

Bonneygrove Primary School

Inclusion Policy

Subject:	Inclusion Policy
Approval date:	March 2020
Review date:	March 2022
Approved by:	Shen Hasekilerden



BONNEYGROVE PRIMARY SCHOOL
"Broadening Horizons"

This policy is written in line with the requirements of:

- Our School Local Offer/Information Report, located on our website
- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014 (0 to 25 years old)
- The Special Educational Needs and Disability Act 2001
- The Special Educational Needs and Disability Code of Practice 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Equality Act 2010: Advice for Schools DfE 2013
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

This policy should be read in conjunction with the following policies which can be found on our website:

- Equality Duty Statement
- Anti-Bullying Policy,
- Accessibility Scheme,
- Child Protection Policy,
- Behaviour Policy
- Complaints procedure

Responsible person:

Charlene Georgiou (Inclusion Leader and Member of Senior Leadership Team)

Status: NASENCo award

Contact details:

Tel: 01992 307900

Email: senco@bonneygrove.herts.sch.uk

INTRODUCTION

At Bonneygrove Primary School our aim is to:

"Broadening Horizons" creating Strong and Lasting Memories

At Bonneygrove Primary School the emphasis is on a whole pupil, whole school inclusive approach. We have high aspirations and expectations of all our pupils, whatever their starting points. All staff are committed in providing all children with an appropriate and high quality education within a broad-based, appropriate Horizons Curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches ensuring all children are provided with the experiences, skills and attitudes they need to make informed choices.

Participation of pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils. The majority of pupils with learning difficulties require work to be suitably presented and differentiated to match their need and enabling them to make accelerated progress. As a school, we recognise that provision for SEND is a whole school matter and strive for children with SEN to enjoy the same level of success, achievement, opportunity and self-esteem as other pupils.

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her:

- a) "have a significantly greater difficulty in learning than the majority of children the same age"
- or*
- b) "have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions. " (p.16 COP, 2014)

Special educational provision means: educational or training provision that is additional to, or different from that made generally for other children or young people of the same age in a mainstream school.

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is:

'...a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities.'

This definition includes:

- sensory impairments such as those affecting sight or hearing
- long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The four **broad areas of need** (COP p.97) identified in the SEN Code of Practice are:

- ❖ Communication and interaction (CI)
- ❖ Cognition and Learning (Cog)
- ❖ Social, Emotional and Mental health (SEMH)
- ❖ Sensory and/or Physical needs (SP)

The purpose of identification is to work out what action we need to take, not to fit a child into a category. Everyone at Bonneygrove Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

We share the view of the Children and Family Act (2014) and the 2010 Equality Act that pupils should not be treated as having SEND solely on the grounds that their language, and the language spoken at home, is different from the language in which they will be taught. These children will be identified as having English as an Additional Language (EAL).

While the current legal definition of SEND does not include children identified as gifted and very able, we are aware of their need for particular attention and support.

Our [Equality Duty Statement](#) and [Accessibility Scheme](#) outline our current practice and our aims for the future in terms of meeting the needs of all our learners, parents, staff and visitors.

This policy takes into account the rights and duties of the Equality Act 2010. It has been reviewed to offer guidance to staff and parents about the identification and monitoring of children's special educational needs.

Medical conditions

In line with the Children and Families Act 2014, we ensure that arrangements are in place to support pupils with medical conditions. The level and type of support required to meet the medical needs of such pupils are specified in Individual Healthcare Plans. In the case of children who also have SEN, whole school planned and co-ordinated provision is implemented with the healthcare plan. Our school has regard to statutory guidance: '*Supporting pupils at school with medical conditions*'.

Objectives

In order to meet the special educational needs of our pupils we will:

- work within the guidance provided in the SEND Code of Practice, 2014 and follow guidelines as set out by Hertfordshire County Council
- operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
- build the identification of SEN into our overall approach to monitoring the progress and development of all pupils.
- strive for early identification, intervention and provision for pupils who have SEND
- identify and assess individual learning needs through assessment procedures and discussion with colleagues, parents/carers and the Inclusion Leader
- ensure that all staff take responsibility for meeting the learning needs of all pupils in their care
- recognise the need to differentiate the work in pace, style, challenge and content according to the pupil's age, gender, interest, experience and learning needs
- ensure that high quality classroom teaching takes account of the different learning needs by using a variety of teaching styles to allow children with SEND to access the curriculum.
- work in close partnership with parents, families and pupils to set and review realistic and appropriate provision for identified pupils
- undertake a Graduated Approach to SEN support and provision
- develop and maintain the self-esteem of all pupils, whilst recognising that those with SEND may need special help with this
- provide and use appropriate resources effectively to support pupils with SEND

