

# Alexandra Primary School



## Alexandra

Primary School

**Aspire, Perform, Succeed**

**A policy to support children with Special Educational  
Needs and Disability (SEND)**

Drafted by: B McLaughlin  
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## Alexandra Primary School Aims

At Alexandra Primary School we aim to encourage all children to:

- **Aspire to be successful learners who enjoy learning**
- **Perform as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives**
- **Succeed as responsible citizens who make a positive contribution to society**

... and when children enter their next stages of education and then ultimately employment the young people know that educators and employers want them to have the following attributes; to have...

- a good grasp of basic knowledge and skills;
- be reliable, take responsibility and show resilience;
- an ability to build and maintain relationships;
- an ability to work collaboratively in a team;
- creativity and use problem solving skills.

## Our Values

To achieve our aims, we have looked at the main values that will underpin them and link together and start from the first day children join Alexandra Primary so that these should be embedded by the time they leave us.

Children should have high aspirations in their school career. Staff, parents and carers will work together to equip children with the skills to perform the best they can whilst at Alexandra. This will then determine success for achievements at school and beyond.

## Contents

Alexandra Primary School Aims.....	2
What are special educational needs?.....	4
Aims and Objectives .....	5
Quality first teaching.....	5
SEND Support.....	6
Equal Opportunities and Inclusion.....	7
Admissions .....	7
Identification, Assessment and Provision.....	8
The Role of The SENDCo and what provision looks like at Alexandra Primary School.....	8
Monitoring Children’s Progress .....	9
Reasons for a child being added to the SEND support register:.....	10
Partnership with parents.....	10
The Nature of Intervention.....	11
Individual Pupil Provision .....	11
Access to the Curriculum .....	12
External Support.....	12
Education Health and Care Plan (EHCP).....	13
Request for Education Health and Care Plans.....	13
Pupil Voice .....	14
Allocation of resources .....	15
The role of the Governing Board.....	15
Safeguarding and welfare concerns:.....	15
Related Policies.....	16
Monitoring and evaluation .....	16
Review Procedures .....	16
Appendix 1: Interventions at Alexandra Primary School .....	17
Appendix 2 Supporting a Young Person in a Mainstream Classroom.....	18
Appendix 3 – School Provision Map Wave 1-3 Interventions.....	20

## Introduction

Alexandra Primary School has a named SENDCo (Mrs. B McLaughlin) and an appointed named School Governor for SEND. They ensure that the Alexandra Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school.

It is the belief at Alexandra Primary School that all children have an equal right to a full and rounded education, which will enable them to become successful learners who enjoy have high aspirations, make progress and succeed. We aim to promote emotional literacy and recognise the links between SEND and wellbeing. School will endeavor to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (September 2015) which are as follows:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory / physical.

## What are special educational needs?

*A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision.*

### **SEND Code of Practice 2015**

Children may have needs in one or more of these categories. Factors which are not SEN but may still impact on progress and attainment include:

- Disability (may be separate to any educational needs)
- Attendance and punctuality
- Health and welfare
- Having a first language other than English
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child, a Previously Looked After Child or having any involvement with a social worker

These factors may also further compound any special educational needs which a child may have, and will be taken into consideration when planning how best to help children achieve. We recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning, and that these may be long or short term.

Children may be offered additional support, through small group or 1:1 activities , in order to boost their academic progress and/ or self-esteem / confidence.

APS recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Alexandra Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities alongside peers who do not have special educational needs.

## **Aims and Objectives**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- To request, monitor and respond to parents / carers and pupils views in order to evidence high levels of confidence and partnership;
- To make clear the expectations of all partners in the process;
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Quality first teaching**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

All teachers at APS are teachers of children with SEND and we have a robust system of evaluating progress, including regular lesson observations, learning walks, team around the year group meetings and scrutiny of children's classwork by senior colleagues.

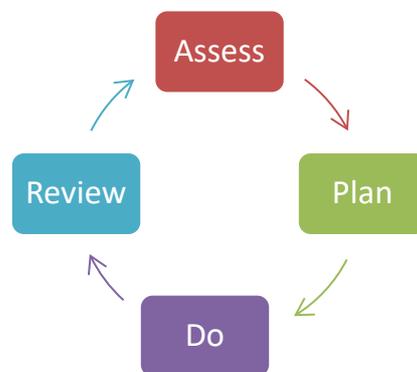
Training is provided to teachers in how to identify and support vulnerable pupils and those with SEND. All members of staff are encouraged to seek support from the SENDCo at any time in how to meet a child's particular need. It is important to distinguish between catch up interventions that are used to bridge gaps in learning and SEND personalised learning for individual support – see **Appendix 1 Interventions at APS**.

