

Special Educational Needs and Disabilities (SEND) policy

Brook Primary School



Approved by: P Simpson

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Provide every child with access to a broad and balanced curriculum and are committed to making sure all pupils have the chance to thrive and raising the aspirations of all children including those with SEND and to improving outcomes for all children. The school empowers the children to succeed through providing a clear focus on outcomes not just on hours of support

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Miss Sheryl Nicklin

The Deputy SENDCO at our school is Miss Jayne Walters

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Ms Lynn Partridge

She can be contacted via: info@brook.dudley.sch.uk or 01384839888

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given reports on the pupil's progress via for example: termly parents evenings, an end of year report, LSS reviews, EDUkey

The school will consider the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupils' views will be considered in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment and identify the pupils who have special educational needs using a robust whole school strategy (**Appendix 1**). We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a pupil will receive special educational provision through the class teacher and at parent's evenings.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and if needed, the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation alongside the parents and the pupil where able, the teacher, supported by the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, EDUKey and will be made accessible to staff through a pupil passport and half termly Plan, Do, Review document.

Parents will have access to EDUKey and be able to see the planned support and interventions, and may be asked to reinforce or contribute to progress at home and add to the review.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

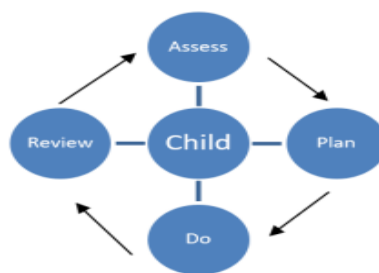
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date (half termly if not sooner).

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils were appropriate
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

A Graduated Response:
The 'Plan, Do and Review'
model



8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents (parent forums)

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

Please see the school accessibility plan for more details

11.1 Admission arrangements

Please see the school admissions policy for more details

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and/or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, go to <https://dudleyci.co.uk/resolving-disagreements-and-formal-complaints>.

You can request mediation by contacting Dudley special educational needs and disability information, advice and support service (SENDIASS) on dudley.sendiass@dudley.gov.uk or 01384 817373.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- o All staff's awareness of pupils with SEND at the start of the autumn term
- o How early pupils are identified as having SEND
- o Pupils' progress and attainment once they have been identified as having SEND
- o Whether pupils with SEND feel safe, valued and included in the school community
- o Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENDCo, SEND Governor and approved by the Inclusion Governing Body Committee every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

14. Links with other policies and documents

This policy links to the following documents

- o SEN information report
- o The Dudley local offer
- o Accessibility plan
- o Behaviour policy
- o Equality Plan
- o Attendance policy
- o Safeguarding / child protection policy
- o Complaints policy