Bonneygrove Primary School

- provide ongoing support and advice for all staff by developing their skills in SEND procedures, issues and initiatives.
- work in partnership with the pupils, parents/carers and external agencies to support children with SEND

CO-ORDINATING PROVISION

Inclusion Leader (InCo) is also the SENDCO

Charlene Georgiou is responsible for the leadership of Inclusion (including SEND policy and provision) within the school and is a member of the Senior Leadership Team. The school complies with current guidelines which state that the leader for SEND should be accredited with the National SENCO Award.

In support of this role, an **Inclusion Team** has been developed with representatives from each key stage.

This team currently comprises of:

Charlene Georgiou	Inclusion Leader	Overseeing all areas
Tina Purser	Nurture/Pastoral Lead	Nurture Groups
Karen Aulsberry	TA representative	Interventions and Provision
Kate Daniels	Lead TA	Interventions and provision

The agreed role of the Inclusion team is to support class teachers by offering advice regarding specific and general support for children who are experiencing learning and access difficulties in either the long or short term. The members of the team are also available for advice in the absence of the Inclusion Leader.

See section headed 'Roles and Responsibilities' for specific details of the Inclusion Leader's responsibilities.

Support Team

The Teaching Assistant support team is led by **Kate Daniels**. This team comprises of 21 teaching assistants.

The team supports quality class teaching; leads small groups on interventions; sometimes work with individual children who have provision maps; provide specialist intervention support.

A vast majority of teaching assistant time is dedicated to supporting the teacher with the teaching and learning of all children in their class, which may include children with SEND.

ROLES AND RESPONSIBILITIES

Class teachers

1. To be 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
2. To deliver quality classroom teaching; differentiating and ensuring access to the curriculum for **all** children within the class
3. To lead and oversee the work of classroom support staff
4. To plan and be accountable for evidencing progress according to children's outcomes and any intervention arrangements
5. Through teacher assessment, to be alert to any emerging special educational needs and to consult with the parents/carers and InCo
6. To write, implement and review Provision Maps, Pupil Profiles, and where necessary to consult with the InCo
7. To use provision maps to outline interventions and year group provisions
8. To review and amend targets each term with parents/carers- being alert to ensuring children with SEND make good progress
9. To regularly discuss and review targets with parents and children
10. To provide additional evidence needed for EHCPs and any other referrals
11. To advise on EHCP targets and reviews as required
12. To attend annual reviews where appropriate
13. To write progress reports to inform annual reviews and exceptional needs funding panels
14. To request support from external professionals via the InCo
15. To meet and discuss a child's needs with the InCo and external professionals.

Teaching Assistants/Learning Support Assistants

1. To be familiar with children's targets and, as directed, work with children to achieve them
2. To work with children with SEND where directed and to discuss progress and planning with the class teacher and or InCo
3. To attend annual reviews where appropriate
4. To use own initiative when working with children with SEND to adapt, modify and differentiate the task where necessary
5. To select and use appropriate resources to aid in children's learning

6. To deliver quality individual or group interventions

Inclusion Leader (InCo Leader)

1. To ensure the day-to-day operation of the SEND policy
2. To review the Schools' Information Report (Local Offer)
3. To provide clarity and consistency of approach, processes and procedures
4. To offer support and advice to staff and parents/carers
5. To co-ordinate the writing and review of, EHCP, Pupil Profiles, Provision Maps; ongoing monitoring of their effective use and progress to targets
6. To monitor attainment of children on the SEND and Inclusion list
7. To observe children and staff; with the aim of providing advice with regard to provision
8. Where appropriate, to represent the school on 'Team around the family' meetings, complete Single Agency Referrals and Families First Assessment (FFA) documents, and complete and apply for High Needs Funding (HNF)
9. To liaise and work effectively with outside agencies
10. To contribute and deliver whole school training
11. To collate and distribute paperwork wherever necessary, e.g., EHCP reviews
12. To maintain an active Inclusion and SEND register and to ensure movement of children on and off where necessary
13. To ensure the transfer of SEND information to receiving schools
14. To provide suitable resources for children with SEND
15. To manage the SEND budget
16. To manage the support team; co-ordinate support staff training, meetings and feedback sessions
17. To work with the Head teacher to allocate adult support where need is identified
18. To act as a member of the Senior Leadership Team and act as a point of escalation where necessary

Headteacher

1. To ensure that the SEND procedure are working efficiently across the school
2. To monitor the effectiveness of the policy together with the InCo Leader
3. To support the InCo Leader in their duties.