Wave 1-3 interventions identify what provision might look like for the four areas of need linked to our school provision map – see **Appendix 3 School Provision Map Wave 1-3**

## Interventions

### SEND Support

If SEND support is put in place for a child, a plan, do, review cycle will be used following assessment to allow for progress to be seen and reviewed.



**Assess** - The class teacher and SENDCo discuss the progress children are making and the difficulties they may be having. Children's needs may be assessed with reference to:

- Formal assessments and tests
- Progress measured against expected outcomes
- Standardised screening and assessment tools
- Observations of emotional and social development
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- An existing Education and Health Care Plan
- Work sampling

Input may be sought from parents / carers at this stage, and concerns or advice from external specialists already working with children, e.g. Speech and Language Therapists may also be considered.

**Plan** - The class teacher and SENDCo plan the support, programme or alterations to be put in place. This may include:

- Differentiated classwork
- Small-group or individual teaching for certain lessons, either from school staff or an external specialist
- A programme of work to target a specific area of difficulty, such as therapies
- Special arrangements at playtime / lunchtime
- Providing special equipment
- Training staff around the child in particular strategies, e.g. Makaton
- Referral to an external specialist

At this point parents / carers are formally told that their child is receiving SEN Support. The programme of support will be agreed with parents / carers and, where appropriate, with the child. A review date will be set, usually the start of the following term, although timescales may vary according to the needs and circumstances of each child.

**Do** - The SEND support is put in place and monitored by the class teacher. The SENDCo may also oversee the support where applicable, e.g. where a child's needs are long-term and will be present throughout his or her time at APS.

**Review** - At the review date, the support is evaluated by the class teacher and the SENDCo. In many cases, parents / carers and the children themselves, other school staff and / or external specialists may contribute to the evaluation. This is done by judging progress against short- or longer-term targets, which may be measured in academic progress or in other areas of the child's development. Any suitable adjustments are made, and next steps identified which will feed into the Assess stage of the next cycle. The

effectiveness of the provision is evaluated at this point and changes may be made, including cessation of SEN support if the child no longer needs it.

SEND Support Records are updated at each meeting. They are stored electronically on the school system, and paper copies are kept in the child's SEND file, held by the SENDCo, and by the class teacher. Copies are shared with parents/carers and may be made available to external agencies as appropriate. Where advice or targets are given by an external specialist, these will also be evaluated as necessary.

## **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess impact regularly through meetings with our support staff and class teachers to ensure all children have equal access to success across all subjects.

### **Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
- may need support in developing their self-esteem and emotional literacy and resilience.

### **Teachers respond to children's needs by:**

- providing support for children who need help with a variety of different needs such as communication, literacy, numeracy or social understanding;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and own their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning alongside their peers.

Support is provided by the SENDCO to class teachers and Teaching Assistants, however we ask that staff use a range of teaching and learning techniques which can be seen in our Pedagogical Cards and for mainstream classroom support – see **Appendix 2 Supporting a Young Person in a Mainstream Classroom**.

## **Admissions**

In line with local authority procedures, applications for a place at Alexandra Primary School are made through the admissions department at the London Borough of Hounslow. In the case of a child with an Education, Health and Care Plan (EHCP), the Hounslow SEN department send the relevant paperwork to the school, who ask whether or not we are able

to meet the child's needs. If we are not able to meet the child's needs as set out in the EHCP, the child will not be offered a place. However, there may be occasions where the local authority, in agreement with the parents / carers, choose to override this and direct the school to admit the child. In this case we will use our best endeavours to meet the child's needs but cannot guarantee that we will be able to provide everything as set out in the EHCP.

Where we are able to meet a child's needs, the child will be offered a place. In Reception and Key Stage 1, this must mean that the class does not exceed 30 pupils, so it may be the case that while we are able to meet a child's needs, we do not have a place available. In Key Stage 2, the admission of a child with an EHCP may mean that class sizes go above 30.

