

# STANBURN PRIMARY SCHOOL



## Special Educational Needs and Inclusion Policy

Committee Responsible:	Full Governing Body
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Name and Signature:	C Crane

# **Stanburn Primary School**

## **Special Educational Needs and Inclusion Policy**

Stanburn Primary School is an inclusive school where all children are given the opportunity to flourish. We recognise and value children's individual strengths, interests and learning styles and work as a team to meet any special educational needs they may experience.

Our Special Educational Needs (SEN) policy has been written with full regard to the Special Educational Needs and Disability Code of Practice 2015, the Children and Families Act 2014, the Equality Act 2010, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2021.

### **Aims**

- We aim to provide an environment in which all children have access to a broad and balanced curriculum and remove barriers to learning wherever possible.
- We aim to ensure that any special educational need is identified as early as possible and to ensure that systems are in place so that these needs are met.
- We aim to respond flexibly to children's diverse and often changing needs so as to include them in all aspects of school life. This will include providing special help with particular difficulties.
- We believe in developing a strong partnership with parents and carers so as to support children with special educational needs (SEN) as effectively as possible. Parents will be provided with the relevant information.
- We believe in involving children in the decision making which affects their provision, of a level consistent with their understanding.
- We aim to work closely with outside agencies so as to meet children's needs as effectively as possible.
- We aim to provide high quality support for pupils with SEN and Disabilities to ensure they make progress and support them to make a successful transition into secondary school for the next stage of their educational journey.

### **Definition of Special Educational Needs**

At Stanburn Primary School we recognise that a child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made. A child has a learning difficulty or disability if he/she:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools in the Local Authority.
- We also recognise that very able children and those with particular gifts and/or talents may also have special educational needs.
- Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.
- Special Educational Provision is educational provision that is additional to or different from that made generally for other children of the same age.

## **Definition of Disability**

Where a disabled child requires special educational provision they will be covered by SEN definition. According to the Equality Act 2010:

- A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months.
- 'Normal day to day activities' include everyday things like eating, washing, walking and going shopping.

Medical Conditions:

- Children who are unable to attend school for more than 15 consecutive working days for medical reasons must have alternative provision made for their continuing education.
- Individual Health Care plans will normally specify the type and level of support needed where pupils also have SEN. Provision will be delivered in a coordinated way.
- Reasonable adjustments including particular aids and services will be made to ensure pupils with disabilities are not at a substantial disadvantage compared with their peers.

## **Inclusion**

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, level of attainment, ethnicity, medical impairment/condition or background.

We pay particular attention to the provision for and achievement of different groups of learners and work to ensure that pupils and parents / carers are involved as fully as possible in decision making, planning and reviewing the provisions:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL).
- Learners with SEN
- Learners with a disability
- Those who are 'gifted' or 'talented'
- Those 'looked after' by the Local Authority (LA)
- Others, including those who are sick, young carers and those who are in families under stress.

Every effort will be made to ensure assessments, planning and provision and review is carried out in as coordinated a way as possible.

## **Accessibility**

The school is working to ensure that access to the school curriculum environment and to information is increased. Reasonable adjustments are made to the school environment, following advice from relevant agencies so as to meet the needs of individual learners. (See also 'Access Plan'.)

## **Guidance**

### **The Four Areas of Special Educational Needs (SEN)**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical impairment

#### **Communication and interaction:**

Pupils have difficulty in communicating with others. They may have difficulty understanding what is said to them or in expressing what they want to say or in understanding the social rules of communication.

Pupils on the Autistic Spectrum (ASD) may have particular difficulty with social interaction.

#### **Cognition and learning:**

Pupils learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties include moderate, severe and profound and multiple Learning Difficulties.

Pupils may also have Special Learning Difficulty including Dyslexia, Dyscalculia and Dyspraxia.

#### **Social, emotional and mental health:**

Difficulties may manifest in withdrawn as well as challenging and disruptive behaviour. Pupils may have mental health disorder such as Attention Deficit Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD) and attachment disorder.

#### **Sensory and/or physical impairment:**

Pupils with a range of sensory and physical needs may require specialist equipment and/or support in order to make use of the educational facilities provided.

