



Windlesham School
& Nursery

Special Educational Needs and Learning Support Policy

Last Reviewed: November 2017

Next Review Due: June 2018

Reviewed by John Ingrassia, Headmaster

Approved by

Headteacher, John Ingrassia

Signature:

Chair of Governors, Graham Rowlands-Hempel

Signature:

Related policies

Behaviour Policy, Anti-Bullying Policy, Equalities Policy, Accessibility Policy

SENCo

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (COP) 0-25 (2014, reviewed 2015), takes account of the following documents, and where applicable, complies with statutory requirements:

- Equality Act 2010: Advice for schools DfE February 2013
- Statutory Guidance on supporting pupils at schools with medical conditions April 2014
- The National Curriculum in England, where applicable
- Safeguarding Policy
- Accessibility plan
- Teachers Standards 2012

Contents

Contents

1. Values and Beliefs at Windlesham School	1
2. Aims - What do we want for our Pupils?	1
3. Areas of Special Education Needs	1
4. A Graduated Approach to SEN/Learning Support (Assess – Plan – Do – Review)	2
5. Pathways to SEN/ Learning Support	4
6. SEN/Learning Support Assessment and Review Procedures	5
7. Involving Specialists	6
8. Criteria for Exiting the Learning Support/SEN Register	6
9. Working in Partnership with Parents, Carers and Families	7
10. Review meetings	7
11. Supporting Pupils with Medical Conditions	7
12. Children with English as an Additional Language	
13. Monitoring and Evaluation of SEN/LD Provision	8
14. Training and Resources	8
15. Roles and Responsibilities	8
16. Storing and Managing Information	9
17. Aecessibility Plan.....	9
18. Dealing With Complaints	9
List of Appendices	
A1 Learning Support Letter	
A2 Individual Education Plan	
A3 Provision Map for Sen/ Learning Support for 2X.....	
A4 Dyslexia Guidance for the Classroom	
A5 Inclusive Classroom Checklist.....	
A6 Acronyms Used in this Policy	

1. Values and Beliefs at Windlesham School

At Windlesham School we understand that every child is unique. We promote inclusive practice by being responsive to every child's needs.

Every teacher at Windlesham is responsible for the progress of all children in their class, including those children with Learning Difficulties (LD) or Special Educational Needs (SEN).

High quality teaching that is differentiated and personalised will meet the needs of the majority of children. However, when a child is identified as having SEN, provision is organised to ensure that reasonable adjustments are made to be fully compliant with the Equality Act 2010 and the COP 2014.

A pupil has SEN or a LD or if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

2. Aims - What do we want for our Pupils?

We aim to work in close partnership with parents, carers and all staff to raise the aspirations and expectations for all pupils with SEN/LD.

We aim to deliver the highest quality education that will ensure children reach their full potential and are prepared for the next stage of their education. Our focus is on outcomes for children, not just hours of provision/support.

Objectives - How are we going to do it?

- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To identify and assess pupils with SEN/LD as early as possible
- To use an "Assess, Plan, Do, Review" cycle for monitoring and provision
- To provide families with information to enable participation
- To provide a SENCo who will work with the SEN/LD policy and legislative requirements
- To provide support and advice for all staff working with pupils who have special educational needs

3. Areas of Special Education Needs

A child may experience problems in one of four main areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or physical needs

At Windlesham, we identify the needs of pupils by considering the needs of the whole child, which will include not just the SEN/LD.

The following do not constitute SEN but may impact on progress and attainment:

- Disability (The COP 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - those alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Having English as an Additional Language (EAL)
- Being a child of a serviceman/woman
- Behaviour: Any concerns relating to a child's behaviour are an underlying response to a need that we as a school will aim to recognise and identify clearly

4. A Graduated Approach to SEN/Learning Support (Assess – Plan – Do – Review)

The Importance of Quality Teaching

Class/ subject teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEN. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage and motivate learners.