## **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing board, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day to day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years or previous education. If the child already has an identified special educational need, this information may be transferred from other partners in their previous setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## **The Role of The SENDCo and what provision looks like at Alexandra Primary School**

The role of the SENDCo includes:

- Leading the staff team in meeting children's special educational needs and disabilities
- Managing the short, medium and long-term implementation of the SEND Code of Practice and school SEND policy
- Acting as a consultant for school staff seeking support with SEND
- Co-ordinating the administration associated with SEND
- Being an effective teacher of children with SEND

The SENDCo responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer. Similarly liaising with other settings and Early Years providers to ensure smooth transitions at the beginning or during the school year
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND Support Register
- Monitoring the progress of all children on the SEN support register
- Reporting to the governing body on all aspects of SEND in the school

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are not in line with age related expectations.

In some cases, children will have had a disability or special educational need formally diagnosed by a professional outside of the school (e.g. NHS). In other cases, SEN is identified by school staff. The following list details criteria for identifying SEN, but it is not exhaustive and we take care to consider as many factors as possible:

- Pupil working at a level two years or further behind age-related expectations in reading, writing or maths
- Pupil displays characteristics of a specific learning difficulty (e.g. Dyslexia), although work may generally be of a good standard
- Pupil needs adult intervention at least once per day to help manage emotions, behaviours or relationships
- Pupil demonstrates significant difficulty in understanding or using verbal language (separate to learning English as an Additional Language)

The SENDCo liaise with all class teachers at the beginning of each term to review and plan for children currently receiving SEND Support. Teachers raise any other children about whom they have concerns at this point, although they may also do this at any point in the year. The teacher and SENDCo discuss the child's attainment, emotional well-being, communication and any other relevant factors and decide whether to put SEND Support in place.

**Progress** can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Alexandra Primary School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an PSP (Pupil Support Plan), and year group provision map. The SENDCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the LA with a record of our work with the child to date, using the Assess, Plan, Do, Review process.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of 6 -12 weeks.

The class teacher, after discussion with the SENDCo, will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets recorded in their PSP, which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and the child.

**Reasons for a child being added to the SEND support register:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

**Partnership with parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition

process where appropriate.

The school website contains further details of our work with special educational needs; the SEND Local Offer includes the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

School encourages parents to make an active contribution to their child's education and have regular meetings each term to share the progress of all children, including those with special needs, with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through a school email address and parents and children have access to the school website which has a further information regarding Special Educational Needs and Disability.

### **The Nature of Intervention**

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups or individuals being withdrawn to work with the SENDCo; Teacher or, with TA support
- Extra adult time to devise / administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher, SENDCo or any outside agencies and they will have specific time slots to discuss Individual Learning targets and progress with the SENDCo on a termly basis.

The SENDCo will support further assessment of the child where necessary; assisting in planning for their future needs in discussion with colleagues and parents.

### **Individual Pupil Provision**

Strategies employed to enable the child to progress will be recorded within an Individual support plan, which will include information about:

- The child's current position (Assess)
- The short term targets set for the child (Plan)
- The teaching strategies to be used (Do)
- The provision to be put in place (Do)
- How well did the child do (Review)
- The review date

- The child's views will be sought, where appropriate, and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

By breaking down the learning into finely graded steps and targets, we ensure that children experience success. All children receiving SEND Support have their support recorded through the year group provision map and/or a Pupil Support Plan with targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. There are times when a small group intervention is needed to move learning forward for a child or group. We monitor these occasions so that children can receive a broad and balanced curriculum. However, we are also mindful that in Key Stage 1 getting the basics right is as important for transition to Key Stage 2 and then the next stage of learning coping with the secondary school curriculum and associated demands.

## **External Support**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations.

We work closely with a range of external specialists including:

- Learning and behaviour consultants
- Educational psychologist
- Speech and language therapy (WLS&LT)
- SENSS team (Special Educational Needs Specialist Support): visual impairment, hearing impairment, physical / medical needs
- Occupational therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Child psychotherapist
- Child Development Clinic (CDC)
- Early Years SEN Support

The advice or support of an external specialist may be sought at any point during the SEN Support cycle. Some services may require referrals from a professional or service other than the school.

The nature of the support provided by external specialists varies according to the nature of their service but may include:

- Assessment
- Advice to staff and/or family
- 1:1 or group work
- Provision of specialist equipment Diagnosis
- Monitoring progress

They may use the child's records in order to establish which strategies have already been employed and which targets have previously been set. They may also communicate directly with parents.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Pupil Support Plans continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below the age related expectations of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Despite having received interventions, the child continues to fall behind the level of their peers.

