

Billinghay CE Primary School
Special Educational Needs and Disability (SEND) Policy

Policy to promote the successful inclusion of pupils with additional needs and disabilities at Billinghay CE Primary School

Believe to achieve, empowering a community of hope and aspiration.

‘Ask and it shall be given, seek and you will find, knock and the door will be opened.’ Matthew 7.7 ensures our community knows that with hard work, determination and God's help they can open doors to a brighter future.

We are inspired by the life of St Thomas and like him we are on a journey with our values supporting us as we travel. Our pupils will have the courage to challenge and ask questions with curiosity. St Thomas empowers us to learn from past and current events to be able to shine bright with hope and raise our aspirations to go out and change the world.

Our Vision statement:

Working together to raise aspirations, empowering a community of hope. We seek to develop resilient, curious and creative minds, inspiring everyone to shine bright and be positive members within our church school community.

We promote a culture of mutual respect between all the people who work in or visit our school. We aim to create an inclusive curriculum creating a culture where everyone can shine bright living well in their own skin and be happy for others. Our school is a place where everyone is able to flourish within a culture of love that accepts and forgives.

We involve our community in understanding and implementing expectations and systems to encourage this, and to act consistently and vigilantly within agreed guidelines. We work towards creating an environment in which all can achieve and shine brightly. Every person in our school is to be revered and respected as a member of a community where all are known and loved by God. By doing this we will create an environment which maximises the potential of everyone, ensuring they are resilient, curious, creative and aspirational for the future.

As a Church of England School, we have at our heart a belief that all everyone is loved by God, are individually unique and that we aim to express God's love by ensuring we offer a safe and welcoming place for all God's children. Everyone at Billinghay Church of England Primary School should be able to grow freely and be comfortable and confident within their own skins without fear or prejudice. We at Billinghay Church of England Primary School have a mission to help each person to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. We have a duty to try to remove any factor that might represent a hindrance to a fulfilment. Our core purpose as a Church School is to maximise the learning potential of everyone within the love of God.

1. Introductory Statement.

At Billinghay CE Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for **ALL** of our pupils whatever their needs or abilities. Not all pupils with disabilities have

special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

Billinghay CE Primary School adopts the definition of special educational needs and disability as stated in the Special Education Needs Code of Practice: 0 to 25 years (*COP DfE 2015*)

‘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. (*COP DfE 2015 Section 1: Page 15 xiii*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age; or
- b. has 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.’

‘A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them’. (*COP DfE 2015 Section 1: Pages 15 and 16 xiii; xiv*)

‘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 and substantial adverse effect on their ability to carry out normal day-to-day activities’.... ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (*COP DfE 2015 Section 1: Page 16*)

At Billinghay CE Primary School, we will use information from parents and medical to help define a ‘long term’ condition and the effect on a child’s ability to carry out normal day-to-day activities.

Pupils are not regarded as having a learning difficulty solely because the language of the home is different from the language in which they are taught.

Special educational provisions means:

- a) ‘educational or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools.’ Special Education Needs Code of Practice: 0 to 25 (*COP DfE 2015 Section 1: Pages 16 xv*)

1.1 Inclusion

We recognise that progress means knowing more and children remembering more as a result of their time with us. We aim to give our children the cultural capital they need to make aspirational choices and experience success beyond their time at our school. We care for each and every child to enable them to grow, flourish and realise their potential in future life.

Our curriculum is one that is broad and balanced and ambitious for all. It enables all to shine academically and flourish socially, emotionally, morally and culturally. Our curriculum enables our pupils to develop a strong moral conduct through fostering British Values.

Permeating through our curriculum are the Christian values of our school (Friendship, Courage, Respect, Perseverance, Service, Forgiveness, Thankfulness, Compassion, Trust and Justice). These values link to a learning behaviour which will help our pupils to succeed in later life/the future which form the basis of our curriculum intent. These link to our school motto and vision statement which focuses on overcoming the barriers to learning faced by our pupils.

Our curriculum intends to enable all our children to become effective learners for life, through the fostering of our 6 key learning behaviours, ensuring children are ambitious for their futures, broadening their horizons and experiences beyond Billingham.

The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

(Special Educational Needs and Disability Code of Practice, 2015 Page 92 – 6.1)

2. Aims and Objectives.

Our objectives are:

- to create a happy, sensitive and secure environment in our school to ensure the most effective learning for all children;
- to ensure that all pupils have full access to all elements of the school curriculum and activities within school;
- to ensure that all learners make the best possible progress;
- to provide for children's individual needs by supporting them in various ways: whole class, small groups, individual, and occasionally by withdrawal;
- to assist all staff in the delivery of educational entitlement and to ensure all staff are aware of a child's individual needs;
- to identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEN and /or D;
- to assess pupils with special educational needs and disabilities, as quickly and thoroughly as possible, and ensure that their needs are met;
- to monitor closely those with SEN by reviewing and assessing, to enable us to recognise, celebrate and record achievements;
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school;

- to ensure that learners express their views and have a voice in this process so that we value and encourage the contribution of our pupils;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to promote effective partnership and work closely with external support agencies, where appropriate, to further support the needs of individual pupils.

The success of the school's SEND policy will be judged against the aims set out above.

3. Roles and Responsibilities.

See Appendix 1 – Directory of Names – for the names of the members of staff and the SEN Governor.