Parents

1. To ensure that their child attends school regularly
2. To work in close partnership with the school to ensure appropriate provision for their child
3. To discuss progress and targets with the class teacher/InCo
4. To be involved in setting home-school targets
5. To work on targets at home, where appropriate

Pupils

1. Where possible, to develop an increasing ability to help set and review own targets
2. Where possible, to take responsibility for their learning by asking for help and being proactive to achieve their targets
3. Where possible, to strive towards independent learning

STAFF DEVELOPMENT

The InCo puts in place a program for training for staff each academic year, based upon current needs within the school. Staff are given the opportunity to attend courses, in relation to SEND, throughout the year.

Additional training for the Inclusion Leader and Head teacher is regularly updated.

School based training is also planned when necessary, in line with the School Improvement Plan and particularly after significant changes in legislation or practice.

Staff are given a weekly update, via our weekly Morning briefing, as a standing item to inform and update good practice.

ADMISSIONS

Pupils with a broad range of SEND are welcomed to Bonneygrove in accordance with the requirements of The Children and Families Act of 2014. Pupils with SEND (including those with an EHCP) will be admitted following procedures adopted by Hertfordshire County Council.

Provision specified in EHCP will be made by the school and where appropriate Hertfordshire County Council and other agencies

The school will seek to ensure that all placements are properly planned to ensure a smooth transition and to enable the maximum prospects of success.

When identifying, assessing and making provision for pupils with SEND a *Graduated Approach* is used as outlined in the next section.

IDENTIFICATION, ASSESSMENT, REVIEW AND PROVISION

At Bonneygrove we take action to remove barriers to learning and put effective special education provision in place as soon as children are identified as having SEN. When identifying, assessing and making provision for pupils with SEND the **Graduated Approach** that takes the form of a four part cycle is used as follows: **Assess, Plan, Do and Review**. This approach revisits previous decisions and actions, refines and revises provision. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to identify the most appropriate interventions to support the SEN children in making good progress and securing good outcomes.

Assess: At Bonneygrove we identify children who are not progressing satisfactorily and who may have additional needs as early as possible, through contact with our feeder Early Years settings and the schools' vigorous assessment and monitoring systems.

Children with SEND may be identified at any stage of the process during their school life. We aim to ensure that the child and parent/carer are involved throughout. Any of the following may trigger a concern about children's progress or need:

- ❖ Parents/carer
- ❖ Child
- ❖ Ongoing Class teacher assessment
- ❖ Progress measured against the objectives in the curriculum
- ❖ Standardised screening and assessment tools
- ❖ External support services e.g. Educational Psychologist, Speech therapist
- ❖ Records - transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ In-house testing and assessment
- ❖ Records of achievement
- ❖ Special needs register tracking
- ❖ Observations: behavioural, emotional and social development

Where progress, attainment, behaviour or emotional well-being of a child is of concern, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their needs are being met is whether they are making good progress.

Good progress can be defined in a number of ways i.e.:

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters 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 identifying a child as needing SEN support the classteacher, working with the InCo carries out a detailed analysis of the child's strengths and needs. This draws on a range of evidence such as teacher's assessments, progress and attainment, the views and experience of the parents, the pupils views and if relevant, advice from external support services.

The assessment is regularly reviewed and refined, with parents and those working with the child, to ensure that support and intervention are matched to need and barriers to learning are removed. In some circumstances, the school liaises with external professionals to help inform assessments, with parental consent.

In some cases concerns are raised by parents about their child's progress. In these circumstances we arrange for them to meet with the classteacher and/or InCo to discuss their concerns.

Plan: Where a child is to be provided with SEN support, the parents are formally notified. Parents are invited into school to discuss the concerns. A Provision Map (PM) is devised with input from the child (where appropriate), the parent, the child's class teacher and the InCo.

