

# **Durley CE (Controlled) Primary School**



## **Policy for Special Educational Needs and Disabilities**

**Last Updated January 2020**

## COMPLIANCE

Durley CE (Controlled) Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEND Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013

### **Aims and objectives in relation to SEND provision**

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

## How Pupils with SEND are identified

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published Local Offer which was produced in consultation with parents in cooperation with the Local Authority and pyramid of schools with due regard to the general duties to promote disability equality.

## Defining SEND

The 2014 Code of Practice says that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv

Around 12% of our children are either at SEN support or have an EHC Plan (Education, Health and Care Plan). This is well below the national average however, all teachers should expect to have children with SEND in their classes. The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if

*they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Support'.*

We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The four broad areas identified within the SEND Code of Practice 2014 (p86) are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCo and information is shared appropriately and frequently.
- Although the SENCo has overall responsibility for supporting the identification of pupils with SEN in the school it is recognised that other members of teaching and support staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCo works closely with the school assessment coordinator to interrogate the school tracking data.

At Durley Primary School we also use a number of indicators to identify pupils' special educational needs. Such as:

- Observations.
- Information from the child.
- Close analysis of data including: EYFSP, termly, yearly and end of key stage assessments, reading and spelling ages. Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's support services.
- Any teacher or support staff concerns.
- Following up parental/carers concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Very close liaison at the outset with EYFS pre-school staff, the SENCo and parents.

What is not SEND but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus.
- Looked After Children (LAC)
- Being a child/young person of servicemen/women
- English as an Additional Language (EAL)

### **The Graduated Approach**

#### **Quality First Teaching**

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEND they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will require.

f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. The child will be given targeted support within class and may be placed on the 'Individual Pupil plan (IPP) to ensure differentiation of provision is being undertaken.

i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

#### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an EHCP) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, stating action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer:

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

- a. Following Statutory Assessment, an EHC Plan will be provided by Special Educational Needs Assessment and Review (SENAR), if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

## **Annual Reviews**

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the Code of Practice. At Durley we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the statement/EHCP. The child's view is taken into account prior to the meeting. A review meeting might recommend amendments to the statement if:

- Significant new evidence has emerged which is not recorded on the statement.
- Significant needs recorded on the statement are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5 the annual review is used as a means of declaring the secondary phase provision required.

During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

## **How Durley Primary School manages the needs of pupils who qualify for SEND support**

In many cases the pupil's needs are effectively met within school and within the classroom. The way this is done is outlined in the School's Local Offer which is published on the school's website.

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching (Universal Support) they are discussed with the SENCo and a plan of action is agreed.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions (targeted support) addressing areas of need it may be necessary to involve specialists in the school or from outside agencies (specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies.

(Except in child protection cases where a child is deemed to be at risk.)

- An IPP/ SEND Support Plan is drawn up and appropriate targets set. The plan is reviewed termly. It records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in small group) put in place to enable the child to achieve these targets.

The responsibility for maintaining/updating the SEND IPP is that of the classteacher, and used on a daily basis by the class teacher, teaching assistant, or specialist teaching assistant assigned to undertake the specified intervention. Targets for children at SEND Support 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 SENCo who monitors overall progress after the intervention.

- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used at Durley Primary School include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Shepherd's Down Specialist School Support, Speech and Language Therapy Services, Physiotherapy, Occupational Therapy to name a few. Accountability for the quality of provision is that of external agencies is undertaken by the SENCo. The SEND governor ensures that the school meets its responsibility for all children who have SEND.

- Hearing and/or vision checks may be sought to discount any unidentified problems.

- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.

### **Conducting SEND Review Meetings**

SEN review meetings are held on a termly basis. Parents are invited to attend the meeting. At the review meeting the pupil's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the pupil's current levels of attainment relating to SEND IPP targets?
- What progress has the pupil made towards meeting the overall objectives set out in the SEN Support

### **Plan or EHCP?**

- What are the parents'/carers' views of the pupil's progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set?
- Have there been any significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's special educational needs and therefore do they need to move within the graduated stage?
- How will the pupil's progress be assessed?



- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- What are the pupil's current levels of attainment in literacy and numeracy?
- What progress has the pupil made over the past year, especially in relation to each SEN target?
- Are any amendments to the EHCP necessary?
- Should the LA recommend ceasing or maintaining the statement/EHCP?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEND Code of Practice and to Section 9 of the SEND Toolkit. A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCo monitors interventions to identify 'what works'. Where it is clearly evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap between the child and their peers, in line with age appropriate expectations, the child will be removed from the SEND list.