- Focused lesson planning with clear objectives, identified according to needs of all pupils*
- Teachers knowing their pupils well and understanding the implications of SEN on learning*
- High levels of pupil involvement and engagement with their learning*
- High levels of challenge and expectations*
- Appropriate use of questioning, modelling and explaining*
- An emphasis on learning through talk and discussion*
- Pace of lessons adjusted to reflect how pupils are learning*
- Teachers providing pupils with effective feedback on learning (and vice versa!)*
- Pupils accepting responsibility for their own learning and work*
- Teachers effectively deploy additional adult support towards improving learning and increasing independence*

(Natalie Packer, The Perfect SENCO, 2014)

At Windlesham, we carefully and regularly review the quality of teaching of all teachers. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and to improve their knowledge of the SEN/ LD most frequently encountered.

Assess

We assess each pupil's current skills and level of attainment on entry to the school. We also make regular formal and informal assessments of progress for all pupils. These assessments will help to identify pupils making less than expected progress given their age and individual circumstances.

A concern about a child may come from a variety of sources:

- Teaching Staff
- Parents and Carers
- Senior Management Team
- A GP or medical professional
- Outside specialists such as Speech and Language Therapist (SALT) or Educational Psychologist (EP)
- Information from a previous school/ pre-school
- Following diagnostic tests
- Data

A concern should be recorded on a "Record of Concern" form and copies given to the Deputy Head (Academic) and the SENCo.

The class/ subject teacher and the SENCo will carry out an analysis of the pupil's needs including their development in comparison to their peers and national standards.

Plan

The SENCo and class teacher will then decide on the level of support in consultation with the parents.

Wave 1: **Class Support**. At this level, the class teacher and teaching assistant will monitor the specific needs of the child closely, and differentiate within class (by learning style, task, resource, outcome, questioning techniques, support focus for teacher/TA as appropriate).

Wave 2: A child will be placed on **Learning Support** when their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age. This includes support from the teacher/TA, adjustments and extra resources in class, small group intervention and strategies implemented by the class/ subject teacher. The pupil identified is then added to the class Provision Map.

Wave 3: **SEN Support** is advised when a child does not make adequate progress with Learning Support alone, or they are assessed as having a Special Educational Need by an outside specialist. The SENCO and teachers will then meet with parents/ carers again to set targets and agree support.

Class Support and Learning Support targets are recorded on Provision Maps by teachers and the SENCo, and sent home in a Learning Support letter.

Individual Education Plans (IEP's) are written by the SENCo, teacher and parents/ carers (with the child where possible).