The IEP identifies the adjustments, interventions and support to be put in place, the expected impact on progress/development/behaviour, along with a specified date for review. Where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

Do: The Provision map is implemented. The classteacher retains responsibility for the child even where interventions involve group or one-to-one teaching away from the main class or subject teacher. The classteacher works closely with any staff involved, to plan and monitor the impact of provision. This is used to inform future differentiation within the whole class planning framework and individual target setting. The InCo supports the classteacher in further assessments, in problem solving and advising on the effective provision.

Review: The effectiveness and the impact of the provision on the child's progress is reviewed in line with the agreed Provision map review date, at least termly. The evaluation of the impact and quality of the support, alongside input from the child and the parent, feeds back into the analysis of the child's needs and informs next steps. The classteacher, in liaison with the InCo, revises and updates the support in the light of the child's progress and development. Ongoing consultation with parents, and the child, enables them to be involved throughout the process.

In addition, the child's progress and development is reviewed at the same intervals as for the rest of the class dovetailing with the whole cycle of the Graduated Approach.

Education, Health and Care Plans (EHCP)

A child will be brought to the LEA's attention as possibly requiring an assessment through:-

- ❖ a request for an assessment by the school
- ❖ a request for an assessment by the parent or
- ❖ a referral by another agency e.g. health authority, social services.

Assessment request by school

At Bonneygrove Primary School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then the InCo, in consultation with the parents, would make a request to the LEA for an assessment.

In considering whether a statutory assessment is necessary, the LEA will pay particular attention to:

- ❖ evidence that the school has responded appropriately to the requirements of the National Curriculum
- ❖ evidence provided by the school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- ❖ evidence of action already taken by the school to meet and overcome these difficulties
- ❖ evidence of the rate and style of the child's progress
- ❖ evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not unusually commensurate with provision through the Graduated Approach.

If granted, the EHCP will specify all special educational needs related to the curriculum and details of any modifications or exceptions to the programme of study or assessment arrangements. It will also set medium/long term objectives and specify provision for each need and how it will be met. Short term objectives will be set by the school within two months. EHCPs are reviewed annually, or 6 monthly if the child is under the age of 5.

At all stages of the statutory assessment process there will be a named SEN Officer to whom the parents may go for reference and help. The named person can be approached concerning this process for their child; in any review of the statutory assessment process and in respect of any complaint. During the process the school will continue to support the pupil using the Graduated Approach.

English as an Additional Language (EAL)

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English is not to be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the barriers to learning are due to limitations in their command of the English language or arise from special educational needs.

Pupils who are identified as having EAL will be assessed using the 'First Language Assessment' form as recommended by Herts County Council. If further support and/or guidance are required a request will be made to the BME Achievement team or EAL Advisors.

Children Looked After (CLA) - defined as being in the care of the authority

Children Looked After are considered vulnerable and will be fully supported; a PEP will be written in collaboration with relevant outside agencies such as CAMHs, Social Services, etc. Regular meetings with all involved will be used to monitor progress and provision. Child protection guidelines will be followed and regular communication between class teacher and carer is encouraged. The designated teacher with specific Safeguarding Responsibility is the Headteacher, Mrs Amanda Gable. She also has responsibility for CLA and is the first point of contact within school.

Target setting and review

All children with special education needs will have a personalised plan detailing their provision and assessments. This will take one of two forms (or both forms in some cases):

- 1) Provision Map (PM)
- 2) Educational health and care plan (EHCPs)

A PM and/or EHCP should be used to plan the interventions for individual pupils. It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the pupil achieve identified targets.

Provision Maps: PM outline provision for some children which is over and above quality classroom teaching. SMART targets for individuals and groups are recorded, which are reviewed termly with parents and children. We value parental involvement and support, as well as recognising how important it is for children to contribute to their own education plan.

A provision map should focus on up to three or four key individual targets and should include information about:

- ❖ SMART short term targets set for or by the pupil
- ❖ the teaching strategies to be used
- ❖ the provision to be put in place
- ❖ when the plan is to be reviewed
- ❖ success and/or exit criteria
- ❖ outcomes

PMs are reviewed by the class teacher, parents and pupils at least 3 times a year, to assess the impact on learning. If, after a period of time, significant progress has been made the pupil may continue with the support or may be de-escalated. If the pupil makes insufficient progress the class

teacher will discuss with the InCo a need for further action or change in provision; and where necessary the need will be escalated.