The Headteacher, Mr R Allen, is the overall responsible person for Special Educational Provision. The Headteacher and the governing body delegate the day to day implementation of this policy to the Special Education Needs Co-ordinator (SENCO).

The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners as supplied by the SENCO
- pupil progress meetings with individual teachers, school leaders and SENCO as required
- regular meetings with the SENCO
- discussions and consultations with pupils and parents

The Special Educational Needs Co-ordinator (SENCO), Mrs R Atkinson, is responsible for co-ordinating the day to day provision of education for pupils with special educational needs.

The SENCO's responsibility for co-ordinating SEN provision is:

- to write and review the SEND policy;
- to oversee the day to day implementation of the SEND policy;
- to write and review the SEN and D Information Report;
- maintenance and analysis of whole-school provision map for vulnerable learners;
- identifying on this provision map a list of pupils with special educational needs – identifying those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with a current Education Health and Care Plan (EHC Plan);
- co-ordinating provision for children with special educational needs;
- analysing assessments completed by class teachers and in association with the class teacher, devising next steps.
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.
- liaising with and advising teachers; offering professional support;
- contributing to the in-service training of staff;
- managing other classroom staff involved in supporting vulnerable learners;
- overseeing the records on all children with Special Educational Needs and/or disability;
- implementing a programme of Annual Review for all pupils an EHC Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;

- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have an on-going special educational need which will require significant support;
 - overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another;
 - monitoring the school's system for ensuring that specific learning plans, where it is agreed they will be useful for a pupil with special educational needs and/or disability, have a high profile in the classroom and with pupils;
 - evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
 - meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map;
 - meeting at least three times a year and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views, in conjunction with class teachers; ensuring SEN pupils receive appropriate support and high quality teaching;
 - attend Team Around the Child / Family (TAC) meetings, and if needed be Lead Professional, to support vulnerable children and families;
 - attend PEP meetings for Looked after Child/ren (LAC) to support children and families;
 - attending area SENCO network meetings and training as appropriate;
 - liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability (nationally, locally and within school);
 - liaising closely with a range of outside agencies to support vulnerable learners;
-
- **Class Teachers** are primarily responsible for the children in their classes, for addressing inclusion and for:
 - provide quality first teaching for all pupils, which includes reasonable adjustments for some learners;
 - providing differentiation needed for children across the ability range; including individual planning for pupils with an EHCP when necessary.
 - Assessing attainment and recording this.
 - ensure any child with an EHCP, has tailored support to ensure they are accessing their EHCP outcomes and making the best possible progress.
 - briefing Teaching Assistants and Midday Supervisors and obtaining feedback from them to help with the monitoring and assessment of children with Special Educational Needs and/or Disabilities;
 - involving parents and ensuring a regular dialogue is maintained. Keeping them informed of progress and listening to their views;
 - provide opportunities for interventions and liaise with Teaching Assistants or professional who is delivering the intervention to monitor progress.
 - meet at least termly with the SEN Co to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map;
 - complete SEN Co referral form (Appendix 2) if any concerns arise for a pupil, which may lead to Special Educational Needs being identified. Ensure SEN Co receives this form and discussions take place.

- complete Identification of Needs forms to identify main area of need and what support is already in place. (Appendix 4)
- ensuring that the Headteacher and SENCO are aware of any children who meet the criteria for SEN and/or D in their class;
- writing Individual Support Plans (ISPs) and implementing targets in class;
- attend Annual Reviews for any pupil in their class with an EHCP, and provide progress updates and information for the review.
- meeting at least three times a year and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views, in conjunction with the SEN Co; ensuring SEN pupils receive appropriate support and high quality teaching;
- gathering the views of the pupil;
- meeting with outside agencies when appropriate;
- liaise with the SENCO to agree which pupils are underachieving and need to access short term interventions but who do not have Special Educational Needs.
- provide the next year's class teacher with transition information regarding pupils on the SEN register.

Teaching Assistants will support the teacher by:

- working with an individual or group of pupils to access the curriculum;
- implementing activities designed to achieve targets on an ISP ;
- encouraging and promoting pupil independence;
- liaising with teachers, SENCO and outside agencies, giving feedback and suggesting development;
- helping to prepare resources and adapting materials;
- gathering the views of the pupil;
- attending planning and review meetings as appropriate;
- facilitating good communication between home and school.
- Teaching Assistants working as 1:1s with pupil's who have an EHCP will support the class teacher by competing the above points linked to the pupil's EHCP.

Outside Agencies assist the school when necessary and can be called on for support and advice. (See Appendix 6- Support Agencies.) Involvement of outside agencies is through the SENCO and Headteacher.

The Governing Body

A member of the **Governing Body, Mrs J Dring**, has special oversight of the school's arrangements for SEN and disability and meets with the SENCO every term. She will report and feedback at full Governing Body meetings, however the Governing Body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

They need to:

- have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 (2015)
- support and monitor the SEND policy and review it as appropriate;
- do its best to secure the necessary provision for any pupil identified as having special educational needs and/or disabilities;
- ensure that parents are notified of a decision by the school that their child has a special educational need and/or disability and of the provision the school is providing;

- ensure all teachers are aware of the importance of providing for pupils with special educational needs and/or disabilities;
- report annually to parents on how the SEND policy is being implemented;
- are aware of the school's SEN and D provision, including the deployment of funding, equipment and personnel;
- ensure that a summary of SEND policy and the School's SEN and D Information Report is included on the school website.
- ensure that the school's information on the Lincolnshire Family Service Directory is updated.

