



## **Shawfield Primary School**

### **Special Educational Needs/Disabilities Policy**

Next Review Due:	September 2022
Governor Lead:	Keith Dixon
Staff Lead:	Debora Griffith

#### **SECTION 1**

##### **1.1 Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Accessibility Plan
- Teachers Standards 2012
- Safeguarding Policy

This policy was created by the school's Special Educational Needs/Disabilities Co-ordinator (SENDCo) in liaison with the SEND Governor and the Senior Leadership Team (SLT).

##### **1.2 SENDCo Information**

Our SENDCo, responsible for managing the provision for children with SEND, is Mrs Debora Griffith. She holds the National Award for SEND and is a member of the SLT. She is available on Mondays, Tuesdays and Wednesdays and can be contacted by telephone via the school office (01252 320379).

##### **1.3 Our ethos/vision**

At Shawfield Primary School we recognise that every teacher is a teacher of every child including those with SEND and that all children have the right to an education which develops their personality, talents and abilities to the full\*. We are dedicated to achieving and celebrating success for all and offer an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We aim to work closely with parents/carers to identify and break down possible barriers to learning and to ensure that all pupils have access to a broad and balanced curriculum.

For further information, please see our current **SEND Information Report** on the school website.

*\*Articles 28 & 29, UN Convention on the Rights of the Child*

## **SECTION 2: AIMS & OBJECTIVES**

### **We aim to:**

- Raise the aspirations of and the expectations for all children with SEND
- To ensure that the SEND of all children are identified and met throughout the school through an inclusive curriculum
- To create a school environment in which all children are included, valued and challenged whilst having full access to all aspects of the school life both curricular and extra-curricular
- To support all children, whatever their needs or abilities, to become confident, independent learners
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEND
- Involve parents/carers and children at all stages in decision making
- To support parents/carers in identifying their children's special needs, accessing professional advice and meeting their children's needs

### **We will do this by:**

- Ensuring that the children have a voice in the SEND process and in any decisions made about them
- Having high expectations for all children, including those with SEND
- Providing a broad, balanced curriculum and high quality, inclusive teaching for all pupils
- Following the graduated approach (assess, plan, do, review) and levels of intervention as described in the SEND Code of Practice, 2014
- Planning for differentiated work that is appropriately matched to learning needs and ensures progression
- Using a range of organisational approaches and teaching styles to ensure learning needs are properly addressed
- Creating a language-rich environment where communication skills are prioritised and developed
- Creating effective learning environments where every child has the opportunity to experience success and have their achievements celebrated
  
- Ensuring that no child is excluded from a learning activity due to their impairment or learning difficulty (unless the activity would be detrimental to their needs and education)
- Ensure that the 'hidden curriculum' and extra-curricular activities are barrier free and do not exclude any pupil
- Ensuring that children with SEND do not become overly dependent on adult support and work independently, with the class teacher and the teaching assistant at least once a week
- Identifying children with SEND as early as possible
- Ensuring that assessments are appropriate and give children the opportunity to demonstrate their own knowledge and attainment through appropriate means
- Helping children manage behaviours that hinder either their own or others learning
- Ensuring that parents/carers are able to play their part in supporting their child's education
- Keeping parents/carers informed and involved at all stages of the SEND process
- Working in partnership with outside agencies
- Ensuring that all staff understand their role and responsibility in meeting the needs of children with SEND and providing support, training and guidance to enable them to carry out their role effectively.
- Regularly monitoring, evaluating and reviewing our SEND provision

## **SECTION 3: IDENTIFYING SEND**

### **3.1 Our definition of SEND**

A child is considered to have SEND if they have defined difficulties over and above those generally experienced by the majority of their peers. Children may have SEND throughout their school career or only at specific times. A child with SEND will require support that is additional to and different from that made generally for other children in their class.

### **3.2 Identifying SEND**

Children may have SEND throughout, or at any time during their school career. Children are only identified as SEND if they do not make adequate progress against national expectations, even with high quality teaching, and require special provision which is additional to or different from that offered to the majority of children in mainstream education.

There are four categories of SEND described in the 2014 Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The SEND Code of Practice, 2014 emphasises the importance of the early identification of special educational needs/difficulties. At Shawfield Primary School we use a wide range of methods to identify SEND, both formal and informal. Other professionals may be consulted to provide more detailed advice about the nature and type of a child's special needs. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category.