Monitoring and Review

PMs should be continually kept under review. However the success of all provision maps will be evaluated formally three times a year (October / February / June). If, at any level, targets are not being met the following procedures will be followed:

- Review SEND provision/action
- Check that PM targets are SMART
- Ensure there is sufficient liaison between all parties involved and with the pupil
- Identify if any extra staff training is required
- Check that class work and interventions correlate
- Consider whether outside agencies need to be involved

Intervention

Interventions are put in place for pupils requiring additional or different work to the majority of children. The aim of these interventions is to accelerate progress and bridge the gap between identified children and their peers and to provide the necessary groundwork for further work in class.

Some of the current programmes of formal interventions include:

- Speech and Language Therapy
- Letters and Sounds
- Touch typing
- 'Wave 3 box'-supporting children with gaps in their mathematical understanding
- Numbers and Patterns, laying the foundations in Mathematics
- Nurture Group

Teachers also have access to Springboard Maths, Accelerated/write and Fischer.

Specific class interventions are outlined on the class intervention timetable and are responsive to pupils needs provided from teacher assessment.

SCHOOL RECORDS

Special Educational Needs List: The school maintains a SEND list (register) which contains details of all children identified as having special needs and EHCPs. This is stored on the school's staff network and is confidential. The register is continually being revised and updated. The base data is passed to Hertfordshire County Council.

Special Educational Needs Files: Each child identified as having special educational needs has a dedicated file, which contains details of their provision, targets and assessments; external professional reports and advice; communication with parents; observations and subsequent advice/recommendations. These files are confidential and are held in an office in a lockable door.

Gifted and talented/More Able: Pupils identified as being Gifted and Talented are identified by a designated member of staff in consultation with the teaching team and InCo. These files are confidential and are held in an office with a lockable door. Special provision is made for these pupils with embedded challenging teaching material to raise achievement. These pupils are also invited to specific clubs to challenge them even further. The more able pupils also attend booster sessions to stretch them even more.

EAL pupils: The pupils identified as being EAL are provided for from the outset as they are identified through paperwork submitted by the parents on admission. These files are confidential and are held in an office with a lockable door. Specific provision is made for these pupils with embedded suitable teaching material to raise their achievement.

HOME / SCHOOL PARTNERSHIP

Parental Involvement

The new Code of Practice emphasises the importance of developing a partnership with parents of children with SEN and involving them in their child's education. We actively encourage parental support and participation. We fully believe that parents have a right to contribute to the decision-making process when determining their child's SEND provision.

There is an opportunity for parents to discuss and help formulate Provision Map provision and targets when they are reviewed each term. Parents are welcome to make an appointment with the Headteacher, InCo or class teacher at any time to discuss their child's education.

Pupil Involvement

At Bonneygrove we recognise the importance of all pupils being involved in their own learning. Pupils with SEND are encouraged to be actively involved, at an appropriate level, in discussion about their progress, including target setting and review arrangements and have their views recorded. Recognition of success is essential for all pupils in the school. Pupils are encouraged to monitor their own progress through their successes in meeting their targets.

Bullying

The Personal, Social Health Citizenship Education (PSHCE) curriculum is part of our Horizons Curriculum where issues of disability, differences, diversity and racism are integral to all aspects of school life. For further details please refer to our bullying policy which is available on our school website.

HOW WE MEET THE SPECIAL EDUCATIONAL NEEDS

Special Needs and vulnerable groups to be aware of:

- Children who learn at a slower rate than their peers; or who are developmentally delayed, so that they progress more slowly. They may need some support with classroom tasks, either from the class or teaching assistant.
- Children who have specific learning difficulties, often involving language tasks. This may become more apparent as the child grows older and fails to make as much progress as his/her peers. They will often require modification of some tasks and structured activities to work on specific skills. The class teacher will be given advice if needed. The child may get additional support from school or external support services.
- Children with physical handicaps which affect their learning, including speech problems, impaired vision and hearing, fine and gross motor or mobility problems. These children need particularly careful monitoring, to check they are making good progress, but they may not necessarily need extra support. The needs of individuals with mobility problems have to be addressed when planning educational visits, and all aspects of PE and movement between the school sites.
- Children who are underachieving because of behavioural difficulties. These children may have learning difficulties which may be the root cause of their problems, and will need a positive approach and careful monitoring, ideally before the problem becomes acute. (Refer to the Behaviour Policy)
- Children who are passive or withdrawn. These are easily overlooked, but may not be making acceptable progress in academic and/or social skills.
- Children who are in identifiable vulnerable groups, such as CLA and children within the FFA process.
- We also need to be particularly aware of new entrants; children who are absent for an extended period; children who are coping with family crises and children who are the victims of abuse.