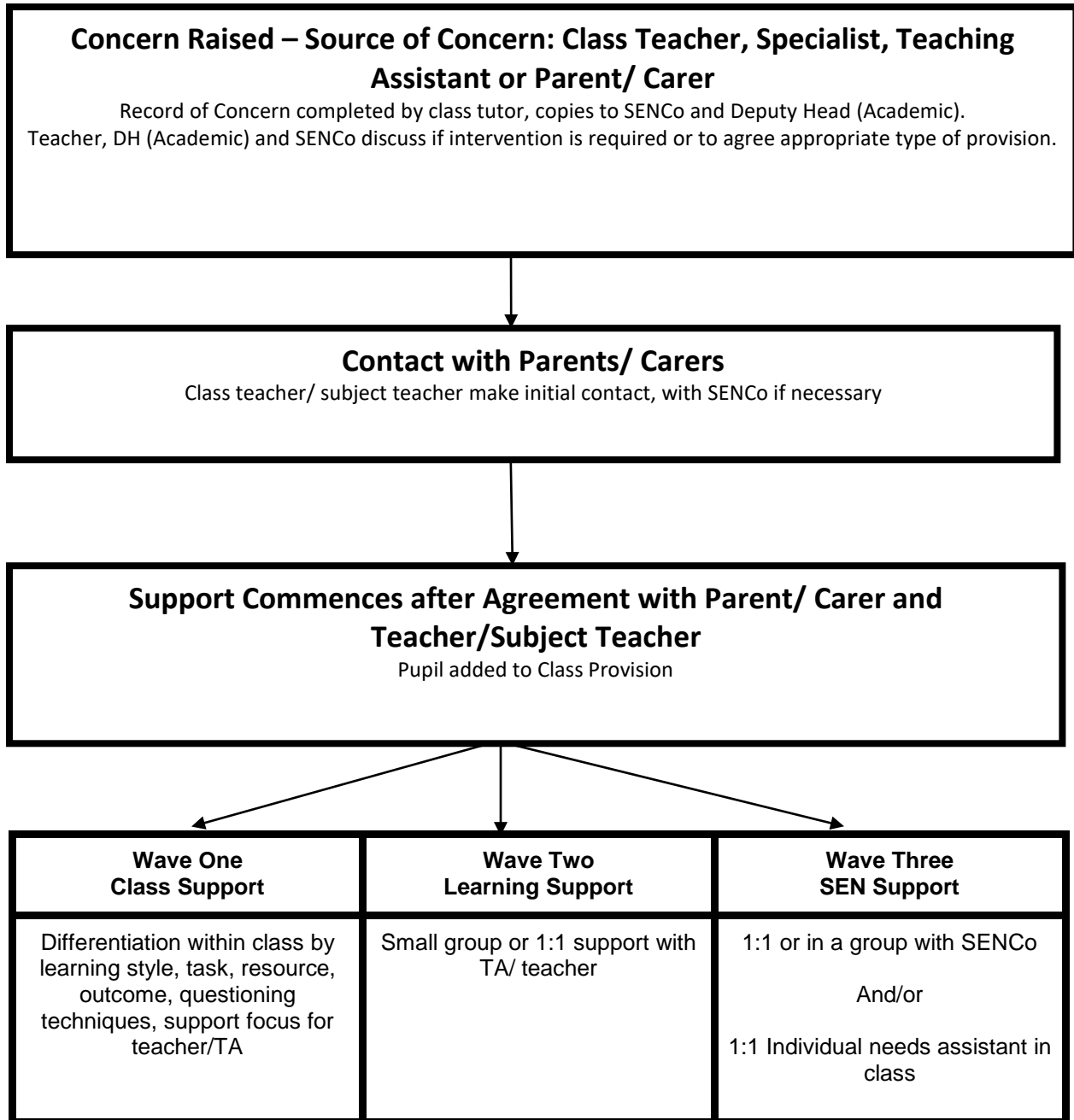
Do

The intervention is carried out for a term.