## **Admissions**

Stanburn Primary School's admissions criteria do not discriminate against pupils with SEN or disabilities and has due regard for the guidance in the Code of Practice. Admission arrangements for pupils with an EHC Plan are the same as for the school as a whole.

Prior to admission home visits take place when parents/carers have the opportunity to discuss their child's strengths and interests as well as any difficulties or disabilities.

## **Equal Opportunities**

This policy builds on Stanburn Primary School's Visions and Values that recognise the entitlement of all children to a balanced, broadly based curriculum. Our SEN Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

## **English as an Additional Language**

We believe that it is very important to monitor carefully the progress of pupils with English as an additional language (EAL). If, over time a pupil fails to make adequate progress across a range of curriculum areas we work with the relevant agencies to assess whether their difficulties arise from a limited command of English or from special educational needs. A Home Language Assessment can be arranged to assess their proficiency in their home language before additional support is organised.

## **Assessment and Identification**

Early identification is essential. We use a variety of sources and methods so as to identify children making less than expected progress. This progress may be:

- significantly slower than peers starting from same baseline
- failing to match or better the previous rate of progress
- failing to close the attainment gap between children and peers
- widening the attainment gap.

The sources and methods include:

- Information from home, including that obtained during home visits (carried out before admission to school in September)
- Information from Early Years settings
- Information from outside agencies
- Observations by class teachers/support staff
- On entry and ongoing assessments (e.g. knowledge of early high frequency words, letters and sounds, numbers, shapes and colours)
- Tracking of progress and attainment in relation to age related expectations in Reading, Writing and Maths (each term)
- Early Years Foundation Stage Profile
- Maths assessments
- Unaided writing
- Formal Assessments including the 'Early Literacy Test' and 'Basic Number Diagnostic Test'.

This and any other relevant information needs to be shared by all staff concerned, including class teachers, TAs, the SENDCo, Year Leaders, linked Assistant Headteachers and Deputy Headteachers and, where necessary, the Headteacher. It is important to remember that children come to Stanburn Primary School with different experiences. Although early identification is important we also believe that it is important to ensure that children are given time to gain the experiences they need. Lack of experience does not equal SEN.

Persistent disruptive/withdrawn behaviour does not mean that a child has SEN. Where there are ongoing concerns an assessment will be carried out to determine

whether there are any underlying mental health concern or learning difficulties. If family/housing circumstances are contributing to difficulties, a multi-agency approach will be needed and appropriate referral will be made.

### **Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- The school will ensure that all children have access to a 'balanced and broadly based' curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the 'hidden curriculum' and extra curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

### **Access to information (see also School Access Plan)**

- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information are contained in the school's Access Plan.

## **Incorporating disability issues into the curriculum**

- The Personal Social Health and Citizenship Education (PSHCE) curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

## **Assessment for Learning**

We also place great emphasis on ensuring that ongoing assessments are used to plan appropriate provision (see Assessment Policy).

Other assessments include:

- Review of short term targets
- Annual reviews
- SATs
- Standardised Reading Tests.

## **Record Keeping**

Stanburn Primary School will record the steps taken to meet children's needs and other relevant information. The SENDCo will maintain these records, including those provided by previous schools/settings, outside agencies and services and ensure access to them. Every effort will be made to ensure records are kept in a clear accessible format.

## **SEN Register**

Placing pupils on the SEN register can be triggered by concern and evidence that children are making less than expected progress. This can be characterised by progress which:

- is significantly slower than that of their peers, starting from the same baseline.
- fails to match or better child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Other triggers:

- serious cognition / social / emotional / physical / sensory / communication difficulties.
- Attainment significantly below age related expectations
- Wave 2 interventions have not led to significant improvement.

An early discussion with parents will take place relating to:

- pupil's area of strength and difficulties
- agreed outcomes for the child and review date
- the local authority's information advice and support services

- when it is decided that a child has SEN this decision will be recorded and parents will be told formally that special educational provision is being made.

### **Support**

Once a child has been identified as having SEN we provide a graduated response as advocated in the 'Code of Practice'. Support will take the form of a 4 part cycle and will be led by the class teacher in partnership with the SENDCo.

Appropriate records should be kept by all teaching and support staff. Parents/carers should also be kept informed of progress through 'Parents Evenings' and other regular meetings.

