as appropriate. That all children are entitled to a broad, balanced and relevant curriculum.
- That we acknowledge pupil's differing pace, styles of learning, previous experience, and we adapt accordingly allowing children to develop lively, enquiring minds.
- That needs should be identified at an early stage, and progress monitored using a graduated approach and assessment system.
- That pupils with special educational needs are fully integrated into the life of the school, enabling them to maximize their potential as learners and to contribute to the social and cultural activities of the school.
- That we develop an atmosphere of encouragement, acceptance and respect for others and their achievements, in order to promote self-esteem, worth and value.

Broseley C of E Primary School currently has 221 pupils on roll. We have seven single age classes within the school. There are twelve support staff. We currently have 43 children on the special needs register. We have been awarded the Bronze SEN quality mark for our provision for pupils.

### **How we consult with parents and carers of children with Special Educational Needs**

- Termly meetings with parents to discuss One Page Profiles, targets, reviews and general progress.
- We have an 'open door' policy where parents can meet with staff about concerns.
- We arrange for parents to meet with outside professionals in the school setting.
- The SENDCO will offer parents the opportunity to go through external agency reports.
- We can signpost services to parents where needed.

### **How we consult with our pupils with Special Educational Needs**

- Children are involved in creating their own child-friendly One Page Profiles. Children are involved in setting their targets at the beginning of each term, and reviewing their own progress at the end of each term.
- We investigate different learning styles and consult with children as to how they feel they learn best.
- We have a school council where children's voices are heard.
- We have a rigorous PSHE programme where children have time to think and speak.

### **How we support our pupils at times of transition**

***From nursery to the Reception class;***

- Individual home visit when parents and child meet their Reception teacher and teaching assistant.
- Weekly visits to the class from Little Owls Nursery, so children become familiar with the setting and staff.
- Meeting with the Early Year's area SENDCO and parents if necessary.
- Meeting with nursery staff to share One Page Profile with individual targets and discuss successful strategies.

***From class to class within school;***

- Children will have 'taster' sessions in their new class. Extra sessions can be arranged.
- Teachers liaise to share One Page Profile with individual targets and other general information about a child. This will include how children may or may not cope well with change.
- Progress data is shared.

***Transfer to secondary school;***

- Children will be visited by the year 7 Co-ordinator in our setting.
- Children will have visits to secondary school - extra visits will be arranged where necessary and will be supported by a teaching assistant.
- Year 7 Co-ordinators and secondary SENDCO's are invited to annual reviews.
- Year 6 teacher, Head Teacher and SENDCO will meet with the year 7 Co-ordinator and secondary SENDCO to share information. Visitors from secondary school will spend time in the year 6 class on these visits.

## How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Up to date access plan- disabled access, disabled toilet facilities etc.
- 'Chill out' zones within classrooms and the school in general where children can have some time to talk, work quietly or just have some space from others.
- We employ a Learning Mentor to work with children when appropriate and necessary.
- We buy resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies - e.g. writing slopes, stability cushions, pencil grips, 'Cool Kid's' resources etc.
- Classrooms are well resourced but staff will ask the SENDCO to order any additional equipment or will ask the SENDCO for advice on any products that may be useful.
- Teaching assistants support children with SEN on a one-to-one basis or in small groups in each class.
- We follow advice from outside agencies and purchase resources that are recommended, and also follow programmes that are recommended.

## Speech, Language and Communication Needs:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On individual school visit/visits to preschool we find out if a child has had any involvement with SALT or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• We look at the impact that speech, language and communication needs is having on other areas of the curriculum and the child's general well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow advice from external agencies.</li> <li>• Provide suitable trained teaching assistants to run speech and language programmes.</li> <li>• Resources will be purchased to support children eg. speech and language games, recording equipment etc.</li> </ul> <p style="text-align: center;"><b><i>Receptive language issues;</i></b></p> <ul style="list-style-type: none"> <li>• Make sure that instructions are simple and clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer children to the speech and language service for support and advice.</li> <li>• Provide trained teaching assistants to run speech and language programmes in school. This may be on a 1:1 basis or in small groups.</li> <li>• Nurture groups have been set up in school to give children time to work in small groups with an experienced adult.</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> </ul>