At Shawfield Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just their SEND. Other factors may impact progress and attainment and although the school will work closely with parents to overcome any barriers to learning, the following are not considered to be SEND:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour\*\*

*\*\* It should be noted that behaviour is not considered to be a SEND but an underlying response to a need, which would require identification*

## SECTION 4: MANAGING PUPILS' SEND – THE GRADUATED APPROACH

### 4.1 How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher and to inform parents/carers of the child of the teachers concerns. Where progress continues to be less than expected, the class teacher will complete an **Initial Concern Sheet** (see Appendix 1) and discuss their concerns with the SENDCo.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, **additional support** may be put in place as a pupil's response to such support can help to identify their particular needs.

Additional support can take many forms.

- a differentiated learning programme for your child
- being part of a specific intervention programme
- extra help from a teacher or a teaching assistant
- using additional resources
- using specialised resources
- your child working in a small group or 1:1 with an adult
- observation of your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find challenging
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- time with the Home-School Liaison Worker (HSLW) or Emotional Literacy Support Assistant (ELSA)

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- South West Specialist Teachers for Inclusive Practise (STIP)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service (PSS)
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from or* D.Griffith 2019

*additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at **SEND Support**. The school will then seek to remove barriers to learning and put effective special educational provision in place.

#### 4.2 The four-part cycle

This begins a cycle of '**ASSESS-PLAN-DO-REVIEW**' with the child at the centre of the process. A **Support Plan** (see Appendix 2), may be started which includes an individual provision map and a one-page profile. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEND. Not all sections of the plan will be completed when a concern is first raised, and some sections may only need to be completed if the school applies for an Education Health and Care Plan. The class teacher is responsible for the child's Support Plan, which is stored electronically in the child's confidential files.



**Assess:** We will regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEND Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

(For further information see Surrey SEND: <https://www.surreylocaloffer.org.uk/>)

#### 4.3 How the school provides for pupils with SEND

Each child with SEND is an individual and their plan is tailored to meet their particular needs. Any decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

#### **4.3.1 The responsibilities of the class teacher include:**

- the progress and development of all pupils including those with SEND
- ensuring that the SEND Policy is put into practice
- identifying children who are making little or no progress, in spite of differentiated learning opportunities being provided, and informing the SENDCo
- contacting parents to discuss concerns about a child
- working with the SENDCo and parents to collect and record information about the child in order to determine the action to be taken
- planning, reviewing and updating the provision, with the support of the SENDCo, at least once a term and recording this on the child's Individual Provision Map
- ensuring the support plan is implemented in the classroom
- identifying on class planning the provision they are making for pupils with SEND
- ensuring that a child with SEND works with the class teacher, the teaching assistant and independently at least once a week for each National Curriculum subject
- recording intervention programmes utilised onto the Class Provision Maps, updating them and sharing them with the SENDCo termly
- liaising regularly with relevant Teaching Assistants (TA)/ Special Needs Assistants (SNA) as to planning, objectives and the children's progress
- deploying TAs flexibly and effectively to support children with SEND
- providing information for outside agencies and implementing their suggestions
- contributing to annual reviews and applications for EHCP assessments
- ensuring any other teachers, such as supply teachers, music specialists etc., are made aware of children with SEND
- liaising regularly with parents and SENDCo to update them on progress

#### **4.3.2 The responsibilities of Special Needs Assistants include:**

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCO

#### **4.3.3 The responsibilities of the SENDCo include:**

- all appropriate documentation including the school's SEND Information Report annually and the SEND policy every three years
- the implementation of the SEND policy and co-ordinating provision for children with SEND
- updating the SEND register, providing information for the School Census and maintaining individual children's records
- monitoring the quality of provision and evaluating the impact of interventions
- liaising with and advising staff
- supporting class teachers in planning, delivering and reviewing provision at least once a term
- developing, managing and reviewing Provision Maps (individual and class) to ensure provision is matched to the needs of the child with SEND
- support staff in identifying children with SEND and carrying out analysis and assessment of the children's needs
- developing and maintaining positive and constructive relationships with parents/carers through formal and informal meetings

- referrals to and liaison with external agencies
- regularly updating the Executive Head Teacher, Head of School and Governing Body of developments
- keeping up to date with new developments by attending network meetings/ courses provided by the Local Authority and other organisations and updating staff
- organising training for staff on training days and during directed time as required
- line managing TAs supporting pupils with SEND
- collating and completing applications for Education, Health and Care Plans for pupils whose needs cannot be met by the interventions currently in place
- co-ordinating annual reviews and the relevant paperwork
- maintaining links and liaising with feeder and receiving schools

#### **4.3.4 Teaching and Learning**

We believe that all children learn best with the rest of their class. Children with SEND should be taught by their teacher, not always by a TA, and our teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

The school has a range of interventions available and when considering which to use, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned and reviewed at least once a term
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

#### **4.3.5 Accessibility**

The school building is on one floor with ramp access at the main entrance/exit making the building fully wheelchair accessible. There is a fully fitted disabled toilet and lift access from the hall to the playground.