### **Part 1: Assess**

All relevant information should be included:

- teacher assessment and experience
- previous progress and attainment
- development in comparison to peers and national data
- parental views and experience
- pupils own views
- advice from external agencies / professionals

### **Part 2: Plan**

Parents will be formally notified of any SEN provision. The teacher and SENDCo should agree in consultation with parents and pupils the interactions, support and any adjustments that are needed. It should also be agreed what the expected impact on progress, development or behaviour will be and date for review will be set.

The information will be shared with all relevant staff and professionals including appropriate strategies and approaches that are required.

Support should be based on meeting the agreed learning outcomes and on reliable evidence of effectiveness.

The school will aim to work in partnership with parents to provide appropriate support at home and at school.

### **Part 3: Action**

The class/subject teacher is responsible for working with pupils with SEN on a daily basis. Where interventions are outside the main classroom, the teacher remains responsible for the pupil. The teacher will work closely with TAs / specialist staff to plan and assess the impact of any intervention. The SENDCo will work with the class teacher to carry out further assessments and provide advice.

### **Part 4: Review**

The effectiveness of the intervention and impact on pupil progress will be reviewed as agreed. The quality of the intervention will be evaluated along with the views of parents and pupil.

In light of this evaluation the class teacher and SENDCo will revise the support and if necessary make changes to the outcomes in consultation with parents and pupil.

When a pupil has EHC Plan the Local Authority will review this plan at least every 12 months.

Meetings will be led by the class teacher, supported by the SENDCo and will be in line with the normal cycle of discussions with parents. Additional time may be needed to enable to explore parents' views and plan effectively.

### **Specialist involvement**

The school works closely with a range of outside specialist agencies and professionals. When a child continues to make less than expected progress a referral to one or more of these agencies may be made. This will be done with the agreement of parents and will be recorded.

Specialist agencies are:

- The Education Psychology Service (EPS)
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist teachers for pupils with learning and visual impairment and ASD.
- Therapists including Speech and Language Therapists, Occupational Therapists, Physiotherapists and Counsellors.

The SENDCo, specialists and class / subject leaders will work together with parents to develop an effective range of teaching strategies and interventions so as to promote pupil progress. Outcomes will be agreed and a date for review will be set.

### **Arrangements for Professional Development for all staff, including SEN staff and learning support assistants, in relation to special educational needs**

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENDCo.

### **Consultation with Parents**

As outlined above the school will ensure parents are involved as fully as possible in the process of assessment, planning, provision of support and review. Discussions will be led by the class teacher supported when appropriate by the SENDCo.

Meetings will be in line with the normal cycle of parent consultations with allowance made when additional time is needed. Additional meetings will also be arranged as and when they are needed. Pupils' views will be taken into account, either through attendance at meeting or by gathering their views before meetings.

Records of these meetings including outcomes, action and support will be kept and shared with parents.

### **Education, Health and Care Plans (EHC)**

Following the graduated approach outlined above, and when in spite of additional appropriate special educational provision being made, a child continues to make less than expected progress, an EHC needs assessment may be required.

Those who can request an EHC needs assessment are:

- Parents
- Young persons between 16 and 25
- A person acting on behalf of a school or other educational institution
- Others including: foster carers, health and social care professionals, early years practitioners.

Once a request is made to the LA a decision must be made within 6 months and communicated this decision to parents.

The LA must notify parents of any request not made by the parents themselves.

The LA will consider:

- The views and concerns of the parents
- Evidence of the child's attainment and rate of progress
- Information about nature, extent context of the SEN.
- Evidence of actions already taken to meet the child's needs.
- Evidence that where progress has been made it has only been as a result of much additional intervention and above what is normally provided.
- Evidence of the child's emotional, social and health needs.

The Local Authority must consult both the parents and child throughout the assessment process. Their wishes and aspirations should be taken into account and they should be part of the decision making process.

Where the Local Authority decides against doing an EHC assessment of needs, this decision will be communicated to parents within a maximum of 6 months of reviewing the request.

If the LA agrees that an assessment of needs should be carried out, this will also be communicated to parents within 6 weeks. Information will then be gathered from all relevant agencies, a draft plan will be drawn up. Parents and pupils have 15 calendar days in which to respond and express a preference for a school and seek agreement for any personal budget.