### **Education Health and Care Plan (EHCP)**

An Education, Health and Care Plan (EHCP) is a legally binding document setting out a child's needs and what must be done to meet those needs.

A child who has an EHCP will continue to have arrangements as for other children receiving SEN Support, and additional support that is provided using the funds made available through the EHCP.

The progress of children with an EHCP will be reviewed termly by the class teacher and SENDCo in addition to the statutory annual review (or six month review for children under the age of five).

The Annual Review, chaired by the SENDCo, is to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

### **Request for Education Health and Care Plans**

For a child who is not making adequate progress, despite the provision put in place by the school on the advice of outside agencies, a request may be made to the Local

Authority (LA) to make a statutory assessment in order to determine whether it is necessary to make an EHCP. This request can be made by parents, or by the school.

The school is required to submit evidence to the LA, whose weekly SEN Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. More information can be found here:

[https://fsd.hounslow.gov.uk/synergyweb/local\\_offer/Education\\_health\\_care\\_plan\\_EHCP.aspx](https://fsd.hounslow.gov.uk/synergyweb/local_offer/Education_health_care_plan_EHCP.aspx)

The parents of any child who is referred for assessment for an EHCP will be kept fully informed of the progress of the referral. They will be directed towards independent sources of support.

Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

The evidence could include:

- Previous individual pupil provision sheets and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- National Curriculum attainment levels in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents/ child.

The parents of any child who is referred for an EHCP will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed regularly in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCo from the receiving school will be informed of the outcome of the review.

## **Pupil Voice**

All pupils are encouraged to share their views through various channels. For example: they frequently self-evaluate their work and are able to express to their teacher how they found the task; they hold elections for school council and vote on key issues in weekly class council meetings.

In the case of children with SEND, it is of the utmost importance that they participate fully in these activities. Adult support is deployed where necessary to enable pupils to take part in the school's democratic processes, and all pupils, including those with SEND, are encouraged to stand for election.

In terms of having their own specific needs met, some older children with EHCPs are invited to attend their review meetings to tell the adults present how they find school. As many children find this intimidating, parents / carers and a trusted adult within the school are asked to carry out an interview with the child prior to the review meeting to obtain their views. This might necessitate the use of pictures or other items to enable the child to express their views. In certain cases, particularly with younger children, it may be more appropriate to carry out a series of observations to see how the child expresses their views about school.

## **Allocation of resources**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Headteacher informs the governing board of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENDCo meet annually to agree on how to use funds directly related to EHCP's.

## **The role of the Governing Board**

The Governing Board challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Board reviews this policy regularly. The Senior Leadership Team regularly presents progress and attainment data to the governors, including that of children with SEND.

## **Safeguarding and welfare concerns:**

Alexandra Primary School recognises there can be no issue of greater importance to parents and carers, or to the school, than the safety of their children. Safeguarding is an essential part of Alexandra Primary School's ethos and is an essential part of the fabric of the school, involving every member of the school community. The school monitors particular circumstances and needs of **all** pupils, especially the most vulnerable and including in particular those children who are looked after, those who have additional needs and those who have special educational needs.

The school has a safeguarding and child protection policy which it reviews regularly to focus minds on the need to ensure that safeguarding permeates all aspects of school life and that all appropriate steps have been taken to guarantee and promote **all** children's safety. Staff at Alexandra Primary School undergo regular training and staff development, including in safeguarding and protecting the welfare of children, and in meeting the needs of children with SEND. Staff understand that children with disabilities are at greater risk of abuse than non-disabled children and that there is a need for policies and practices within the school that safeguard, respect and empower all children, especially vulnerable and disabled children.

Senior leaders and governors of the school endeavour to ensure that staff have the tools they need to effectively and safely provide for all children and young people, particularly those with special educational needs or disabilities. The training needs of staff are regularly reviewed to ensure:

- a. that staff who have responsibility for safeguarding and child protection have skills in working with children with additional vulnerability (e.g. children who are looked after, disabled children / children with SEND)
- b. those staff who work with children who are looked after, disabled children or children with special needs are aware of child protection issues.