Regular acoustic reviews are carried out by the Hearing Impaired Service to improve the listening conditions in our classrooms and hall.

The school has an Accessibility Plan which is available from the School Office or school website.

#### **4.3.6 Education Health and Care Plans (EHCP)**

If a child is causing significant concern or making little/no progress after high quality targeted support at the SEND Support stage, then the school may apply to the Local Authority (LA) for an EHCP for the child. The school would consider doing this if:

- The child has a disability which is lifelong, and which means that they will always need support to learn effectively
- The child's achievements are a long way below their peers.

The EHCP summarises the child's strengths and areas of need, sets outcomes, states what provision must be provided to meet these and who is responsible for carrying out the plan. The EHCP is a statutory document which has replaced the previous 'Statement of SEN'.

Please note; having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child requires an EHCP.

If the school and the parents feel that an EHCP may be necessary, the SENDCo will gather information from the child, parents/carers, class teacher and any professionals who have been working with the child and complete an application for an EHC assessment. The LA will then have 20 weeks to gather any additional evidence and make a decision about whether to issue an EHCP.

EHCPs are reviewed annually at a meeting with the SENDCo, parents and other professionals where appropriate. These meetings take into account the views of the child in an age appropriate way.

## **SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## **SECTION 6: SUPPORTING PUPILS AND FAMILIES**

The LA has a statutory responsibility to publish a Local Offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 years of age, The Local Offer is available on Surrey County Council's website: <https://www.surreylocaloffer.org.uk/>

During the process of completing the Support Plan, an **Early Help Assessment** (EHA) may be considered if there are concerns outside of school which may impact on the child's learning and well-being. If an EHA is necessary, our HSLW will become involved.

Some children with SEND may require special access arrangements or additional time when taking Standard Assessment Tests (SATs) at the end of Year 6. The SENDCo will discuss this with the class teacher, the child and their parent and the class teacher will apply for any necessary concessions.

For further information, please see our current **SEND Information Report** available on the school website.

### **6.1 Children with social, emotional and mental health needs**

If a child shows consistent unwanted behaviours, the class teacher, SENDCo or HSLW will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) our HSLW will work with the family and support the child through that process or signpost the family to other appropriate agencies.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. The school can make this referral if appropriate.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills and other appropriate interventions. These are



generally delivered by the HSLW or trained ELSAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

## **6.2 Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

## **6.2. Transition & Induction**

We have close links with our local secondary school, Ash Manor School. The Year 6 class teacher and SENDCo meet with the head of Year 7 and their SENDCo to ensure that all relevant information and records are passed on and to discuss individual children's needs. This meeting usually occurs towards the end of the summer term although our SENDCo also meets regularly with the Ash Manor SENDCo throughout the school year at SENDCo Network Meetings.

Liaison with other schools also takes place to ensure smooth transition wherever children move to and in whichever year group. For those children with EHCPs, SENDCos from the new schools are invited to Annual Review meetings in the term before the children move on.

In school we prepare children for change, particularly through the use of circle times and transition programmes. The children attend induction days in their new secondary schools during the summer term. Children with SEND or those who may find transition challenging also have the opportunity to make additional visits to the school.

We also have close links with our nearest nursery, Jack & Jill Nursery Group, and a well-established induction programme for all children transferring from their pre-school provision. Early Years staff and the SENDCo visit nurseries/preschools to liaise and receive relevant records. Early Years staff and the HSLW also carry out home visits in September and there is a staggered entry to school over a two-week period.

Class teachers liaise closely with colleagues to ensure smooth transition between year groups.

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Where needed, staff will have access to specialist training so that they are able to fully support a child with a medical need and where appropriate, the child will have access to an identified space, private if necessary, where any medical intervention can take place. An individual Healthcare Plan may be written. Individual toilet and changing facilities can also be made available.

For more information please see our school's policy for supporting pupils with medical conditions, available from the School Office or the school website.

## **SECTION 8: TRAINING & RESOURCES**

The Executive Headteacher, Head of School and governors oversee all matters of finance. Our finances are monitored regularly, and we utilise resources to support the strategic aims of the school as well as individual children's needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The training needs of staff are identified and planned by taking into account the School Improvement Plan priorities, individual appraisal and development needs and the needs of the children.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends local SENDCo network meetings and training in order to keep up to date with current initiatives locally and nationally and to seek out and share best practice. The SENDCo updates staff of developments via staff meetings, regular TA meetings and by leading staff training sessions.