The LA will then consult the governing body / head teacher of the school before naming them in the EHC plan. The school should respond within 15 calendar days.

Any amendments to the draft plan and a final plan will be issued by the LA within 20 weeks of the request being submitted. Parents and pupils have a right to appeal. Every effort will be made by the school and by the LA to ensure that the plan is drawn up in a collaborative way and that parents and pupils are able to express their concerns and aspirations. There will also be a strong focus on ensuring plans set out clear outcomes. Those who are responsible for delivering these outcomes will be named and plans will be reviewed at least annually. Any short term targets will also

be reviewed regularly and appended to the EHC plan. Reviews will normally be held at the school. Information and advice for the reviews should be submitted 2 weeks prior to the meeting and the LA's decision regarding the EHC plan will be made within 4 weeks.

### **Personal Budgets**

The LA sets out detailed information about Personal Budgets in the 'Local Offer'.

### **Transition**

There will be a strong focus on ensuring that transitions are well planned. Key transfers are:

- Early Years provider to the primary school
- Key Stage 1 to Key Stage 2
- Primary to Secondary School

The review and any amendments must be completed by 15<sup>th</sup> February in the calendar year of the transfer.

### **EYFS**

It should be considered whether it is appropriate to review an EHC plan for a child under 5 every 3 – 6 months. These reviews may not need to include full range of professionals but must ensure parents are fully consulted about any changes to the EHC plan and made aware of their right to appeal to the Tribunal.

### **Re-assessments**

When a pupil's need change significantly a re-assessment of needs may be required. This must be done if a parent, young person or the Governing Body or Headteacher of the school requests this. The LA may also initiate a re-assessment if it thinks this is necessary. If less than 6 months have passed since the last assessment was carried out the LA can refuse. The LA must respond within 15 calendar days of receiving any request and parents have a right of appeal if they decide not to carry out a re-assessment.

### **The Role of SENDCo**

The SENDCo is a qualified teacher and part of the leadership team. The SENDCo has responsibility for the operation of the SEN policy and the coordination of provision for pupils with SEN, including those with Statements and EHC plans. They work closely with teaching and support staff with parents and specialist agencies and outside bodies to ensure provision is as effective as possible and meets pupils' often changing needs. They provide advice on using a graduated approach to SEN support and on the deployment of the delegated budget and other resources to meet pupils' needs. They ensure records are kept up to date and that information is shared with all those working with pupils with SEN, particularly parents.

## **The Role of Class Teachers**

Prior to the involvement of the SENDCo the Class Teacher should:

- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment form basis of next steps
- Involve parents
- Involve child
- Will not assume difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiate – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

The Code of Practice acknowledges the important role of the class teacher whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision, for pupils with SEN
- Working with the SENDCo to decide on action to support pupils with SEN including appropriate differentiation of the curriculum
- Working with pupils on a daily basis to deliver any individual or group programme decided up by parents and the school
- Reviewing progress and adapting programme of support
- Developing positive relationships with parents/carers and with pupils
- Working with support staff to deliver appropriate provision
- Working with relevant outside agencies including SALT and the EPS.

## **The Role of the Headteacher**

The Headteacher's responsibilities include:

- The day to day management of all aspects of SEN provision
- Keeping the Governing Body fully informed about SEN within the school
- Working with the SENDCo and SEN team
- Allocating the SEN budget
- Ensuring that the school has appropriate strategies for working with parents/carers and that these strategies encourage involvement in their children's education.

## **The Role of the Governing Body**

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that a high standard of provision is made for SEN pupils
- Ensuring that pupils with SEN are fully involved in the life of the school
- Being involved in developing and reviewing SEN policy.
- Having regard to the Code of Practice when carrying out duties.

## **The Role of Teaching Assistants**

Teaching Assistants play a very valuable role in supporting pupils with SEN. Some work with pupils with EHC Plans and wherever possible are given appropriate training to ensure that the objectives of the EHC Plan can be met. Teaching Assistants work with outside specialists, including Speech and Language Therapists and Occupational Therapists, to ensure provision is appropriate and effective.

Teaching Assistants also work under the supervision of class teachers and/or the SENDCo to support pupils with SEN and others identified by the class teacher.