## **Related Policies**

This SEND policy links closely with, and should be read in conjunction with the following policies or documents

- Safeguarding and Child protection Policy
- Attendance Policy
- Complaints Policy
- Curriculum information
- Designated Teacher for Looked After and Previously Looked After Children
- Disability Action Plan
- Equalities Policy
- Exclusions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Homework Policy
- Medical Policy
- Children with Health Needs Who Cannot Attend School Policy
- Remote Learning Policy
- Staff Code of Conduct
- Whistle Blowing Policy
- Whole, Happy, Healthy strategy

## **Monitoring and evaluation**

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCO is involved in supporting teachers and in drawing up Pupil Support Plans for children. The SENDCo and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special needs also hold regular meetings.

## **Review Procedures**

This policy will be reviewed annually:

**Signed: Beth McLaughlin**

**Signed by SEND Governor:**

**Date: January 2022**

## Appendix 1: Interventions at Alexandra Primary School

# Intervention Support Continuum

### Bridging the Gap

Low End Concern

- Gap filling support, using programs such as PiXL therapies. Find the Gap, fill the gap. These are targeted at a specific area of learning within a subject/topic. These groups will usually consist of different children for each therapy. Depending on need, some children may need a number of therapies.
- In class support with learning from the teacher and TA, use of word mats and other learning aids to support.
- EAL support where appropriate.
- ELSA referrals for initial support – possible onward referrals to Pastoral Support and or play therapy.
- If children are not making any progress and are continuing to need constant support (beyond that of any EAL needs), then referral to the SENDCo should be considered for further investigation.

### Personalised Learning

High End Concern

- Children are on the SEND register.
- Some children may have an EHCP.
- Interventions are targeted on a 1:1 or small group basis for a specific need.
- These are fixed interventions that will be completed with the same children over an agreed period.
- Support may be for cognition and learning, behaviour, sensory, speech and language, emotional literacy etc. or a combination of these.
- Outside agency support may be offered e.g. Cardinal Road, SALT, OT, Play Therapy, etc.
- Provision maps will track the support offered to assess impact.

**Bridging the Gap interventions and SEND Personalised Learning interventions aim to offer additional support to children to help them access the curriculum at APS, they are not a replacement for high quality first teaching. When timetabling any interventions, teachers should be mindful of not limiting a child's opportunities and ensuring they have access to a broad and balanced curriculum.**

## **Appendix 2 Supporting a Young Person in a Mainstream Classroom**

### **Supporting A Young Person With SEND In A Mainstream Classroom**

We know you know this, but sometimes we all need a memory jogger.

This is a generalised list of strategies that will help to support the difficulties that many, but not all, young people with SEND (Special Educational Needs and Disabilities) encounter in school. Individual strategies will vary according to the age and abilities of the young person.

#### **Behaviour management**

- have consistent rules and clear routines and boundaries
- provide lots of praise and positive feedback for effort
- be overt with praise for desired behaviour and achievements and praise good role models
- where possible ignore undesirable behaviour but promote desired outcome
- use non-verbal cues in conjunction with verbal prompts to attract attention

#### **Communication and Body Language**

- clear and unambiguous communication is essential
- keep sentence structures simple
- be explicit rather than imply meaning through tone or gestures
- avoid sarcasm, idioms and jokes
- avoid questions when you really mean to give an instruction
- where possible, give choices not questions
- do not insist on the young person looking at your face if it makes them uncomfortable
- try not to gesticulate unless you are deliberately using signs or gestures to support what you are saying

#### **Giving instructions**

- make sure you have the young person's attention before giving an instruction
- keep instructions short and simple
- allow extra thinking time for processing instructions and questions
- break down the instructions (number the stages)
- give instructions in the order you wish them to be done
- get the young person to repeat back what they are going to do in their own words to check their understanding
- support the instruction visually if possible (writing, picture, sign, symbol, gesture)
- crossing off the stages can help a young person to understand when the task is completed

#### **Learning**

- share clear and explicit objectives and expectations with the young person
- support starting and finishing tasks as these can be areas of difficulty
- give short tasks with a definite end point
- give lots of visual support
- support young person's time management in completing tasks (timers / timetables)
- use well-structured resources (writing frames, check lists, planning sheets)
- limit open ended activities
- limit choices
- use varied and creative ways to demonstrate understanding/complete a task
- be aware that homework can be harder to understand and take longer to complete