Review

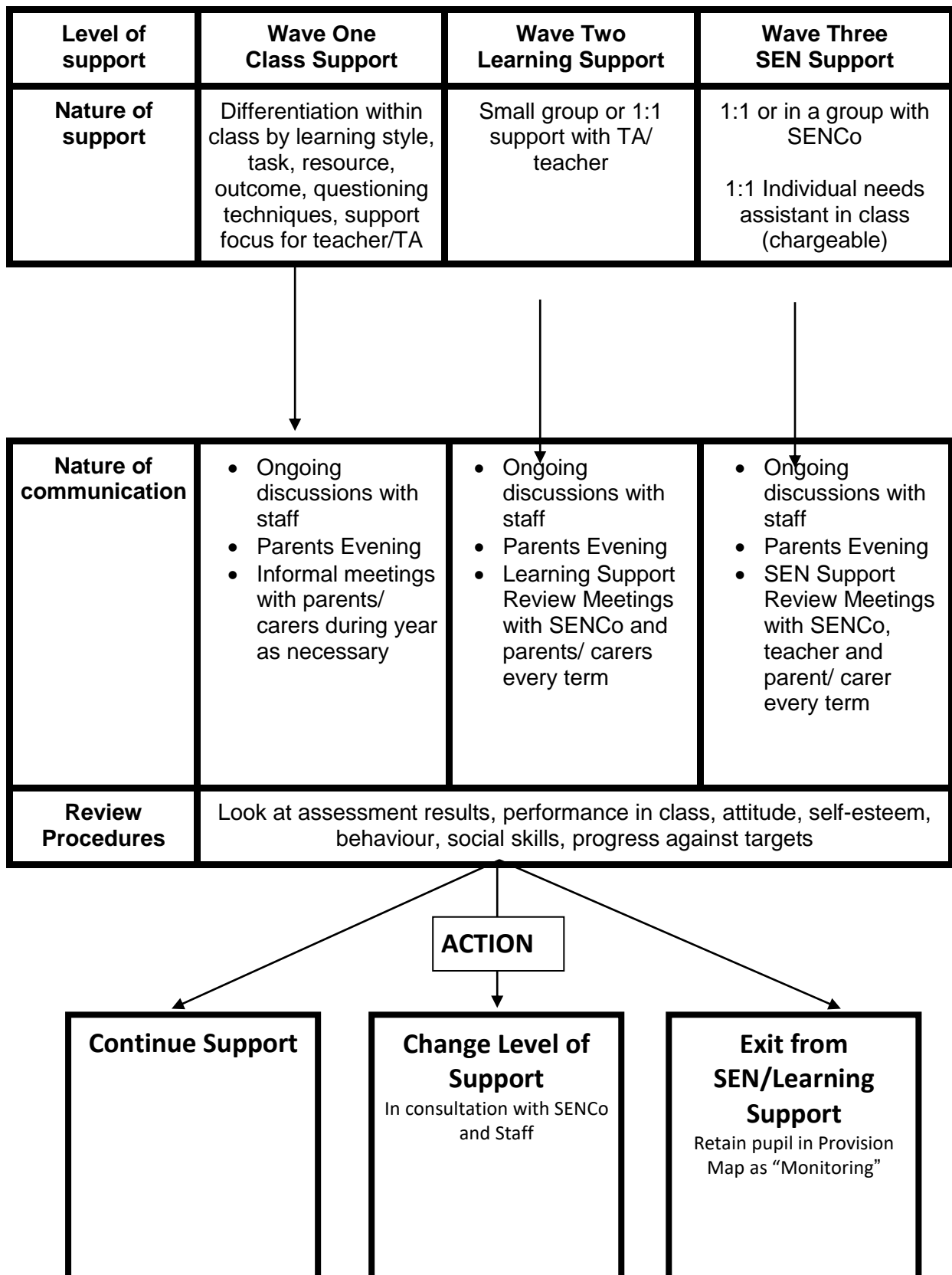
The child's targets and support are reviewed with teachers, parents and carers (and the child where possible) once a term. The teacher holds the responsibility for evidencing progress according to the outcomes evidenced in the plans.

5. Pathways to SEN/ Learning Support



6. SEN/Learning Support Assessment and Review

Procedures



7. Involving Specialists

We welcome (**and may request**) that parents/ carers involve specialists at any point to advise on early identification of SEN and effective support and interventions for their child.

The parent or carer **must** share with the school information regarding a child having a diagnostic screening test, or other tests from an outside agency. We can then incorporate strategies and suggestions from specialists into support plans.

Private specialists may come into school to deliver assessments or deliver interventions at the request of parents/ carers with agreement from the Headteacher. e.g. Educational Psychologist, SALT, Play Therapist.

In the Nursery, we have access to the Brighton & Hove Inclusion Support Service (BHISS). This is a multi-disciplinary team of professionals who work with children and young people with Special Educational Needs and Disabilities (SEND) and their families through schools and other educational settings.