4. Admission Arrangements and Special Facilities

The school welcomes all children. The Governing Body do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

The school building is accessible to all and has accessible toilets but pupils with physical needs may need extra facilities. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that consultations can take place.

5. Identification, Assessment and Provision

A few children come to school with their special educational needs already identified. The school is also open and responsive to expressions of concern by parents and takes account of any information that parents provide about their child.

All children are constantly monitored, both formally through the school tracking systems and informally. Class teachers identify pupils' needs in all areas of the curriculum from their ongoing observation, assessment and record keeping.

Billinghay CE Primary School is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2015. Our Identifying Special Educational Needs Pathway (Appendix 5) is followed to identify next steps.

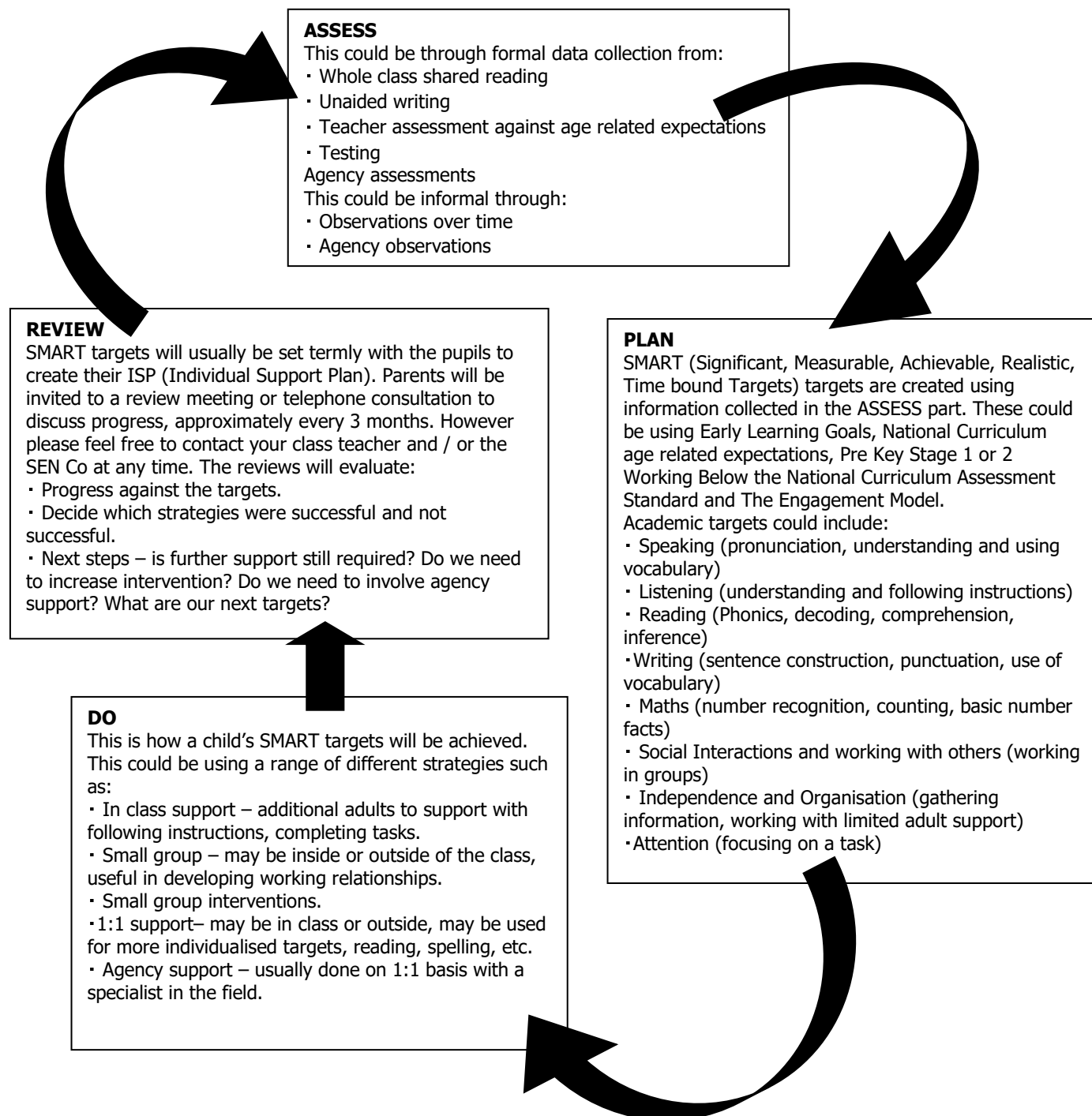
If a member of staff has concerns about a child's progress the pupil will first be added to our school's provision map. The pupil will be monitored within class by the teacher and teaching assistants working with the child, and their progress will be discussed at pupil progress meetings.

If a child is not making the expected progress or is having difficulty accessing any part of the curriculum, the class teacher will consult the SEN CO and complete the SEN Co referral form (Appendix 2) in order to decide whether additional or different provision is necessary. When agreeing the provision needed for the pupil, the teacher and SENCO will agree on the area of need/reason for being added to the SEN and D register (see Appendix 3) and will complete the Identification of Needs form (Appendix 4).