### **Supporting Pupils and Families**

Hampshire's 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, across education, health and social care. Hampshire's Local Offer is available from the following website:

[www.hampshire.gov.uk/localoffer](http://www.hampshire.gov.uk/localoffer)

The school's SEND Information Report, available on the school website, outlines the schools statutory requirement.

### **Admissions**

At Durley Primary School all children have an equal right to inclusion and we adhere to Hampshire LA Admissions procedures for admissions (see Admission Policy, available on the school website).

The procedures upon admission of any child includes the collection of all the relevant information about a child from their previous school which the head teacher passes on, if necessary, to the SENCO in order to allocate resources or contact relevant support services.

### **Examinations and access arrangements**

SEND pupils have access to concession time, a scribe, a reader and rest breaks, if required. The SENCo and class teacher work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests.

## **Transition**

At Durley Primary School, transition is strategically planned so that children experience the minimum of anxiety or upset. When children approach transition from classes and/or key stages they are involved in a “transition day” when they spend time in their respective classrooms being taught by their “new” teachers. Similarly when children are in Year 6 they take part in a number of taster days at local secondary schools and experience a typical day there.

Children with SEND, if it is thought appropriate, can receive additional support during these transitions. For example Year 6 pupils have been accompanied by school staff on additional taster days when arranged as appropriate. Children who may find transition more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers to look at over the school holidays. Pupils identified with SEND are given the opportunity to attend a summer camp at Wyvern College – our local feeder school.

## **Supporting Pupils at School with Medical Conditions**

At Durley Primary we are aware that children can have medical needs. In line with guidance from the LA, the school aims to meet these needs through detailed medical plans. Whilst Durley is not adapted to meet severe medical needs, every effort is made to overcome constraints imposed by the type of building. When we are made aware of a medical need, this is passed on to the Class teacher and Head teacher upon admission. A medical plan is then drawn up with the help and guidance of the school nurse where appropriate.

The school recognises that children with medical conditions should be properly supported so that they have full access to education. Reasonable adjustments are made so that they have access to the curriculum (including physical education) and extracurricular activities, such as school/class trips, performances and after-school clubs.

## **Monitoring and Evaluation of SEND**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through School Council, pupil surveys, Parents’ Meetings and Parents’ Evenings and Questionnaires. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

At Durley Primary School, we have many different ways of gathering information to evaluate the success of our SEND provision.

We have a provision management approach, involving the mapping of SEND provision (list), alongside the monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve.

The information gained from provision management is used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of our school SEND provision and policy. The evaluation is carried out by the Headteacher/SENCo and SEND governor and information is gathered from different sources such as teacher and staff progress meetings, pupil questionnaires, parents evenings, feedback and structured conversations. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## **Training and Resources**

Funds from the Notional SEND Budget and Pupil Premium are used to support SEN by:

- Purchasing resources
- Training teaching staff
- Paying salaries of support staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Individual training in response to need.
- Whole staff training and INSET.
- Cluster Networks and Training.
- Accessing training through different agencies.

The SENCo attends relevant SEND courses, SEND meetings and facilitates and signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Teachers are expected to keep abreast their knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties

## **Roles and Responsibilities**

### **The Governing Body**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governing Body will, in cooperation with the Head teacher, determine the school's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements. It will also maintain a general overview of the school's work. The named governor for SEND is Tanya Metcalf . The SEND governor meets with the SENCO at least termly to discuss actions taken by the school.

### **The SENCo will:**

- take a strategic role in developing, monitoring and reviewing the SEND Policy and the School Offer;
- oversee the identification of children needing intervention through SEND Provision, Individual Pupil Plan or EHC plan;
- work with and advise colleagues;
- co-ordinate the teaching provided for children with SEND;
- oversee the records on all children with SEND;

- work in partnership with parents of SEND children;
- support the class teacher to work with the child with SEND in the target setting and review process;
- support the in-service training of all staff ;
- work with external agencies;
- liaise with local pre-schools and secondary schools to enable smooth transition for children with SEND
- liaise with the governor responsible for SEND;
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

### **Class Teacher**

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The planning for and delivery of the SEND IPP, is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point.

### **Children**

Pupil participation is the goal for all children and they will become progressively more involved in setting and evaluating targets within the SEND process. Children's views will be sought and recorded as part of the review meeting.

### **Parents**

All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. SEND IPPs will be shared termly with parents and their views on progress will be recorded at review meetings.