## Organisation

- reduce anxiety by informing the young person what to expect wherever and whenever possible
- stick to routines as much as possible and minimise changes
- use a visual timetable, personal diary, planner
- introduce a lesson with the learning objective and how it is going to be structured (give timings)
- inform the young person of changes to what is the normal routine as early as possible
- allow them to cross off the timetable/ rub out / remove a picture to indicate when an activity is finished
- ensure a young person knows where to access class equipment / has own set of equipment
- label equipment / storage
- maybe have spare kit and equipment to lend if necessary

## Social skills

- be aware that unstructured times are often more difficult
- use social stories which explicitly set out what will happen in a given situation, how the young person should respond and any rewards / sanctions
- use a young person's interests as a reward
- use buddies / mentors to support the young person at break times
- use role play to explore and develop understanding of social situations
- use comic strip conversations and social behaviour mapping to make sense of successful and less successful social situations and to think about how to manage a similar situation next time

## Dealing with anxiety

- keep your voice level and calm
- allow *limited* choice to give the young person the feeling they have some control (thus reducing anxiety) without letting them dictate the situation
- be consistent, follow agreed procedures, which the young person should already be aware of
- have an exit strategy prepared with the young person
- use sand timers / time out cards to help a young person manage their own time out
- try to understand what triggered an undesirable behaviour - is it a reaction to a stimulus / change or providing sensory input?
- put in place some calming activities
- identify a safe/quiet space for when a calm place is needed

## Sensory Integration and the Environment

- provide an environment or background as free from distractions as possible
- allow the young person to choose a place to sit that is comfortable (often there is a need to be at the front so they do not feel hemmed in and distracted by seeing others)
- sit the young person where they have plenty of personal space
- be aware of young person's sensory needs
  - allow opportunities for movement breaks
  - allow use of fiddle toys/doodle books to help with concentration
  - build calming / arousing activities into timetable
- understand that some young people *need* to undertake certain physical activities to provide sensory feedback into their system which might be over / under sensitive e.g. rocking on chair to get a sense of place or humming to block out distressing noises (NB over time young people can be directed to activities that are more acceptable / manageable in the class situation)

## Appendix 3 – School Provision Map Wave 1-3 Interventions

<b>Alexandra Primary School Provision Map 2022 - 2023</b> <b>Wave 1 – Quality First Teaching</b> <b>What we offer to all children at APS; high quality everyday personalised teaching with clear objectives, multi-sensory teaching approaches and measurable outcomes.</b>			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> <li>Differentiated Curriculum designed to both extend and support pupils</li> <li>Differentiated Expectations</li> <li>Differentiated Teaching Styles e.g. simplified language, slower pace, alternative resources.</li> <li>Multisensory approach to teaching and learning</li> <li>Visual Support: visual timetable and manipulatives</li> <li>Writing frames</li> <li>Use of Technology: iPad, programmes, etc</li> <li>Celebration Assemblies</li> <li>Small groups within class with additional adult support</li> </ul>	<ul style="list-style-type: none"> <li>Communication friendly school</li> <li>Differentiated Teaching Styles</li> <li>Reluctant Speaker Groups</li> <li>Attention and Listening prompt and seating position</li> <li>Use of InPrint communication and visual resources</li> <li>Use of Makaton alongside speech</li> <li>Additional processing time</li> <li>Before and After school clubs – sporting, creative and social</li> </ul>	<ul style="list-style-type: none"> <li>Whole school behaviour policy</li> <li>Class reward system – Dojos, Star of the week</li> <li>Visual supports - good listening, InPrint, etc</li> <li>Establishing buddies and play pals</li> <li>Jigsaw PSHE Spiral Curriculum</li> <li>Circle times in addition to PSHE lessons</li> <li>Talk to me box</li> <li>Whole Class charters</li> <li>Celebration Assemblies</li> <li>Transition support groups</li> </ul>	<ul style="list-style-type: none"> <li>Brain breaks</li> <li>School breathing resources</li> <li>Strategic seating plans</li> <li>Access to quiet space if needed</li> <li>Sensory sensitive displays and classroom areas</li> <li>Use of fidget and concentration resources</li> <li>Flexible teaching arrangements to take into account difficulties e.g. seating, teaching resources and modified tasks</li> <li>Playground and PE equipment to meet a variety of needs</li> <li>Disabled access</li> <li>Handwriting schemes</li> </ul>
<b>Alexandra Primary School Provision Map 2022 – 2023</b> <b>Wave 2 – Small Group / Targeted Interventions</b> <b>Targeted small group time-banded and flexible interventions designed for pupils who need extra support to enable them to catch up with their peers (closing the gaps in learning).</b>			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> <li>Modified tasks / further differentiation</li> <li>Phonics 20% Daily Intervention</li> <li>Additional Reading opportunities</li> <li>Reading Recovery with Annabelle</li> <li>Short Term Memory Interventions</li> <li>Maths</li> <li>Targeted PIXEL Interventions</li> <li>Lexia</li> <li>Reading Plus</li> <li>Third Space Learning</li> <li>Power of 2</li> <li>Doodle Maths Lift Off</li> <li>Word Wasp</li> <li>KS2 test arrangements if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Modified tasks / further differentiation</li> <li>KS1 &amp; 2 Speech and language groups</li> <li>NELI – Nuffield Early Language Intervention (Reception)</li> <li>WellCome Screens and Targeted Inputs (Nursery)</li> <li>SALT – Word Aware and programmes – Black Sheep Language</li> <li>Time to Talk groups</li> <li>Preteach of vocabulary</li> <li>Listening and attention inputs – games, sequencing etc</li> <li>Guidance &amp; support from SALT</li> </ul>	<ul style="list-style-type: none"> <li>ELSA Intervention</li> <li>Targeted PIXEL Wellbeing Interventions</li> <li>Lego Therapy</li> <li>Nurture Groups</li> <li>Supported play at lunch and break times</li> <li>Behaviour mentor</li> <li>Transition groups</li> <li>Stop, Think, Do programme</li> <li>Social stories</li> <li>Young Carers Group</li> <li>Nurture Groups</li> </ul>	<ul style="list-style-type: none"> <li>Small group fine motor skills intervention (Jimbo Fun, Speed Up)</li> <li>Small group gross motor intervention with Kieran</li> <li>Handwriting programmes</li> <li>Sensory Circuits</li> <li>Pop up work screens</li> <li>Adapted mark making resources</li> <li>Fiddle toys</li> <li>Additional time to complete tasks</li> <li>External agency involvements including health, VI, HI and PD Team</li> </ul>