Appendix 1: Brook Primary School Provision

Brook Primary School				
Special Educational Needs and Disabilities Whole School Identification and Support Strategies				
Cognition and Learning				
<p>• Moderate Learning Difficulty (MLD) • Specific Learning Difficulty (SpLD) • Severe Learning Difficulty (SLD) • Profound and Multiple Learning Difficulty (PMLD)</p> <p>MLD may show itself in various ways including low attainment across the board (in all forms of assessment), difficulties in acquiring skills (notably English and Maths) on which much other learning depends, difficulties in dealing with abstract ideas and generalising from experience, a range of other difficulties, notably in Speech and Language (particularly for younger children) and in social and emotional development.</p> <p>SpLD are difficulties that only affect certain aspects of pupils learning. Problems will be restricted to one or more specific areas (e.g. reading or writing), These difficulties are not related to intellectual limitations but to specific processing problems that are independent. Other areas of development may also be slightly delayed, but are broadly in line within the average range. In this context, SpLD will only refer to Dyslexia and Dyscalculia.</p> <p>Dyslexia – a learning difference (a combination of strengths and weaknesses) which affects the learning process in reading, spelling, writing and sometimes maths. There may be some weakness in short term memory, sequencing and processing speed.</p> <p>Dyscalculia – affects a pupils' ability to acquire mathematical skills. It can present itself as an inability to understand basic number concepts and/or number relationships, recognising symbols and understand quantitative and spatial information.</p>				
Area of Need		Universal (On Alert / low attainers and underachieving)	Targeted (School Support)	Specialist (EHCP)
Cognition and Learning	SEN identifiers	<ul style="list-style-type: none"> • Reading and spelling age • Phonics phase • HFW check • Difficulties in acquiring new skills • Difficulties in retaining new skills • Difficulties in dealing with abstract ideas • Lower level of attainment than benchmark • Ongoing teacher assessment • Attendance records 	<p>Universal plus</p> <ul style="list-style-type: none"> • Received early intervention prior to SEN registration • Discussion with SENDCO • Possible range of other difficulties e.g. SpL and C • Attainment in underlying skills is interfering with ability to progress effectively • Learning additional to or different from normal class provision • Little or slow progress 	<p>Universal and Targeted plus</p> <ul style="list-style-type: none"> • Measures of attainment and cognitive skills are in the lowest attaining one percent of the national population • Attainments in underlying skills significantly interfere with ability to learn effectively • Very limited progress
Cognition and Learning Provision		<ul style="list-style-type: none"> • High quality teaching • Plan, Do, Review • Differentiated curriculum • Differentiated delivery • Differentiated outcome • Visual aids - a multi-sensory approach • Scaffolding, reminders, prompts, story maps, VCOP, writing frames • Specialist arrangements for SATs (e.g. extra time) • ELS if appropriate • Phonics catch up • Interventions • Classroom intervention group 	<p>Universal plus</p> <ul style="list-style-type: none"> • Targeted intervention groups • Plan, Do, Review • Teacher and Teaching assistant small group work • Personal targets • Parental Involvement - shared targets and progress at parents' evenings • LSS referral and intervention • Precision teaching (over-learning) • 1:1 withdrawal if required • SPL and C intervention if appropriate for needs 	<p>Universal and Targeted plus</p> <ul style="list-style-type: none"> • Additional support in class for some aspects of the curriculum • Individual Access arrangements for SATs if appropriate • Extra visits for transition - to secondary school • Parental involvement - termly personal target reviews and annual reviews / involvement with outside agencies for specific needs • Annual reviews

		<ul style="list-style-type: none"> • Learning Pathways - transferrable skills • Parental involvement - identification of need (Early Intervention) • Carefully considered environment • Progress and Data tracking • Staff CPD 		
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Brook Primary School
Special Educational Needs Whole School Identification and Support Strategies

Speech, Language and Communication

Speech, Language and Communication (SLC) refers to any difficulty communicating with others. This includes difficulties understanding spoken language, have speech that is difficult to understand (difficulties saying words or sentences), difficulties communicating appropriately in social situations, having difficulties knowing how to talk and listen to others conversations. SLC will also include stammering and voice problems.

Area of Need	SEN identifiers	Universal (On Alert / low attainers and underachieving)	Targeted (School Support)	Specialist (EHCP)
Speech, Language and Communication	SEN identifiers	<ul style="list-style-type: none"> • Slow progress • Low confidence • Possible C and L difficulties • Follows actions of others rather than initiating • Withdrawn behaviours • Difficulties with concentration • Poor social interaction skills • Poor / limited vocabulary • Misunderstanding of verbal instructions 	<p>Universal plus</p> <ul style="list-style-type: none"> • Received early intervention prior to SEN registration • Discussion with SENDCO • Limited classroom participation • Difficulties managing language demands of classroom • Difficulties communicating with peers • Difficulties following instructions • Sometimes alone or tending to be prefer one special friend • Difficulties organising verbal / written responses • Literal interpretations Difficulties understanding figures of speech e.g. humour • Below average attainment 	<p>Universal and Targeted plus</p> <ul style="list-style-type: none"> • <1st percentile for Sp and L • Frustrations due to inability to participate • Can only follow very short and basic instructions • Low attainment
Provision		<ul style="list-style-type: none"> • High quality teaching • Plan, Do, Review • Flexible teaching • Structured school and class resources • Differentiated curriculum delivery • Classroom intervention group • Phonics catch up • Increased visual aids • Visual timetables / prompts • Use of symbols and pictures 	<p>Universal plus</p> <ul style="list-style-type: none"> • Continued intervention groups • Teacher and Teaching assistant small group work • Shared expertise - Quarry Bank Language Unit • Social Skills Teaching - buddy system • SpL and C referral and intervention therapy programme • LSS intervention • Personalised targets with targeted work in class 	<p>Universal and Targeted plus</p> <ul style="list-style-type: none"> • Support in class • Makaton / Language for Learning • Parental involvement - termly personal target reviews and annual reviews / involvement with outside agencies for specific needs • Annual reviews