## **SECTION 9: ROLES & RESPONSIBILITIES ACROSS THE SCHOOL**

SEND provision is a whole school responsibility. All members of the school community have clearly defined roles and responsibilities many of which have already been outlined in this policy, to ensure that children receive the very best support.

To summarise:

### **9.1 The Governing Body**

Governors will:

- Appoint a governor to be responsible for SEND. This governor will meet termly with the SENDCo to monitor and review provision and report back to the Governing Body
- Ensure that the school adheres to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice and fulfils its statutory obligations

### **9.2 The SENDCo**

The SENDCo will:

- Oversee the day to day operation of the school's SEND Policy
- Work with all staff to ensure that SEND are identified as early as possible, carrying out or organising further assessment of a child's strengths and weaknesses if necessary
- Provide support, training and guidance to staff
- Work with the SLT to monitor the progress of all pupils regularly, including those from vulnerable groups.
- Co-ordinate provision for pupils with SEND
- Oversee the work of TAs & SNAs
- Involve parents and children in decisions about additional support
- Organise referrals to, and liaise with, other professionals and outside agencies
- Monitor, evaluate and review provision and interventions
- Ensure that the school meets its statutory responsibilities for SEND
- Keep up to date with current practice

- Meet termly with the SEND governor

### 9.3 Teachers

Teachers will:

- Provide high quality inclusive teaching using differentiated materials as appropriate
- Plan for pupils' full participation in learning and in physical and practical activities.
- Work regularly with all children, ensuring that the children with greatest need receive the most expert support
- Liaise with SENDCo and TA/SNAs with regard to programmes put in place for individuals or groups
- Complete and evaluate provision maps for the SEND children in their class termly
- Set and review individual targets for SEND children
- Track progress and be pro-active in raising concerns promptly
- Involve parents and children in decisions about additional support
- Use the graduated approach Assess-Plan-Do-Review
- Use and update Support Plans

### 9.4 Teaching Assistants/Special Needs Assistants

TA/SNAs will:

- Liaise regularly with SENDCo and class teachers.
- Support children in class under the direction of the class teacher
- Undertake appropriate training
- Implement intervention programmes with groups or individuals with the support and guidance of the SENDCo
- Keep appropriate records

### 9.5 Pupils

Pupils will:

- Contribute to their targets and reviews and be involved in discussions and decisions about their needs and progress, appropriate to their age and level of understanding
- Take an active part in their learning, applying strategies and skills taught in other contexts
- Carry out home learning tasks regularly

### 9.6 Parents

Parents will:

- Raise any concerns promptly with the class teacher
- Take an active part in discussion and decision making, meeting regularly with school staff to plan and review provision
- Support work carried out in school by ensuring that home learning tasks are carried out

### 9.7 Other roles and responsibilities:

- **Designated Safeguarding Lead (DSL):** Mr Corcoran (Head of School)
- **Deputy DSL:** Mrs Dixon (Pastoral Care Lead), Mrs Griffith (SENDCo), Mr Hilyard (Assistant Head), Mrs Purchas (KS2 Lead) & Mrs Venables (Executive Headteacher)
- **Pastoral Care Lead & Home School Link Worker:** Mrs Dixon
- **Emotional Literacy Support Assistants:** Mrs Dixon & Mrs Coleman
- **Designated Teacher for Looked-After Children:** Mrs Griffith
- **Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils:** Mr Corcoran (Head of School)

## **SECTION 10: STORING & MANAGING INFORMATION**

Pupil records and SEND information may be shared with staff working closely with the child to enable them to better meet their needs. We are grateful to parents for their information sharing and openness and respect their confidentiality.

Pupil SEND files are stored securely in a locked filing cabinet and electronically on a password protected computer system in accordance with GDPR. Individual SEND files are transferred to receiving schools when pupils leave Shawfield School.

## **SECTION 11: REVIEWING THE POLICY**

This policy will be updated by the SENDCo every 3 years in light of any changes or new requirements for SEND and reviewed by the Governing Body.

## **SECTION 12: COMPLAINTS PROCEDURE**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Parents may seek advice on resolving disagreements through the LA /The Independent Mediation Service. For further information about this process please contact the school office.

## **SECTION 13: BULLYING**

We have a strong anti-bullying policy and we are particularly vigilant to ensure that vulnerable children, including those with SEND, are safe at school.

At Shawfield Primary School we operate a 'Write it Down' system where if a child feels that they are being bullied, or witnesses bullying, they are encouraged to write it down and place the slip in a collection box. These slips are monitored and recorded by the HSLW who keeps the staff aware of potential situations via daily meetings with TAs and meetings with staff.