Planning the Curriculum

It is vital that children with special needs do not have a narrow curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation and scaffolding of learning activities within the curriculum framework will help us meet the learning needs of all children.

To provide effective learning opportunities for all pupils, teachers at Bonneygrove are aware and follow three key principles for inclusion:-

- ❖ setting suitable learning challenges
- ❖ responding to pupils' diverse needs
- ❖ overcoming potential barriers to learning and assessment for individuals and groups of pupils

The main aim is always to give children access to all aspects of the curriculum, with priorities which are:-

Real - relating to the child's needs

Relevant - so that the child sees the purpose of the activity

Realistic - so that the child can achieve success

This means - differentiation and scaffolding of work by:

1. Using a multi-level approach in the classroom with tasks matched to the individual needs of the children
2. Breaking difficult tasks down into more manageable parts, across the curriculum
3. Attention to the child's point of entry
4. Variety between practical and written tasks
5. Variety in teaching, using visual, auditory and kinaesthetic methods
6. Making use of ICT resources
7. Building on a child's strengths and interests, rather than dwelling on their weaknesses
8. Ensuring activities are challenging but not daunting
9. Ensure the child is aware of their success criteria and the value of the work to him/her as a learner
10. Scaffolding and modifying worksheets and activities when necessary
11. Awareness of the differing concentration and language levels of children within the class
12. Praising and enhancing self-esteem
13. Setting achievable targets
14. Effective use of additional staff, parents and other children

Classroom Organisation

It is important to ensure that classroom organisation facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by:-

1. Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from working with their peers and must be encouraged to do so.
2. Offering opportunities for peer support through strategies such as talk and thinking partners; partnered work; reading together; peer mediation.
3. Opportunities to foster independence through differentiated tasks and scaffolded learning opportunities.
4. Children with SEND should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning within a safe environment. The class teacher may need to re-assess the physical classroom organisation depending on the class profile.

Support services

Bonneygrove Primary School has access to and benefits from a wide range of support services through Hertfordshire County Council, as well as other agencies with whom we aim to work in partnership:

- ❖ Allsorts Children's Centre
- ❖ Educational Psychology Service
- ❖ Speech and Language Advisory Service
- ❖ BME and EAL Advisory service
- ❖ CAMHS
- ❖ CATs
- ❖ School medical service
- ❖ Social Services
- ❖ Step 2
- ❖ Counselling Service
- ❖ Nursery settings and Secondary school liaison
- ❖ Church

Transition

We support transition of all our children, whether that is transition within school from one year group to another or transition to another school (e.g. secondary school). For children with SEND, this transition may include a detailed plan as it may involve extra meetings with new teachers and teaching assistants and/or extra visits to new classrooms/schools.

Funding Arrangements

Bonneygrove Primary School

At Bonneygrove Primary School we intend to provide opportunities for all staff to develop their ability to meet the needs of pupils with SEN. All money received for SEND is allocated to the provision of support staff, equipment and materials and staff training. Financial provision is monitored by the Headship team. A review is carried out early in the spring term in order to adjust the deployment of funds if necessary in the school improvement plan. TA support is currently allocated to each key stage. Each year group currently has TA support for all morning sessions and some afternoon sessions; however, this is flexible and dependent upon learning needs.

Some children, whose needs are categorised as "exceptional", will be taken to a panel for consideration for additional funding. This funding is for a Learning Support Assistant to support them in class or the provision of resources necessary for access to the curriculum. The funding allocation is a temporary agreement and has to be re-applied for once the fix date has expired (this can be annually or termly).

Children who have an EHCP do not receive specific funding unless it has been allocated through the 'Higher Needs' process outlined above.

COMPLAINTS PROCEDURE:

The school complaints procedure is followed. If the complaint cannot be resolved parents then take the complaint to the SEND division of the LEA.