		<ul style="list-style-type: none"> • Simplifying instructions • Adapting adult language • Increase vocabulary wide experiences • Clear non-verbal communication • Parental involvement - identification of need (Early Intervention) • Staff CPD 	<ul style="list-style-type: none"> • Parental Involvement - shared targets and progress at parents' evenings • 1:1 withdrawal where appropriate 	
Brook Primary School Special Educational Needs Whole School Identification and Support Strategies				
Social, Emotional and Mental Health Needs				
<p>Social, Emotional and Mental Health (SEM) difficulties is an umbrella term to describe a range of complex and chronic difficulties experienced by many children. Pupils may demonstrate features such as: being withdrawn and isolated; displaying a disruptive or disturbing nature; being hyperactive and lacking concentration; having immature social skills; or presenting challenging behaviours arising from other complex needs. Consideration must always be given to the nature of the presenting difficulties, their frequency, their persistence, their severity and the effect they have compared to what might be normally expected for their age range. Things will continue to change overtime and strategies adapted.</p>				
Area of Need	SEN identifiers	Universal (On Alert / low attainers and underachieving)	Targeted (School Support)	Specialist (EHCP)
Social, Emotional and Mental Health Needs	SEN identifiers	<ul style="list-style-type: none"> • Low level disruptions • Behaviours managed by whole school behaviour strategies (with necessary adjustments made) • Difficulties following instructions, routines • Attention difficulties • Finds it difficult to sit still • Difficulties in interacting positively • Difficulties accepting praise / attention • Difficulties expressing own needs • Attendance records 	Universal plus <ul style="list-style-type: none"> • Received early intervention prior to SEN registration • Behaviours managed with support • Distractibility inhibiting progress • Patterns of behaviours • Regular entries in school behaviour book • A pattern of "time outs" • SDQ / Boxhall Profile 	Universal and Targeted plus <ul style="list-style-type: none"> • Unable to cope without significant support • Major disruptive behaviours • Violent outbursts • Extreme anxiety • Inappropriate social behaviours • Behaviour report and possibly fixed term exclusions
Provision		<ul style="list-style-type: none"> • High quality teaching - (accessible, relevant and motivating) • Plan, Do, Review • Challenge is achievable • Whole school / class reward system / positive reinforcement • Positive adult support and interactions • Positive responses • Consistent parameters • Whole school / class rules which are clear and consistent • Whole school behaviour policy and practices • SEAL 	Universal plus <ul style="list-style-type: none"> • Reflection time / withdrawal • Home/school diary • Reasonable adjustments • Parental involvement - shared targets and progress at parent's evenings • SENDIASS • Referral to EP and intervention • Personalised targets • Withdrawal • Learning Mentor support away from classroom • ELSA programme referral • Social stories 	Universal and Targeted plus <ul style="list-style-type: none"> • Support in class - key adult • 1:1 behaviour programme /personal targets • Possible use of alternative space • Parental involvement - target reviews and annual reviews / involvement with outside agencies for specific needs • Transition packages - as appropriate • RIPE - in extreme cases • Physical intervention - as appropriate • Circle of friends - as appropriate • Annual reviews