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking actions which are additional to or different from their peers.

Special Educational Needs Support (SEN Support) – The majority of pupils identified with SEN are on the register at SEN Support. When a pupil is identified as having SEN, our school will support the child

to help remove barriers to learning and put effective special educational provision in place. In our school the SEN Support will take the form of a four part cycle, Assess, Plan, Do, Review.



While a pupil is on the SEN and D register regular review meetings or telephone consultations (approximately every 3 months) with the child's parents/carers, class teacher and the SENCO will take place to create new Individual Support Plan targets (ISP targets) and review previous targets.

Education, Health and Care Plan (EHC Plan)

If the child continues to demonstrate significant cause for concern, the school will request a statutory assessment of the child's special educational needs and/or disabilities by the Local Authority. The SEN CO completes an Education, Health and Care (EHC) Assessment through the Lincolnshire EHC Hub. If a

decision is made to carry out an EHC Assessment, the provision being received at SEN Support continues, and an assessment takes place in line with current legislation. If the request is approved by the County the child will be allocated a Case Worker and receive an Education, Health and Care Plan (EHC Plan).

For pupils who have an EHC Plan, as well as the termly review of their ISPs, their progress and the support outlined in the EHC Plan will be reviewed annually, at an EHCP Annual Review. When pupils are due to transfer to another phase, planning for this will start in the year prior to the year of transfer. Advanced planning for pupils with an EHC Plan in Year 5 will allow appropriate options to be considered. The SEN CO liaises with the SEN CO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Individual Support Plans (ISP)

Strategies employed to enable a child with Special Educational Needs or Disabilities, to progress will be recorded within an ISP. This sets out SMART (Significant, Measurable, Achievable, Realistic, Time bound) targets and teaching strategies that will support the pupil and that are additional to and / or different from those that children will receive through the normal differentiated curriculum. ISPs are written for all pupils at SEN support and pupils with an EHC Plan.

Class teachers will write ISPs ready for a SEN Support Meeting, so that SMART targets can be agreed by the pupil, parents, teachers and SENCO. If targets are discussed and need to be amended, then this will take place at the SEN Support Meeting. Parents will be given a copy of the ISP to take home at the meeting. If parents are unable to attend the SEN Support Meeting, then a copy of the ISP will be sent home. The ISP will be reviewed at least three times a year in the Autumn Term, Spring Term and the Summer Term. Pupils will participate fully in the review process according to their age and abilities.

For ease of identification and monitoring, our school keeps a Special Educational Needs and Disabilities Register with the names of children for whom there is concern. Referrals, assessment forms and all other letters, forms and records about SEN and D are kept in confidential files in the SENCO's locked filing cabinet and entered onto CPOMS.

ISPs are working documents and are kept in the teacher's and TA's SEND files, these files are kept in locked filing cabinets.

6. Complaint Procedures

Should there be a query or complaint about SEN and/or D provision for an individual child it should be discussed first with the class teacher and/ or the SENCO, then please follow the procedures set out in the Complaints Policy.

The school will provide information about Liaise, Lincolnshire's Special Educational Needs Information, Advice and Support Service (SENDIASS) (Appendix 6) Parents may then contact the SENDIASS for independent support and advice.

7. Staff Resources

The Special Educational Needs Co-ordinator is allocated a Monday, Tuesday and Wednesday for the role. It is the Headteacher's duty to ensure that any Teaching Assistant time allocated specifically to individual children is used to support the delivery of their ISPs. It is the Class Teacher's and SENCO's duty to utilise their time to the full.

8. Staff Development

All staff take advantage of the many opportunities for further training provided within the school, from the Local Authority and online training through Teams and Zoom.

9. Partnership Within and Beyond School

Support Services

The school uses expertise provided by other professionals. These include an Educational Psychologist (EP), Speech and Language Therapist (SALT), Specialist Teaching Team (STT), Working Together Team - Lincolnshire Autism, Social Communication and SEND Outreach Service (WTT), Occupational and Physiotherapy support. Other services are available to support children with sensory impairments. (Appendix 6)

10. Parental Involvement

It is the school's policy to work closely with parents and encourage an active partnership. All staff have regular communication with parents, with parents always being consulted before outside agencies are involved. Staff are aware that:

"Parents know their children the best and it is important that all practitioners listen and understand when parents express concerns about their child's development." Special Education Needs Code of Practice: 0 to 25 (COP DfE 2015 Section, Page 79, Section 5.5)

11. Within School and Cross Phase Liaison

The Reception (Red Arrows) Teaching Team are in regular contact with staff at local pre-school settings and any children with special needs and/or disabilities are monitored carefully and information shared. Consultation between the SENCO and staff takes place during the Summer Term to ensure a smooth transition into school.

The Headteacher and SENCO share responsibility for ensuring that all staff are aware of children with special needs and /or disabilities. Where a whole school strategy is in place for a child, all staff are made aware of their role.

As children move from class to class it is the SENCO's and class teacher's responsibility to inform the next teacher of any children with special educational or medical needs and to ensure that all documentation is up to date. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving.