**Alexandra Primary School Provision Map 2022 – 2023**

**Wave 3 – Targeted Support for pupils with SEND**

**More intensive intervention which may involve individual support or specialist expertise.**

<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and Physical</b>
<ul style="list-style-type: none"> <li>• Personalised Curriculum</li> <li>• Flexible timetables</li> <li>• Colourful Semantics</li> <li>• 1:1 Daily Reading</li> <li>• Now and Next Boards</li> <li>• Individual Personalised Timetable</li> <li>• Task Management Boards</li> <li>• Choice Boards</li> <li>• Personalised Toolkits</li> <li>• Tinted overlays</li> <li>• Structured Activity Time</li> <li>• Use of IT resources and programmes</li> <li>• Advice and interventions by external agencies including Educational Psychology, learning and behaviour support</li> <li>• KS2 exam arrangements if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions planned for and established by SALT – Rebecca</li> <li>• Direct sessions with SALT – Rebecca</li> <li>• Colourful Semantics</li> <li>• Social Stories made on Inprint</li> <li>• Bucket Time</li> <li>• Special Time</li> <li>• Positive Interaction</li> <li>• Active SCERTS</li> <li>• PECS</li> <li>• Adapted TEACH</li> <li>• Makaton</li> </ul>	<ul style="list-style-type: none"> <li>• Individual behaviour support plans</li> <li>• Flexible timetables</li> <li>• Drawing &amp; Talking Therapy with Jo Bird</li> <li>• Flourishing Minds – Play Therapy with Maria</li> <li>• Programmes and support from Behaviour consultant</li> <li>• Continued ELSA support</li> <li>• Advice and interventions by external agencies including Educational Psychology, learning and behaviour support and CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work station</li> <li>• Specialist Occupational Therapist Input and programme follow on</li> <li>• Personalised input programmes</li> <li>• Thera-putty Programme</li> <li>• Sensory Room Slots</li> <li>• Sensory Circuits</li> <li>• Support for medical needs associated with a Health Plan</li> <li>• Ear defenders</li> <li>• Ergo pencil grips and pens</li> <li>• Chew buddy supports and pencil toppers</li> <li>• Writing slope / wobble cushion</li> <li>• Reader and scribe support</li> <li>• Support and guidance from Hounslow Physical Disability Team</li> <li>• Specialised equipment for VI, HI and PD</li> <li>• Timetabled use of Sensory room</li> </ul>