		<ul style="list-style-type: none"> • PHSE curriculum / circle time (as required) • Preparing for routine changes • Personal support from key staff • Peer / Buddy systems • Nurture groups • Parental involvement - liaison at intervention • Address needs - tiredness, hunger, thirst, anxiety, fear • Staff CPD • Reflective outcomes 	<ul style="list-style-type: none"> • Shared expertise - SSS • Personalised reward and monitoring system • Outside agency support e.g. Sycamore short stay centre • Counselling service • Withdrawal rooms / quiet rooms • Key support adult • Positive play groups • SEM groups - friendship, self-esteem, nurture • Support from school health advisor • Links with other outside agencies e.g. Speech and language / learning support service • Visual timetables - discuss changes to • routines, staffing etc. 	
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Brook Primary School Special Educational Needs Whole School Identification and Support Strategies				
Sensory and Physical				
<ul style="list-style-type: none"> • Hearing Impairment (including auditory neuropathy) - pupils have a confirmed medical diagnosis of a hearing impairment or auditory neuropathy. • Physical Impairment / Medical Conditions - pupils have a physical impairment / medical condition which impacts on their ability to attend school, access a full curriculum and other aspects of school life • Visual Impairment - pupils have a confirmed medical diagnosis of a visual impairment (or where needs meet entry criteria) 				
Area of Need		Universal (On Alert / low attainers and underachieving)	Targeted (School Support)	Specialist (EHCP)
Sensory and Physical	SEN identifiers	<ul style="list-style-type: none"> • Changes to academic performance • Deterioration of handwriting / fine motor skills • Signs of frustration behavioural / emotional problems not previously observed • Impact of physical / sensory need on confidence, self-esteem, emotional stability or relationships with peers <p>Hearing:</p> <ul style="list-style-type: none"> • Tonal changes in speech • Failure to respond to verbal cues • Increased requests for the repeat of instructions • Physical changes - possible discharge from ear, tilting of head, looking at faces during conversation • Increased reliance on peers for understanding and relaying instructions <p>Physical and Medical Difficulties:</p> <ul style="list-style-type: none"> • Impact of the physical or mental difficulty on participation in curriculum activities. 	<p>Universal plus</p> <ul style="list-style-type: none"> • Received early intervention prior to SEN registration • Signs of frustration / difficulty in forming relationships. Isolated during lunch and other social times. • Impact on learning where physical / sensory need is central to task • Not working at same pace as peers <p>Hearing:</p> <ul style="list-style-type: none"> • Not hearing instruction and not working at same pace as peers • Problems in making themselves understood to the teacher leading to increasing frustration, occasional emotional outbursts, and management difficulties <p>Physical and Medical Difficulties:</p> <ul style="list-style-type: none"> • Signs of increasing fatigue during tasks 	<p>Universal and Targeted plus</p> <ul style="list-style-type: none"> • Difficulties in maintaining and sustaining concentration in the classroom • Need for adapted materials and a level of support beyond the expected • Difficulties making or sustaining peer relationships • Attainment levels falling well below what might be expected due to physical / sensory need <p>Hearing:</p> <ul style="list-style-type: none"> • Inability to make progress within the curriculum without considerable amplification of hearing and increased use of visual means of communication • Significant speech and language difficulties restricting communication with peers and teachers and inhibiting language use in the curriculum <p>Physical and Medical Difficulties:</p> <ul style="list-style-type: none"> • Inability to make progress within the curriculum without the extensive use of specialist materials, aids,

		<p>Visual:</p> <ul style="list-style-type: none"> ● Slowness in copying from board / other visuals e.g. word banks ● Asking for written instructions to be given verbally ● Deterioration in hand-eye coordination skills ● Straining of eyes to read things such as the whiteboard ● Needing to be at the front of the class / glasses worn at specific times ● Tentativeness with physical activity. Mobility is becoming impaired 	<ul style="list-style-type: none"> ● Reluctance ● Use of some specialist equipment e.g. angle board, cushion <p>Visual:</p> <ul style="list-style-type: none"> ● Signs of increasing fatigue at the end of the day ● Need to wear glasses daily for most activities. 	<p>equipment, furniture, adaptations to the physical environment of the school or adult support</p> <p>Visual:</p> <ul style="list-style-type: none"> ● Mobility problems ● Requiring specialist equipment
Provision		<ul style="list-style-type: none"> ● High quality teaching ● Plan, Do, Review ● Flexible teaching arrangements ● Awareness / special resources / suitable training for staff e.g. manual handling ● Classroom organisation / environment ● Access to curriculum including trips and visits ● Parental involvement - liaison ● Care plans - as appropriate ● Good communication strategies ● Referral via GP to occupational therapy service / physiotherapy service ● Assessment and data ● Visual reminders - routines / multi-sensory approach ● Promotion of difference and diversity - social and emotional needs <p>Hearing:</p> <ul style="list-style-type: none"> ● Works with advice from Hearing Impairment service <p>Physical and Medical Conditions:</p> <ul style="list-style-type: none"> ● Policies - safer handling within health and safety, supporting children with medical conditions, administering medication etc. ● Clear routes - evacuation points ● Seating arrangements ● Access to health support 	<p>Universal plus</p> <ul style="list-style-type: none"> ● Referral to Physical and Sensory Service and intervention ● Supported care needs ● Parental involvement - shared targets and progress at parent's evenings ● Risk assessments ● Personalised targets ● Use of some specialist equipment ● Withdrawal as needed - individual or small group ● Links between outside agencies <p>Hearing:</p> <ul style="list-style-type: none"> ● Referral to Hearing Impairment service ● Consideration of environment including room acoustics, minimizing background noise etc. ● Seating positions ● Training / advice / updates from Hearing Impairment Service ● Modified curriculum <p>Physical and Medical Conditions:</p> <ul style="list-style-type: none"> ● Height adjustable furniture as required ● Occupational Therapy / Physiotherapy time / specific programmes ● Provide additional support where needed at certain times during the day e.g. break, lunch, intimate care ● Focus on skills e.g. scissor skills, ball skills ● Access to a range of recording strategies 	<p>Universal and Targeted plus</p> <ul style="list-style-type: none"> ● Support in class ● Specialist resources and equipment ● Parental involvement - termly personal target reviews and annual reviews / involvement with outside agencies for specific needs <p>Hearing:</p> <ul style="list-style-type: none"> ● Appropriate Deaf Awareness training for individuals ● Possible specific programmes of work from HIS ● Risk assessments and PEEPS <p>Physical and Medical Conditions:</p> <ul style="list-style-type: none"> ● Risk assessments and PEEPS ● Individual assessments on specialist equipment e.g. seating, toilet rails ● Specific programmes of work by Occupational Therapy / Physiotherapy <p>Visual Impairment:</p>