<ul style="list-style-type: none"> <li>□ A one page profile with individual targets might be appropriate for target-setting and reviewing progress.</li>   <li>□ Refer a child to SALT to get expert advice.</li>   <li>□ Review progress through a speech and language programme with outside agency guidance.</li> </ul>	<ul style="list-style-type: none"> <li>□ Provide support for children to make sure that they understand what is expected.</li>   <li><b><i>Expressive language issues;</i></b></li> <li>□ Build time in for children to take part in activities to develop expressive language.</li>   <li>□ Provide support for children through experienced teaching assistants in the class.</li>   <li><b><i>Articulation of sounds issues;</i></b></li> <li>□ Children may have a specific speech and language programme to follow-trained teaching assistants will administer these programmes with children on a 1:1 basis or in small groups.</li> </ul>	
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## Autistic Spectrum Disorder/Condition:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On individual school visit/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> <li>• Provide a One Page Profile and targets which are reviewed termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adaptations to the curriculum or style of teaching to cater for individual needs- e.g. giving clear, precise and direct instructions.</li> <li>• Give children support in the class so that they can make sense of situations (teaching assistant time would be allocated).</li> <li>• Use social stories in small nurture groups or on an individual basis.</li> <li>• Support would be provided for children if they needed some 'time away' from the classroom to pursue some more individualised learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer children to Woodlands outreach service for advice.</li> <li>• Refer children to educational psychology service for advice.</li> <li>• Refer to CAMH's for advice.</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> </ul>

## Cognition and Learning:

### General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On individual school visit/ visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Refer to LSAT for additional support and advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting to children by using different learning styles, for example, precision teaching, multi-sensory learning.</li> <li>• Differentiating work</li> <li>• Providing support from the teacher or teaching assistant in small groups or on an individual basis.</li> <li>• Having children in target groups or booster groups within the class.</li> <li>• Providing children with SMART targets.</li> <li>• Providing support for pre-learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow advice from outside agencies</li> <li>• Purchase resources to support children.</li> <li>• Support children through additional adult support in the classroom.</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> </ul>



## Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On individual school/ visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Analyse Year one phonics screening results.</li> <li>• Referral to LSAT for support and advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow advice from outside agencies</li> <li>• Adapting to children by using different learning styles, for example, precision teaching, multi-sensory learning.</li> <li>• Differentiating work</li> <li>• Providing support from the teacher or teaching assistant in small groups or on an individual basis.</li> <li>• Having children in target groups or booster groups within the class.</li> <li>• Providing children with SMART targets.</li> <li>• Providing support for pre-learning</li> <li>• Providing a variety of resources to support learning above and beyond what is already in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a variety of resources to support learning above and beyond what is already in the classroom.</li> <li>• Providing support for parents by recommending resources to use at home.</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> </ul>

## Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On individual school visit/ visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc. Are children experiencing behaviour problems, are they withdrawn, attention seeking etc?</li> <li>• Get to know individual children well through working closely with all children in groups for example.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Refer to outside agencies for support for the child and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a personalised approach to learning for that child.</li> <li>• Providing support - having a designated adult to work with the child.</li> <li>• Develop resources to support children, e.g. a memory box in the case of bereavement</li> <li>• Having a calm area where children can go to think and talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to outside agencies as appropriate, e.g. Woodlands, CAMH's, bereavement counselling from Hope House.</li> <li>• Early help advice</li> <li>• Training children about E-safety</li> <li>• Staff keeping up to date with new emerging priorities</li> <li>• Supporting families with multi-agency involvement</li> <li>• Training is available from TaMHS (targeting mental health support) through their 'Think good, feel good' programme.</li> </ul>

## Sensory and/or Physical:

### Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On individual school visit/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc. Are children experiencing problems?</li> <li>• Reception age children will have a hearing test in school.</li> <li>• Contact parents/carers if we feel there is a problem and ask them to take their child for a hearing test.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will sit closer to the teacher in lessons</li> <li>• Use of specific strategies:  E.g. ensure that the child is looking at the speaker before speaking - say the child's name first before speaking to them.</li> <li>• Be aware of background noise in different environments that may affect hearing.</li> <li>• Teaching assistant support may be needed to repeat instructions to the child.</li> <li>• Providing more written instructions for the child to develop independence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow guidance from hearing impairment service</li> <li>• Children may attend Cool Kids for sensory integration.</li> <li>• Teaching assistant training for maintenance and checks for hearing aids</li> <li>• Hearing loop is installed in the school hall</li> </ul>

## Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On individual school/ visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc. Are children experiencing problems?</li> <li>• Reception age children will have a sight test in school.</li> <li>• Contact parents/carers if we feel there is a problem and ask them to take their child for an eye test.</li> <li>• Track pupil progress - refer to LSAT if appropriate</li> <li>• Refer to sensory inclusion if appropriate</li> <li>• Monitor pupil's ability to track print.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that children who wear glasses are clear about when they are to be used.</li> <li>• Sit children in an appropriate place in the classroom.</li> <li>• Provide work on coloured paper on recommendation from outside agencies.</li> <li>• Provide coloured overlays to assist reading on advice from outside agencies.</li> <li>• Relevant staff attend annual training led by Sensory Impairment Service.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain advice and support from outside agencies such as sensory inclusion.</li> <li>• Adapt the environment where necessary.</li> </ul>

## Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On home visits/ visits to pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• Lesson observations, watching external coaches teaching PE</li> <li>• Liaise with the school nurse/ health visitor</li> <li>• Liaise with paediatrician</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suitable equipment for children on the advice of outside agencies, e.g. writing slopes, pencil grips, stress balls.</li> <li>• Provide suitable activities to develop skills, e.g. Cool Kids as an extra activity.</li> <li>• Ensure tables and chairs are the correct height.</li> <li>• Ensure that the environment is free from clutter and is tidy and organised.</li> <li>• Regular PE sessions with extra adult support and differentiated activities.</li> <li>• Forest school sessions for Foundation stage - encouraging skills such as climbing and balancing.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Occupational therapy</li> <li>• Cool kids programme</li> <li>• Use of specialised equipment in classrooms</li> <li>• Teaching assistant support on an individual basis or in small groups</li> </ul>

### **How we involve parents and carers in the assessment and review process**

- Parents are notified if we have concerns through a meeting with the class teacher and SENCO. We talk through the steps we would like to take initially, e.g. monitoring the child in class, setting targets in the form of an One Page Profile with individual targets.
- We gain permission to refer a child to an outside agency if we feel this is necessary and explain to parents/carers what we hope to gain from this.
- Notify parents of academic progress.
- Listen to the opinions of parents/carers
- Invite parents to discuss targets and their reviews
- Meet with parents to discuss the reports sent through from external agencies.
- We suggest resources or activities that parents/carers could use at home to support their child.

### **How we involve our pupils with Special Educational Needs in the assessment and review process**

- Children are instrumental in writing child-friendly One Page Profile's with individual targets with their class teacher.
- Children work with their class teacher to review their child-friendly One Page Profile's with individual targets.
- Children are aware of their targets for improvement and systems are in place so that children know if they have achieved those targets.

### **How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process**

- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEN provision in the school.
- The SENDCO monitors the One Page Profile with individual targets and reviews to ensure that targets are realistic, achievable and relevant. Children are involved in the review of One Page Profile with individual targets and this information is reported back to parents and carers.
- Lessons and interventions are monitored by the Head Teacher, SLT and SENDCO
- We monitor reports from outside agencies e.g. when the LSAT reviews the progress of a child.
- Local authority monitoring
- Parents' forum
- Pupil provision mapping to identify when interventions are taking place
- Governors send questionnaires to parents
- Are our children happy and thriving?

**How we ensure access to our facilities for all of our pupils**

See:

- Equality policy
- Access plan

We purchase equipment to support all children in the school. Equipment used on a daily basis may be stored in classrooms and there are central areas of storage for more specialised resources.

**What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?**

- Cool kids
- After school clubs, including football, gymnastics, cross country, orienteering, multi sports, dance, craft , choir
- Residential visit in year 5 and 6 to Arthog
- Outreach support facilitated via Pupil Premium funding



**What support is available for our pupils with Special Educational Needs?**

- Pupils have support from highly trained and supportive staff.
- Pupils have access to a broad and balanced curriculum which is tailored to suit individual needs.
- Pupils are referred to appropriate outside agencies when we feel that school has reached its level of expertise.
- Pupils are involved in setting their own targets through child friendly One Page Profiles.
- Pupils have access to a wide range of after-school clubs.
- Pupils have appropriate specialist equipment provided to support their needs.
- School supports families and signposts organisations that may help children.
- School provides a caring and supportive environment where children's achievements and contributions are highly valued.

**What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?**

- IDP training materials with all staff
- Visits and support from outside agencies- SALT, OT, LSAT, EP
- Early help training
- Child protection training
- CPD led by LSAT and Link ASD school
- Training and support for development of the new curriculum
- E safety training
- Advice from Sensory Inclusion Services
- Training for the support of the visually-impaired

## **How we obtain the services, provision and equipment required by our pupils with Special Educational Needs**

We refer children to the following services

- LSAT
- Woodlands outreach service- learning, behaviour and ASD
- Educational psychologist
- Sensory inclusion
- Education welfare officer
- Severndale outreach service
- Speech and language therapy services
- Occupational therapy
- Physiotherapy
- CAMH's

We then act on advice from these agencies and purchase or hire resources if necessary.

## How we support the emotional and social development of our pupils with Special Educational Needs

- See anti-bullying policy
- We have contact with Barnardo's and Hope House
- Liaise with the school nurse for support and advice for children and families
- TAMH's project work has been undertaken
- Nurture groups have been set up within school
- SEAL work with classes - this is part of the whole school planning cycle.
- Supporting pupils in lessons and at playtimes and lunch times if necessary with support staff.
- Providing equipment at play times to engage children
- Children having a nominated person who they feel comfortable with to be able to talk to.
- Having an inclusive school ethos that values children and celebrates all kinds of achievement.

Visit Shropshire Council website [here](#)

**If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs**

Please contact the school if you wish to talk to or make an appointment with;

- Mr Sam Aiston Head Teacher Tel: 01952 567630
- Miss Liz Simpson SENDCO Tel: 01952 567630