Duties include:

- In-class support
- Small group / 1:1 support

We consider training to be an important aspect of the Teaching Assistants role and will provide this through the SENDCo and relevant Local Authority CPD.

## **The Role of Parents**

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. All parents and carers of pupils with special educational needs will be considered as partners and supported to play an active and valued role in their children's education. Helping their child at home will be an important part of the support provided.

The SENDCo and Headteacher will monitor and evaluate pupil progress by:

- Consideration of each pupil's success in meeting short term targets and EHC Plan outcomes
- Use of standardised tests including Reading and Maths tests
- Evidence from Annual Review Meetings.

Class Teachers evaluate pupil's progress against their identified targets/objectives for Reading, Writing and Maths.

## **The Role of Pupils**

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

## **Complaints**

Any complaints can be discussed informally, in the first instance, with a member of staff or school governor. A formal complaint can be made through the school's procedure as set out in the school's Complaints Policy and if the matter remains unresolved, to the Local Authority. A written response will be provided. Parents have

a right to appeal and if they remain concerned after following the local procedure, they can go to the Department for Education – School Complaints Unit.

### **Pupils looked after by the Local Authority**

Any pupil who is looked after by the Local Authority and is identified as having SEN will be closely monitored and every effort will be made to ensure the process of assessment and planning and review is undertaken as quickly as possible, including any request for an EHC assessment of needs.

The school will work closely with all relevant professionals including the

- Social worker
- Designated doctor or nurse
- Independent Reviewing Officer (IRO)

and will ensure any EHC Plan works in harmony with the pupil's Care Plan including a Personal Education Plan (PEP) and a Health Plan. The EHC should not duplicate information already in these plans.

### **Children of Service Personnel**

Every effort will be made to ensure children of Service Personnel who have SEN are not disadvantaged.

Records will be transferred between the schools and any new setting using the Pupil Information Profile for Service Children (CEAS).

Service related issues will be considered at any reviews and access to assessment and interventions will be considered on the basis of need and not the amount of time left in the school.

Service Pupil Premium funding can be used to support the SEN of service pupils with SEN.

### **Resolving Disagreements**

The Local Authority sets out arrangements in the Local Offer.

#### Disagreement Resolution

The LA makes disagreement resolution service available to parents, young persons. This service is impartial and use of the service is voluntary. It is available to resolve disagreements about any aspect of SEN provision and care present the need for

- Mediation
- Appeals to the Tribunal (First tier SEN and Disability).

This service is set out in the LA's Local Offer and can be used at any time.

Mediation is meant to complement the Department's Resolution Services and relates to decision about EHC needs assessment and plans.

### **Monitoring and Evaluation**

The school will continuously monitor and evaluate the working of the SEN Policy and gather information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make

- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

### **Tribunal**

The tribunal hears appeals against decisions made by the LA regarding EHC needs assessments and EHC Plans.

## **Appendix**

### **Information for teachers/support staff**

A range of reference books and up-to-date information relating to different conditions and areas of SEN such as Emotional and Behavioural Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), Dyslexia and sensory impairment are also available. These offer advice on identification and appropriate teaching strategies.

#### **A brief guide to inclusion**

How can class teachers and support staff meet the diverse needs of children with a range of SEN? Listed below are some strategies which will aid inclusion.

#### **Hearing Impairment**

About 25% of children may have a hearing impairment at any one time, in most cases this will be temporary. About 2% of children have a permanent hearing loss and should be regularly checked by a specialist (SACT)

Children with a hearing impairment need:

- You to speak clearly, not loudly.
- To be able to see your mouth when you talk to the class.
- You to use their name or point when asking them a question.

#### **Visual Impairment**

Children with a visual impairment will normally be known to you. Their needs can vary greatly and different strategies will be needed. Some may need print to be enlarged while others may need it to be reduced. Some children may wear glasses, others may wear contact lenses. Advice should be sought from outside specialists (SACT). Children with a visual impairment need:

- To be allowed rest periods when a lot of visual information is presented.
- Printed texts to be adapted to their needs.
- Access to appropriate ICT such as TextHelp (this reads aloud whatever is on the screen).
- Work to be set at an appropriate level.
- To be seated where they can see your face.
- A tidy classroom with good lighting.
- Time for verbal explanations, hands-on experiences and extra time to complete tasks.
- Colour coding to help locate/put away equipment.
- Encouragement to wear glasses.