BHISS provides access to highly skilled and experienced specialist professionals including educational psychologists, primary mental health workers, specialist teachers and practitioners in two key areas:

Learning and Communication

- Autism (formerly ASCSS)
- Early Years (formerly PRESENS)
- Educational Psychology
- Language (formerly LSS - Language Support Service)
- Literacy (formerly LSS - Literacy Support Service)
- Sensory Needs - Hearing Impairment and Visual Impairment Social

Emotional and Mental Health

- Educational Psychology
- Schools Wellbeing Service (formerly community CAMHS)
- Social, Emotional and Mental Health (formerly BILT)

Contact details: **Brighton & Hove Inclusion Support Service** (BHISS), Brighton & Hove Music & Arts Building, County Oak Avenue, Brighton BN1 8DJ; Tel: 01273 293481; Email: BHISS@brighton-hove.gov.uk

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, parents/ carers may be requested to seek an EHC assessment. This request can be made by the school or by parents/ carers, and is written in conjunction with any outside agencies involved.

Where the school has made every reasonable adjustment and provision to ensure that expected progress is secured and such progress is not evident, or where the SLD displayed by the child has an inhibiting effect on the expected progress of other pupils, the school reserves the right to request that parents/ carers fund additional adult support for an agreed number of hours per week for their child.

8. Criteria for Exiting the Learning Support/SEN Register

If a pupil has made the required accelerated progress to achieve “At Expected” for their year group, and teachers are satisfied that they will now continue to make good progress at the same rate as their peers, they will stop receiving SEN/Learning Support.

9. Working in Partnership with Parents, Carers and Families

The SEN Code of Practice (2014) works from the premise that parents and carers know their children best and makes it clear that parents, carers and families should be involved in decision making and planning for their child's support.

At Windlesham, we embrace parents and carers as partners in their child's learning and development. We seek to incorporate their knowledge, skills and understanding with our own, in order to ensure the best outcomes for their child.

Good, honest and open communication is the key to the development of positive working relationships and requires staff who listen to parents and carers and are trusted by them.

We aim to develop these relationships through:

- Meetings at the beginning of the year for all parents/ carers with their child's new teacher
- Early Intervention: Inviting parents/ carers to meet with their child's teacher when a concern is raised. Parents/ carers are then invited to contribute to their child's SEN Support Plan or Learning Support targets
- Regular review meetings between staff and parents/ carers of children with SEN/LD
- Making information, advice and support available through a monthly SENCo update in the newsletter
- Giving parents/ carers the opportunity to comment on the design and review of SEN/LS plans, policies and processes. This may be through face to face discussion or generic parent/ carer surveys and questionnaires
- Workshops offered to parents/ carers to inform about specific learning difficulties

10. Review meetings

Learning Support: The SENCo meets with parents/ carers once a term to review and set targets.

SEN Support: The SENCo and teacher meet with parents/ carers once a term to review SEN Support. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Appointments can also be made at Parents Evening and via the School Office.

11. Supporting Pupils with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act.
- If children have a medical condition and SEN, or an EHCP for medical reasons, the school will follow the COP.
- Children may need to make use of other facilities offered at Windlesham which include a disabled lift and toilet in Cooper House. Other classrooms have wide doors to provide access.

12. Children with English as an Additional Language

The school recognises that children whose home language is not English may need support to fully access the school curriculum. While children can learn to communicate in English quite quickly, it can take up to 7 years for full fluency to develop.

Learners with EAL make the best progress within a whole-school context where pupils are educated with their peers. Provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills. Therefore, good communication with parents/carers of children with EAL is essential and may involve facilitating the use of interpreters.

Where the assessment of EAL children shows that additional curriculum support is required, they will be placed on a support plan and follow the Assess, Plan, Do and Review process.

13. Monitoring and Evaluation of SEN/LD Provision

This policy will be reviewed annually, taking into account:

- Progress made by pupils with SEN/LD
- Success of the school at including pupils
- Any recommendations from Inspectorate
- Sampling of the views of parents, carers, pupils, governors and staff
- Regular reference to the Inclusive Classroom Checklist (see appendix)

14. Training and Resources

All staff involved with children receiving SEN Support should themselves receive as much support as possible. This includes attending training courses run by the Local Educational Authority and other outside agencies. The school also provides training at INSET.

15. Roles and Responsibilities

The **Headteacher** has overall responsibility for the management of SEN.