		<ul style="list-style-type: none"> Specific adaptation of PE including swimming <p>Visual Impairment:</p> <ul style="list-style-type: none"> Environmental considerations - contrast, yellow markings etc. Clear routes - evacuation points Verbalising instructions Handouts at optimum size 	<p>Visual Impairment:</p> <ul style="list-style-type: none"> Modified and adapted resources Extra time to complete tasks Skills to improve the curriculum - typing, magnifiers 	<ul style="list-style-type: none"> Specific programmes from Visual Impairment Service Specific training for individuals
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Brook Primary School
Special Educational Needs and Disabilities Whole School Identification and Support Strategies

Autistic Spectrum Disorder

Autism is a developmental disability that affects how a person communicates with, and relates to, other people. **It also affects how they make sense of the world around them.** It is a spectrum condition, which means that, while all people with autism share certain difficulties, their condition will affect them in different ways

Area of Need		Universal (On Alert / low attainers and underachieving)	Targeted (School Support)	Specialist (EHCP)
Autistic Spectrum Disorder	<p>SEN Identifiers</p> <p>Some of the main signs a child may have an Autism Spectrum Disorder (ASD) include</p>	<ul style="list-style-type: none"> Not drawing others attention to objects or events or at something that is happening nearby (a child may eventually do this but later than expected) Carrying out things in a repetitive way Resistance to change or doing things differently Difficulties with social interaction, social communication and social imagination. (sometimes called the triad of impairments) Harmful behaviours such as biting, pinching, kicking, pica (putting inedible objects in mouth) or self-injurious behaviour Difficulties understanding and processing speech - repeating Difficulties with verbal and non - verbal language - literal understanding 	<p>Universal plus</p> <ul style="list-style-type: none"> Displays inability to cope with stress as few strategies have been developed Over / under sensitivity to smell, taste, noise, touch, light or movement Limited attention span Fine and gross motor difficulties Inability to ask for help successfully 	<p>Universal and Targeted plus</p> <ul style="list-style-type: none"> Eating, drinking and sleep irregularities Need for adapted curriculum and resources Difficulties reading social situations causing problems with staff and peers Unusual behaviours to cope with difficult situations
Provision		<ul style="list-style-type: none"> Diagnosis through GP / Consultant Plan, Do, Review Adapted curriculum - sensory needs accommodated Access to safe space and supportive adults Considered environment - sensory, appropriate noise levels etc. Visual strategies and prompts used routinely, set routines 	<p>Universal plus</p> <ul style="list-style-type: none"> Referral to relevant outside agencies, such as, Speech and Language, Autism Outreach, Educational Psychology, Occupational Health, CAMHS, Learning Support Service Personalised targets including visual cues and prompts Social Stories Additional support to prepare for transitions 	<p>Universal and Targeted plus</p> <ul style="list-style-type: none"> Additional support from trained ASD staff to access the curriculum Flexible curriculum access and individual materials to meet need Access to ASD resource base Access to Special School Placement where appropriate Direct teaching of social skills