#### **Autistic Spectrum Disorder**

Children with ASD are commonly described as having a triad of impairments which vary in severity and affect:

- Communication
- Social interaction

- Flexible thinking/social imagination (may include obsessional behaviours and resistance to change)

Children with ASD need some, or possibly all, of these:

- A clearly understood routine (visual timetables are useful)
- Clear rules which are taught directly to the child
- To be prepared well in advance for changes
- Clear and simple instructions (group instructions need to be repeated individually to ensure understanding)
- Social stories to develop understanding of specific situations/behaviour
- Support to understand figures of speech/jokes
- Support to interpret social signals and learn social conventions such as turn-taking (e.g. through playing games)
- Visual prompts to support understanding of new concepts
- A low distraction work area and 'quiet area' in which to calm down if necessary
- All involved staff to share relevant information and to take a consistent approach in managing behaviour
- Ongoing dialogue between home and school.

### **Dyslexia**

Dyslexic pupils may have difficulties with reading, spelling, short term memory, organisation and sequencing. It can affect children across all levels of intellectual ability and is believed to have a genetic cause. About 10% of the population have some degree of dyslexia, about half of these to a significant degree.

Some children have difficulties with basic maths (especially ordering numbers and times tables). This is sometimes called Dyscalculia. Children with Dyslexia/Dyscalculia need some or all of these:

- Multisensory teaching methods to reinforce learning
- To be taught word building skills and spelling rules
- Regular opportunities to revise previously taught skills
- Opportunities to develop keyboard skills/use spell-checkers
- Alternative methods to record work e.g. 'mind maps', labelled drawings, writing frames, comic strip stories
- Clear, concise oral instructions
- Coloured overlays/line trackers
- Lots of praise and encouragement
- Support to develop phonological awareness of e.g. rhyme
- Verdana font
- Dark blue on cream background
- Copying from the board kept to a minimum

### **Emotional and Behavioural Difficulties (EBD)**

Children with EBD have difficulty in understanding and/or working within accepted behaviour norms. Underlying reasons can be learned or inflicted and children of all abilities can be affected.

Some children may display unusual quietness rather than disruptive behaviour.

Serious and ongoing difficulties will need the involvement of outside professionals such as the EPS, the Educational Welfare Service or Child and Adult Mental Services (CAMHS).

Children with EBD need:

- Clear and consistent rules (see Behaviour Policy)
- A consistent approach by all staff
- Short, clearly defined tasks
- Specific targets relating to an aspect of behaviour e.g. not calling out in class
- Praise and/or appropriate rewards when progress is made
- Opportunities to talk about problems through 'circle-time'
- Social skills groups to deal with e.g. anger management/peer relationships.
- A joint home/school approach wherever possible.

### **Attention Deficit Hyperactivity Disorder**

ADHD – the impulsive hyperactive type

ADD - without hyperactivity

Children with ADHD or ADD have a medical condition which is thought to be caused by a malfunction of the neurotransmitters in the frontal lobe of the brain. It is probably genetic in origin and can affect 5% of children, to some degree.

Some children will be on medication such as Ritalin.

Children with ADHD need the same consistent approach as children with EBD and will also benefit from:

- Opportunities to move in class such as 'Brain Gym', practical activities/responsibilities.
- Short, simple instructions.
- Short, well defined targets
- Frequent feedback on behaviour, especially positive
- Opportunities to take 'time-out' both as a reward and to relieve tensions
- Individual/paired work rather than group work.

### **Gifted and More Able**

In general 'gifted' refers to the top 2% of ability in a specific area and 'more able' refers to the following 10%.

It is important to take note of an indication of ability and to be aware that ability comes in many different forms (the 'multiple intelligences' concept). For example some children may show exceptional interpersonal skills or be very good at sport or art. All achievement should be valued.

More able children need:

- Differentiated work
- To be challenged to the point of failure
- Encouragement to develop independent learning skills

- Opportunities to evaluate their own learning
- Contact with children of similar ability
- Contact with peers

There are clearly many other conditions and types of SEN not covered here. Please talk to the SENDCo and/or refer to the materials and books in the Inclusion Leader's room for more information.