At transfer to secondary school, consultation between staff takes place in the Summer Term preceding transfer. All relevant records will transfer with the child. In addition to the usual transfer arrangements, we ensure that the SENCO from the secondary school is invited to the annual reviews of children with an Education Health Care Plan (EHC) in Year 6.

12. Criteria For Success

The success of our policy is judged by the extent to which it enables our pupils with special needs to make the greatest progress possible. Successful individual programmes will also result in some children becoming less of a concern and being moved down to a lower stage, or being removed from the SEN and D register completely.

Amended: September 2024

To be reviewed: September 2025

Appendix 1 Directory of Names

Headteacher	Mr R Allen
Assistant Headteacher	Mrs J Smithson
KS1 Lead and member of the school SMT	Mrs L McCaffrey
Teachers	
Reception / Year 1 (Red Arrows Class)	Mrs D Clarke (Monday and Tuesday) Mrs C Willet (Wednesday, Thursday and Friday)
Year 1/ 2 (Vulcan Class)	Mrs L McCaffrey
Year 3 (Spitfire Class)	Mrs J Smithson
Year 4/5 (Hurricane Class)	Miss M Hall
Year 5/6 (Typhoon Class)	Mrs J Waller (Monday and Tuesday) Mrs C Pool (Wednesday, Thursday and Friday)
Special Educational Needs Co-ordinator (SENCO)	Mrs R Atkinson
Special Educational Needs Governor	Mrs J Dring
Teaching Assistants and 1:1 Supports	
Reception / Year 1 (Red Arrows Class)	Miss B Barber
Year 1/ 2 (Vulcan Class)	Mrs J Beck Miss E Thorpe (1:1)
Year 3 (Spitfire Class)	Mrs J Beck Mrs S Watt (1:1)
Year 4/5 (Hurricane Class)	Mrs S Smith Miss M Whitbread Mrs H Atkinson (1:1)
Year 5/6 (Typhoon Class)	Mrs S Smith Miss M Whitbread Mrs N Young (1:1)
School Administrator	Mrs K Sedlan
School Admin. Assistant	Mrs N Woolerton
Midday Controller	Mrs T Willows
Midday Supervisory Assistant	Miss L Thorpe, Mrs C Wood, Mrs M Harmsworth
Breakfast Club	Miss L Thorpe, Mrs T Willows, Miss M Whitbread
After School Club	Mrs C Wood, Mrs T Willows, Miss M Whitbread

Appendix 2

SEN Co Referral Form							
Date completed:							
Name of pupil:							
Date of Birth:		Gender: Male Female					
Class:		Member of staff referring:					
Attendance: Poor Average Good Excellent		Relationship to pupil:					
Additional information (✓ as appropriate)							
Pupil Premium		Medical Condition		EAL		Service	
Looked After Child		TAC		Child in Need CIN		Child Protection CP	
Any diagnosis or medical conditions / involvement – e.g. ASD, ADHD, Global Delay, visual eye stress.							
Assessment Data	Baseline		Previous Term		Current		
	Date completed		Date completed		Date completed		
Phonics							
Reading							
Writing							
Maths							
Any additional assessments – e.g. ELG, Floppy Phonics, Accelerated Reader, Star Reader, Reading Age, Boxall Profile.							
Reason for referral (✓ as appropriate)							
Cognition and Learning		Communication, Interaction / Speech and Language		Physical and Sensory		Social, Emotional & Mental Health	
Please give more details:							
What support has been put in place?							
Support through quality first teaching:				Group Interventions / 1:1 provisions / personalised provisions:			
Details of relevant conversations with parents?							

Appendix 3 Broad Areas of Need

1. Communication and Interaction

“Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.” (COP DfE 2015 Page 97 Sections 6.28 and 6.29)

2. Cognition and Learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.” (COP DfE 2015 Page 97 and 98 Sections 6.30 and 6.31)

3. Social, Emotional and Mental Health Difficulties

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” (COP DfE 2015 Page 98 Sections 6.32)

4. Sensory and/ or Physical Needs

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

“Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.” (COP DfE 2015 Page 98 Sections 6.34 and 6.35)

Pupils Name:

Date of Birth:

Date completed:

Presentation of Pupil – what do they need support with?

- Difficulty acquiring English/Maths skills
- Difficulty acquiring new concepts/ideas
- Diagnosis of dyslexia
- Working memory difficulties
- Slow processing skills
- Poor fine motor coordination (untidy handwriting/presentation)
- Poor working memory (visual/auditory) which will affect ability to follow instructions
- Poor organisation (remember books/homework/how they organise their thoughts and written work)
- Persistent difficulties (whilst able to learn other things easily)
- Valuable contributions but find it difficult to present ideas in written form
- Written work takes much longer to complete than peers
- Restricted vocabulary compared to oral ability: leading to poor self-image/behaviour
- Weak auditory and/or visual memory