On a day to day basis, this responsibility is designated to the SENCo who keeps the Head and Governing body fully informed. The SENCo provides professional guidance to colleagues and works closely with staff, parents, carers and other agencies.

All teachers are teachers of children with SEN

- All staff are responsible for the monitoring of the children's learning and development
- The SENCo, along with the class teacher/ subject teachers and parents/ carers will write Provision Maps, Learning Support Letters and IEP's, setting targets using information from outside agencies as appropriate
- The SENCo will work closely with staff, pupils and parents/ carers to coordinate provision for the children on the SEN Register
- To ensure a smooth transition the SENCo will notify and facilitate discussions between other schools of a child leaving the school who is on the SEN Register (children are deemed to be on the SEN Register if they are receiving Wave 3 support)

The Headteacher works with the SENCo and Governors in determining the strategic development of SEN policy and provision. Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the COP. In particular, the Governing body ensures:

- Arrangements are in place in school to support pupils with medical conditions
- There is a qualified teacher designated as SENCo
- The school meets its responsibilities under the Equalities Act 2010 with regard to admissions, reasonable adjustments and access arrangements for children with SEN and disabilities.

Designated Governor for SEN: Graham Rowlands-Hempel

Designated Safeguarding Leads: Naomi Fox and Rebecca Older

Deputy Lead: John Ingrassia

Designated Members of staff responsible for meeting the medical needs of pupils:
Melanie Slater and Gillian Stewart

16. Storing and Managing Information

Every class has a SEN folder on the Teachers Shared Drive>SEN which contains the Class Provision Map and folders for each child on the SEN/LS Register. Notes on meetings with parents/ carers must be recorded on Engage.

17. Acessibility Plan

The School Accessibility Plan is available on request.

18. Dealing With Complaints

Complaints about SEN provision should be addressed using the same procedures outlined in the Complaints policy.

List of Appendices

A1 Learning Support Letter

A2 Individual Education Plan

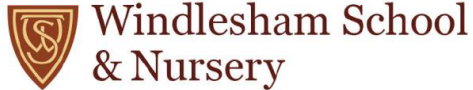
A3 Provision Map for SEN/ Learning Support for 2X

A4 Dyslexia Guidance for the Classroom

A5 Inclusive Classroom Checklist

A6 Acronyms Used in this Policy

A1 Learning Support Letter



Windlesham School & Nursery
190 Dyke Road, Brighton, BN1 5AA
Telephone 01273 553645
www.windleshamschool.co.uk

[Date]

Dear Parent/Carer of [Name of Child]

Learning Support provision [Month and Year]

Following our recent meeting, I am writing to confirm that, as we discussed, [Name of Child] will be receiving some additional learning support this term. The targets that we identified are outlined below. These will remain a focus for [Name of Child] until our review meeting next term. If you would like to meet again to discuss any aspects of his/her support at any point in the term, please do not hesitate to contact me.

Intervention	Teacher	Targets

You will be invited to the next review meeting in [Month].

Yours faithfully

SENCO/ Learning Support

A2 Individual Education Plan

Name of Child:	D.O.B:	Start Date:
Year Group :	Class Teacher/Tutor/TA :	
SENCO:	Additional Support:	Access Arrangements:
SEN Stage: SEN Support		
Strategies and Resources that help:		

Targets for XXX 2017				
Target	What will we do? Who will do it? Strategies/Resources	By when?	How will we know the outcome has been achieved?	Review
Communication and Language				
Cognition and Learning				
Social, Emotional and Mental Health				

Sensory and Physical (including medical)				

Other Professionals/Agencies involved			
Contact Name	Role	Contact details	Date of last/next contact
	Signed	Name	Date
What has been written here has been shared with the family who agree with this plan.			
What has been written here has been shared with the child/young person who agrees with this plan.			
The Setting/ School/ College agree with this plan.			

A3 Provision Map for Sen/ Learning Support for 2X

Name	SEN/LS needs or concerns	Strategies/Support in class	Support agreed

A4 Dyslexia Guidance for the Classroom

Please see pages 16 to 21.