Our Bullying Policy is available from our school office or the school website.

## **SECTION 14: EQUAL OPPORTUNITIES**

Shawfield Primary School is committed to providing equal opportunities in every aspect of school life for all our pupils and staff, regardless of race, culture, faith, gender or capability.

We value and respect diversity in our school and do our very best to meet the needs of all our learners. Through our curriculum, resources and policies we aim to reflect and celebrate the full range of cultures in our community and as part of this, we work closely with REMA (Race and Ethnic Minority Achievement) to engage and support our Traveller families.

Our policy and practice adhere to The Equality Act 2010.

## **APPENDICES**

Appendix 1 – Initial Concern Form



# SEND Initial Concern Form

<b>Pupil's Name:</b>	<b>DOB:</b>	<b>Year Group:</b>
<b>Person Raising Concern:</b>	<b>Category of Need:</b> C & L / C & I / SEMH / S/P	<b>Date:</b>

**Reasons for Concern & Possible Barriers to Learning:**

**Are the parents also concerned?**

**Child's view:**

**Please highlight actions already put into place/trialled on the Overview Provision Map overleaf and note any additional actions here.**

**What have been the outcomes of these actions?**

**Any recent test results/ assessments e.g. NFER, Star Reader, Sandwell?**

## Shawfield Primary School Overview Provision Map

<b>Universal - Wave 1</b> Accessed by all pupils	<b>Area of Need</b>	<b>Targeted - Wave 2</b> SEN Support	<b>Specialist - Wave 3</b> More Intense SEN Support
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome.</li> <li>• Visual aids, manipulatives and modelling by adult.</li> <li>• Visual timetables</li> <li>• I.T. (computers, learn pads, whiteboards)</li> <li>• In class T.A. or targeted teacher support with learning &amp; progress</li> <li>• Structured and consistent classroom routines &amp; rules</li> <li>• Variety of pupil grouping e.g. pairs, mixed ability</li> <li>• Clear and specific instructions</li> <li>• Consistent reward system and sanctions</li> <li>• Whole school behaviour approach.</li> <li>• Celebration of success in displays and assemblies.</li> <li>• Handwriting practice</li> <li>• Pencil grips / triangular pencils</li> <li>• Use of alternative methods of recording e.g. scribes, IT</li> <li>• Link learning to pupil's own experience</li> <li>• Use scaffolding e.g. writing frames</li> <li>• Use Key Vocabulary e.g. displays, pre-teaching</li> <li>• Circle Time</li> <li>• PSHE focused work</li> <li>• Positive Touch</li> </ul>	Cognition and Learning (C&L)	<ul style="list-style-type: none"> <li>• Small Phonics group</li> <li>• Speech Link Prog</li> <li>• Catch Up Literacy</li> <li>• Sound Training</li> <li>• Reading Wise</li> <li>• Daily read with adult</li> <li>• 1<sup>st</sup> Class at Number</li> <li>• Catch Up Numeracy</li> <li>• Small group work –withdrawal</li> <li>• Precision Teaching</li> <li>• Targeted in class support from TA</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1/small group support in class</li> <li>• 1-1/small group support in withdrawn</li> <li>• Task Management boards</li> <li>• Specialist IT programs</li> <li>• Advice from EP / Specialist Teacher</li> <li>• SATs Concessions</li> </ul>
	Communication and Interaction (C&I)	<ul style="list-style-type: none"> <li>• Language modelled by C.T / T.A.</li> <li>• Use of IT</li> <li>• Specific programmes provided by SALT.</li> <li>• Lego Therapy</li> <li>• Speech Link Prog</li> <li>• ELSA</li> </ul>	<ul style="list-style-type: none"> <li>• Specific SALT prog</li> <li>• ELSA</li> <li>• Makaton signing</li> <li>• Simplified language used.</li> <li>• Small SALT groups work</li> <li>• 1-1 with SALT</li> </ul>
	Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> <li>• ELSA</li> <li>• Social stories</li> <li>• Lego Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• ELSA</li> <li>• Individual reward systems</li> <li>• Modelling games and play activities</li> </ul>
	Sensory & Physical (S/P)	<ul style="list-style-type: none"> <li>• Handwriting group</li> <li>• Access to fidget toys</li> <li>• Hand / Dough Gym</li> <li>• Fine motor skills group</li> <li>• Specialised pencils/ pencil grips</li> </ul>	<ul style="list-style-type: none"> <li>• Physiotherapy prog.</li> <li>• O.T. Programmes</li> <li>• Specialist equipment e.g. Sloping desk Specialised scissors Ear defenders Radio Aid</li> </ul>