Quality First Teaching

- Word banks and glossaries
- Overlays (where appropriate)
- Use of pale coloured paper
- Pre teaching of key vocabulary
- Overlearning – through starters
- Regular opportunities to reuse/recap/revisit key concepts and vocabulary
- Break down lessons/tasks in to small chunks
- Small steps with frequent review of the key points
- Repeat verbal instructions slowly and ask the pupil to repeat them to a peer
- Explicit instructions for expectations
- Written text/spoken language at appropriate level
- Enlarge texts/cover some of texts in paragraphs to reduce amount of text pupil has to focus on.
- Highlight or underline vital information and instructions
- Teaching relates to everyday experiences as often as possible
- Multi-sensory methods and presentation of information
- Record steps/note/ key vocabulary etc on whiteboards to aid memory.
- Allow additional time when working from the board, speak slowly to accommodate short working visual or auditory memory
- Reduce the amount of copying of information from the whiteboard
- Encourage 'planning' opportunities before writing: concept maps, key word lists, writing frames
- Pupils record/present work in a variety of ways
- Recognise effort and success with rewards/praise
- Extra time allowance
- Effective use of Support/Staff
- Encourage shared/pair work

Interventions

- Precision Teaching
- Toe by Toe
- Additional Phonics
- 1:1 Reading
- Group reading
- RALF
- Dyslexia Gold
- Pre teaching of vocabulary
- Numbots
- TT Rockstars
- Write from the Start – handwriting
- Memory training
- Listening activities

Communication and Interaction

Pupils Name:

Date of Birth:

Date completed:

Presentation of Pupil – what do they need support with?

- Diagnosis of ASD
- Diagnosed Speech and Language difficulty
- Expressive or receptive language delay
- Difficulty forming / creating sounds
- Missing consonants from the end of words
- Using sounds incorrectly in words e.g replacing t or d sounds for k or g.
- Miss small connecting words within a sentence.
- Over use general words like 'thingy' 'put' 'get.'
- Use fillers and / or hesitate a lot 'erm' 'you know' etc.
- Limited vocabulary / find new language difficult to learn and use.
- Sentences muddled and retelling of events can be confusing to follow.
- Have a stammer or stutter.
- Find English difficult.
- Struggle with social interaction and making friends / other pupils find it difficult to understand them.
- Low self-esteem / withdrawn / very quietly spoken and not wanting to contribute in class.
- Find it difficult to listen and understand conversations and questions.
- Struggle to understand social rules of conversation e.g. eye contact.
- Struggle to talk and listen to other children
- Take things literally.

Quality First Teaching

- Pre teaching of key vocabulary
- Unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters
- Regular opportunities to reuse/recap/revisit key concepts and vocabulary
- Repeat verbal instructions slowly and ask the pupil to repeat them to a peer
- Use of visuals prompts e.g. word mats/ banks, key vocabulary, now and next, emotions.
- Visual timetables
- Breaking tasks down
- Use of checklists
- Clear and explicit success criteria
- Care over use of abstract language
- Awareness of sensory sensitivities
- Extra time allowance to complete work
- Allowing time for child to complete sentence/ conversation when speaking - not interrupting or finishing sentences for them.
- Consideration to seating plan
- Consideration to groupings
- Clear and consistent boundaries, rewards and sanctions
- Effective use of Support/Staff
- Recognise effort and success with rewards/praise
- Encourage shared/pair work
- Key adult support as necessary

Interventions

- SALT led interventions / block Therapy
- WellComm
- First Call
- Talk Boost
- Pre teaching of vocabulary
- Use of social stories and comic strip stories
- Reference documents –
 - Speech and Language checklist
 - Checklist 5-11 years
 - Universally Speaking

Social, Emotional and Mental Health

Pupils Name:

Date of Birth:

Date completed:

Presentation of Pupil – what do they need support with?

- Diagnosis of ADHD
- Diagnosis of ASD
- Diagnosis of other significant mental health disorder
- Looked After Child
- Poor concentration
- Exhibit behaviours which make it difficult for them to function effectively at school
- Continually engages in behaviour that demands excessive attention from teacher and peers
- Frequently disturbs teacher and peers /disrupts the education of other pupils/ interrupts lessons with attention-seeking behaviour
- Talks out of turn /makes silly noises /constantly gets out of seat
- Works only when receiving attention.
- Withdrawn / have low self-esteem
- Exhibit anti-social / uncooperative / aggressive behaviour.
- Have low or no sense of worth – don't feel that they are liked, accepted or feel successful.
- May experience significant difficulty in acquiring basic literacy and numeracy skills
- Often function at a frustration level and therefore feel that they fail all the time.

Quality First Teaching

- Careful consideration of seating plan / ensure that the pupil is sitting away from distraction, e.g. traffic areas, materials /close to teacher; with easy eye contact.
- Consideration given to groupings/ pairing /use a 'learning partner' system.
- Clear boundaries, rewards and sanctions - use stickers, certificates, reward system.
- Positive behaviour management strategies/ avoid confrontational situations - reprimand in private wherever possible.
- Tactically ignore some unwanted behaviour while praising small successes
- Focus on the behaviour not the child's personality
- To finish tasks within allotted time, outline amount of work expected and check
- Praise/rewards for completion of tasks /regular feedback on engagement
- Ensure eye contact when giving key instructions to these pupils
- Pupil to repeat instructions/explain their understanding to a peer or teacher
- Give cues that vital instructions are about to be given
- Ensure that there is a quiet area where the pupil may work
- Work is at the right level so pupils can succeed
- Take an interest in the pupil as an individual
- Support in using 5 point scale for emotions / emotion fans
- Environment where it is safe to take risks and make mistakes.
- Focus on abilities and strengths /show that they are capable.
- Ensure targets are very specific - target specific behaviour (e.g. calling out).
- Whole class reward system – create sense of belonging; achieving a common goal; every member is valued and valuable.
- Teach friendship skills to enable child to make and maintain relationships.
- Teach positive self-talk/ self-approval /encourage positive self-talk before beginning tasks
- Modify teaching methods if needed - use concrete materials/one step at a time.
- Positive time out
- Effective use of Support/Staff