The Practice	In Place ✓	To Consider ?
Planning and Preparation		
The teacher knows which pupils are affected by dyslexia		
The teacher mark book indicates these pupils		
Differentiation is evident in plans and lesson delivery		
The Environment		
The room is suitably lit and ventilated		
Water is available		
Interactive Whiteboard background is set to buff or pale blue		
Resources, trays, drawers, are labelled with writing and graphics		
Dyslexic pupils face the board and have a "classroom buddy"		
Displays are uncluttered and at a height that can be accessed by pupils		
Information displays use colour coding and		

are supported by graphics whenever possible		
Resources		
Coloured overlays are available		
Worksheets are printed on coloured paper		
Worksheets are clear and uncluttered and information chunked, eg. using text boxes		
Desk top prompts are available (eg. spelling prompts; key words lists; sound mats; number bond strips)		
Practical equipment is available (eg. tactile letters; beadstrings)		
Reminder lists are supplied where a number of tasks or activities are involved		
Visual or colour coded time-tables are supplied		
ICT is available for some recording and reinforcement activities		
Individual whiteboards or note pads available for jottings		
Planning frames and scaffolded approaches are available for extended writing tasks		
Suitable level reading books are readily		

available		
Small personal self advocacy cards available (eg. small credit card sized)		
Dictaphones and/or digital voice recorders are available		
There is a choice of handwriting tools (eg. pens with grips)		
Lesson delivery		
Lessons begin and end with the "big picture", supported visually whenever possible (what we are doing, why and where it fits)		
Copying from the IWB is kept to a minimum		
Different coloured pens are used to separate information		
Printed information uses dyslexia friendly font, eg. Comic Sans or Arial, size 12/14		
Staff handwriting is clear and/or IWB handwriting recognition tool is used		
Some information is presented using mind maps or flowcharts		
Spoken instructions are kept as short as possible and are supported by visual aids or pictures		
Support staff are aware of pupils who may		

need reminders of instructions		
Time reminders are used and supported by visuals (eg. sand-timers; time-line on the board)		
Alternative Recording methods are encouraged across the curriculum and for homework tasks		
Teaching and learning styles are varied (eg. auditory, visual, kinaesthetic) and include multi-sensory approaches when appropriate		
Organisation of learning is varied, eg. pairs, groups, individual		
Adequate time and support is given to record homework tasks		
Ethos		
Positive marking is used		
Specific praise is used		
Rewards are given for effort and attitude, as well as attainment		

Top tips for text production (dyslexia friendly)

Dyslexia friendly text: aims to reduce visual stress to improve ease of reading. This is an advantage for everyone, not just dyslexics.

Tip	In place	Needs Action
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Backgrounds		
Paper is thick enough so that the other side does not show through		
Buff coloured paper is used		
Cream or pastel colour backgrounds are adopted for computer and visual aids		
Font		
Plain Sans Serif fonts used e.g. Arial, Comic Sans, Verdana, Tahoma, Century Gothic, Trebuchet		
Font size 12-14 used		
Light text on dark background is avoided		
Emphasis		
TEXT IN BLOCK CAPITALS IS HARDER TO READ SO WE AVOID IT!		
Bold is used instead of <u>underlining</u> or <i>italics</i>		
Headings are: <ul style="list-style-type: none"> • larger font size • in bold • lower case 		
Boxes are used to create emphasis		
Layout		
Text is left justified with ragged right edge		
Narrow columns as in newspapers are avoided		
Lines are not too long: 60-70 characters		
Text is well spaced and not cramped		
Paragraphs are not dense and long		
Line spacing of 1.5 is preferable		
Sentences do not begin at the end of a line		
Bullets and numbering are used instead of continuous prose		
Writing Style		
Short simple sentences are used		
Instructions are clear - long sentences of explanation are avoided		
Double negatives are not used		
Concise text is used		
Flowcharts, diagrams and pictures are presented rather than a lot of prose		
Jargon and abbreviations are avoided where possible		
For longer documents, a contents page at the		

beginning and an index at the end are given		
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A5 Inclusive Classroom Checklist