Interventions

- Checking in with adult
- 1:1 emotional support
- ELSA supported work
- Circle of Friends
- Casy / Counselling involvement
- CAMHS involvement
- PEP / EPEP process
- Boxall Assessment
- BOSS involvement

Sensory and Physical

September 2024
Appendix 4

Pupils Name:

Date of Birth:

Date completed:

Presentation of Pupil – what do they need support with?

- Visual impairment
- Hearing impairment
- Hearing loss
- Glue ear
- Misunderstanding/mishearing
- Pupil makes spelling/grammatical errors – i.e. omitting plurals
- Physical disability
- Coordination / gross motor skills / fine motor skills

Quality First Teaching

- Specialist equipment where necessary
- Consideration to seating plans
 - See adults mouth to help lip reading
 - Away from heaters and other background noises
 - Near to and facing the board
 - Near an exit to support sensory breaks
- Overlays (where appropriate)
- Use of pale coloured paper
- Enlarge texts/cover some of texts in paragraphs to reduce amount of text pupil has to focus on.
- Highlight or underline vital information and instructions
- Reduce the amount of copying of information from the whiteboard
- Multi-sensory methods and presentation of information
- Use a normal voice – do not shout or over exaggerate
- Repeat other pupil contributions
- Try not to speak whilst standing behind pupil/facing whiteboard
- Give clear instructions and check for understanding
- Awareness of physical abilities especially in active lessons
- Use of pencil grips
- Active movement breaks
- Awareness of sensory sensitivities
- Use of sensory aids / fidget toys
- Allowing for sensory breaks from the class
- Effective use of Support/Staff