<p>The Inclusive Classroom Checklist is a frame of reference used as part of the induction process for new teachers to Windlesham School. It will also be used as an aide memoire of good practice in our termly SEN whole school meetings and as a gauge of whether good practice has been observed in lesson observations conducted by SLT.</p> <p>Planning and Preparation</p>	√ or ?
The teacher knows which children have additional needs in the subject and sets targets accordingly	
Differentiation is evident in plans and lesson delivery	
The Environment	
Interactive Whiteboard background is buff or pale blue	
Resources, trays and drawers, are labelled clearly	
Children who need to are facing the board or near the front	
Displays are uncluttered and at a height that can be accessed by children if appropriate	
Resources	
Worksheets are clear and uncluttered. Information is chunked, (e.g. text boxes, bullet points, clear headings, colour, visuals...)	
Desk top prompts are available (eg. spelling prompts, key words lists, sound mats, number bond strips, pictures, mindmaps)	
Practical equipment is available (eg. magnetic letters; beadstrings, Numicon..)	
Visual or colour coded time-tables are supplied	

Lesson Delivery	
Children know their targets and what they need to do to achieve them	
Lessons begin and end with the "big picture" where possible, (what we are doing, why and where it fits)	
The Learning Objective is shared and returned to during the lesson	
Teaching and learning styles are varied, and include multi-sensory approaches (Visual, Kinaesthetic, Auditory)	
Modelling is a key teaching strategy (Shared Reading & Writing, Shared Investigation, Shared Talk and Thinking Skills, Mistakes?)	
Organisation of learning is varied, eg. pairs, groups, individual, so children are able to draw on each other's skills and strengths	
Interactive strategies are used e.g. children holding up whiteboards/cards, children as teachers at the front...	
The teacher gives thinking time/partner talking time before accepting responses to questions	
Visual and tangible aids support learning and make abstract concepts concrete e.g. pictures, objects, artefacts, photos, films...	
Scaffolding is used (e.g. mindmaps, problem solving grids, talk and writing frames, opportunity for children to talk through the task before starting)	
New vocabulary is clarified, displayed and returned to	
Instructions are simple and checked with children. Time reminders are used.	
The teacher and TA works with all levels of groups in the classroom	
Teaching Assistants are clear about the learning objective for the children they	

are working with.	
Teaching Assistants promote independence, protect self-esteem and increase pupils' inclusion within their peer group.	
Alternative recording methods are encouraged across the curriculum and for homework tasks (e.g. children's pictures, photos, ICT, oral feedback, audio recording, paired work, scribe...)	
Adequate time and support is given to record homework tasks	
Children are involved in feedback and target setting	
Ethos	
Positive and constructive marking is used	
Specific praise is used for behaviour as well as work	
The contribution of all learners is valued in a safe and secure learning environment where it is safe to have a go and make mistakes	

A6 Acronyms Used in this Policy

BILT: Behaviour and Inclusion Learning Team (now part of the BHISS)

BHISS: Brighton & Hove Inclusion Support Service is a multi-disciplinary team of professionals who work with children and young people with special educational needs and disabilities. The school accesses this support in Early Years.

CAMHS: Children and Adolescent Mental Health Service (now part of BHISS). The school leases with this service when appropriate.

SEN COP (2014/15): The Special Educational Needs Code of Practice, introduced in 2014 and revised in 2015

DH: Deputy Head

DfE: Department for Education

EAL: English as an Additional Language

EHCP: Educational Health Care Plan (formerly known as Statement of Special Educational Needs)

EP: Educational Psychologist

IEP: Individual Education Plan

INSET: In Service Training Day for schools

LD: Learning Difficultly

SALT: Speech and Language Therapist or Therapy

SEN/ SEND: Special Educational Needs and Disabilities

SENCo: Special Educational Needs Co-ordinator

TA: Teaching Assistant