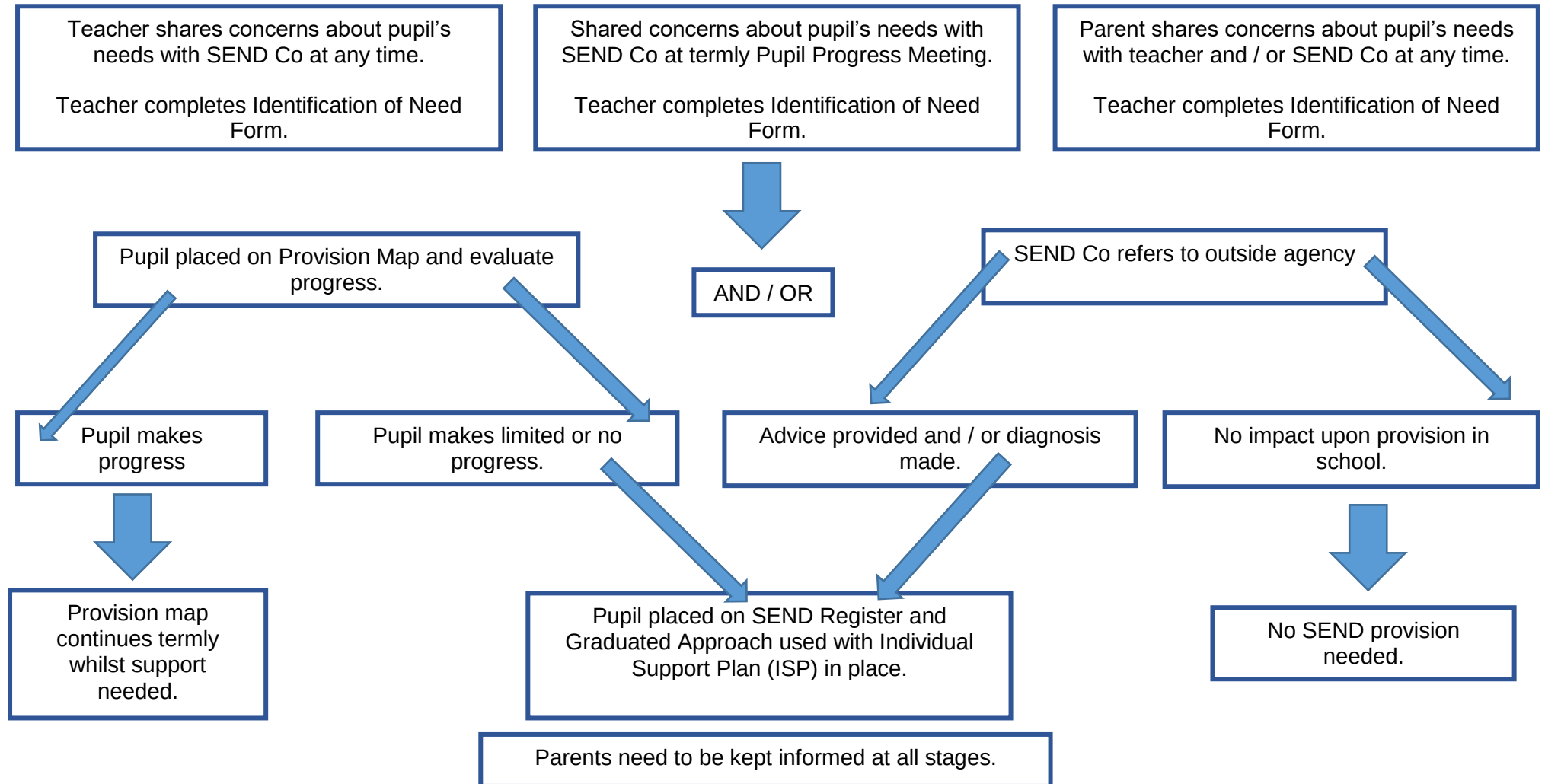
Interventions

- Handwriting support
- Write from the start
- Dough Disco
- Fine motor skills activities
- First Move
- Gross motor skills activities
- Touch typing
- Specialist equipment
- Monitoring and intervention from Sensory Education and Support Team (SEST)
- Involvement from Physiotherapist
- Involvement from Occupational Therapist

Appendix 5

Identifying Special Educational Needs Pathway

Working Practises of Special Educational Needs and Disabilities.



Appendix 6 – Directory of Outside Agencies and Parent Support Groups

Billingham C of E Primary School SEND Information Report http://www.billinghayprimaryschool.co.uk/sen/	Family Services Directory – Lincolnshire FSD https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/home.page Online guide to services and information on local organisations for parents practitioners, children and young people. Find out about services in your local area.
Lincolnshire Local Offer https://www.lincolnshire.gov.uk/send-local-offer Website that shares information, services and events for children and young people with special educational needs or disabilities (SEND) and their families. Find out more information about SEND and Outside Agencies using this website.	Liaise (SEND Information, Advice and Support in Lincolnshire) https://www.liaiselincolnshire.org.uk/ Provide confidential and impartial information, advice and support to children and young people (0-25 years) with SEN and disabilities, and their parents and carers.
Lincolnshire Parent Carer Forum – Parent Support Group https://www.lincspcf.org.uk/	Billingham Children's Centre Fen Road, Billingham, LN4 4HU 01526 869248 Email: billinghaychildrenscentre@lincolnshire.gov.uk
PAACT (Parents and Autistic Children Together) Support Group http://www.paactsupport.com/	Working Together Team – Lincolnshire Autism, Social Communication and SEND Outreach Service https://www.wtt.org.uk/
CANadda Support group for people on the Autism Spectrum. https://www.canadda.org.uk/index.htm	Children's Therapy Services – Speech and Language, Occupational Therapy, Physiotherapy. https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services
Children's Therapy Services including Early Years Development and Neurodevelopment Difficulties https://www.lincolnshirechildrenstherapyservices.nhs.uk/	Children's Health including Children's Specialist Continence Service. https://www.lincolnshire.gov.uk/health-wellbeing/health-visitors
Carers First Support group for parents and carers who take on a caring role. https://www.carersfirst.org.uk/lincolnshire	Lincolnshire Young Carers Partnership Support for children who take on a caring role for a member of their family. https://www.lincolnshire.gov.uk/support-carers/young-carers
Children's Emotional Wellbeing and Mental Health Pathway Information and advice that can support with emotional wellbeing or mental health. https://www.lpft.nhs.uk/young-people/lincolnshire/home	Here 4 You Line Wellbeing and Mental Health help line for advice and / or self referrals open 24/7 0800 234 6342 https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/self-referral

Children's Emotional Wellbeing Self Help Support to improve emotional wellbeing and the impact it can have on children and young people. https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/helping-you-help-yourself	Healthy Minds Lincolnshire Emotional and Wellbeing support for children and young people. https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire
Child and Adolescent Mental Health Service (CAHMS) Mental Health support for children and young people. https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/child-and-adolescent-mental-health-service-camhs	Lincoln Centre for Grief and Loss http://www.lcgl.org.uk/
CASY - Counselling and Support for Young People http://www.casy.org.uk/	Specialist Teaching Team (STT), https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/service.page?id=h5IPHTOnRns&familychannel=1401
Community Paediatric Department, https://www.ulh.nhs.uk/services/community-paediatrics/	Early Support Care Co-ordination (ESCO) Telephone: 01522 552389 Email: esco@lincolnshire.gov.uk https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=scoyyvENRuA
Lincolnshire Psychology Services https://www.lincolnshirepsychologyservices.com/	ECLIPS (Extended Communication and Language Impairment Provision for Students) Email: ECLIPS@lincolnshire.gov.uk
Sensory Education and Support Team (SEST), E-mail: SEST_Team@lincolnshire.gov.uk https://www.lincolnshire.gov.uk/directory-record/63945/sensory-education-and-support-team	Lincolnshire Sensory Service Support for children with sight and/ or hearing loss. https://www.lincolnshiresensoryservices.org.uk/
Linkage Community Trust Children and Family Support Service https://www.linkage.org.uk/	Family Action https://www.family-action.org.uk/what-we-do/children-families/lincs-boss/
Lincolnshire Behaviour Outreach Support Service (BOSS) https://family-action.org.uk/services/lincolnshire-behaviour-outreach-support-service-boss/	EMTET - Ethnic Minority and Traveller Education Team https://www.lincolnshire.gov.uk/school-pupil-support/ethnic-minority-traveller-education