### **Storing and Managing Information**

The following records are kept:

- The Provision Map (Special Educational Needs List) – The SENCo uses this to have an overall picture of the children and their progress.
- Individual Pupil Plans (IPP)– These are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved. Parents have copies of these.
- IPP Reviews – These are completed at the review meetings with parents and the class teacher. They are a record of the impact provision and teaching approaches have had on the learning and progress.
- Education and Health Care Plans – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents. If the review recommends any changes to the plan, SENAR

(Special Educational Needs Assessment and Review) will issue school and parents with the documents.

- Outside Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating SEND IPP's.

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. The school's policy on Data Protection is available to view on the school website.

All relevant documents are kept until the pupil leaves the school, eg at transition to secondary school or to a new primary school.

### **Accessibility**

New duties have been placed on schools since September 2002 in relation to pupils with disability. In order to cover new legislation Durley Primary School continues to:

- Not discriminate against disabled pupils.
- Take responsibility for taking reasonable steps to include pupils with a disability.
- Make increased accessibility for disabled pupils in line with the LA's strategic planning.

Staff are aware of the distinction between the definition of a pupil with SEND and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

For further details, see Accessibility Plan, available on the school website.

### **Dealing with complaints**

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. If parents have queries or complaints about provision for children with Special Educational Needs, they should discuss their concerns with the class teacher. If they continue to have concerns, they should meet with the Headteacher.

### **Bullying**

At Durley Primary school we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn and progress to their full potential, in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. If bullying does occur, we would want all pupils to feel confident to seek support from an adult and know that incidents will be dealt with promptly and effectively.

We would expect that anyone who knows that bullying is happening will feel safe and confident to tell an adult.

The Anti-Bullying policy is available on the school website.

## **Appendices**

### Appendix A: Classroom Organisation and Planning for Special Needs

Web links:

#### **Reviewing the Policy**

This document is subject to an annual review as part of the cycle of self-evaluation. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations.
- Measurable progress made by individual pupils using Teacher's Assessments.
- Monitoring reports on classroom observations.
- Collation of pupils and parent's/carer's comments following review meetings.

#### **Review Framework**

Reviewed by staff on: \_\_\_\_\_

Reviewed by Governors on: \_\_\_\_\_

*Updated by Kirstie Baines 15.11.2018*

## Appendix A:

### Classroom Organisation and Planning for Special Needs

This section is concerned with organising classrooms and teaching to prevent and/or overcome learning difficulties or other problems connected with learning.

#### Factors to Consider

##### A. Classroom layout –

- Easy access to materials without congestion
- Defined routes for movement
- Defined working areas
- Easy access to teacher
- Appropriate and clearly labelled furniture and storage
- Established systems known by children for storage/retrieval of resources
- Clear view of, and for, the children

##### B. Effective grouping –

Grouping can be helpful as a way of individualising the curriculum and in managing a variety of levels of learning (differentiation) but it can be counter-productive if pupils feel labelled or left out of activities. Here are some positive reasons for grouping:

- Simultaneous teaching
- Practicing a new skill
- Providing good models
- Co-operative learning
- Contributing to a group task
- Social skill development
- Shared home language for bilingual development
- Shared preferred learning style

Flexible grouping is the key to organising for effective learning and the reason for the grouping should relate to the task/target you have chosen. Remember that group work is not always a co-operative endeavour – it may be that children are sitting in a group because they are on the same task but that task may well be an individual one. Be clear about your aims and objectives of group work in your planning.

##### C. Place and position –

Some children have problems, which have implications for where they sit in the classroom:

- Handedness – don't sit a left-hander to the right of a right-hander – they'll jostle!
- Hearing – make sure the child can hear instructions clearly and is sitting in a quieter part of the room. Can the child hear with one ear better than the other? Is she/he placed to maximize this fact? Can the child see your face clearly?
- Vision – a child with a vision problem needs to have a clear view of work sheets, the board, visual aid etc. Try to ensure that lighting is adequate and that glare and reflections are minimal.
- Distraction – some children are more easily distracted than others. Sometimes isolation can help but make sure this is for particular tasks and the reason for the temporary isolation is made clear to the child. Try sitting the child with a calm, settled group as a help.

##### D. Materials

Make sure these are:

- Suitable to age/ability/needs
- Real, relevant and realistic
- Stimulating and motivating
- Give early chance of success
- Clearly written/easily understood

- Suitable length
- Offering varied approaches – games, puzzles etc
- Easily accessible
- Well organised and ordered
- Cross-curricular when possible
- Informative of daily routines, eg visual timetables

### **E. Teaching Methods**

- Plan the structure of the day in order to give individual and group help as appropriate.
- Match child and task very carefully.
- Have additional extension material available for fast workers.
- Build success into task to give confidence and reduce any risk of failure.
- Introduce new skills in small stages.
- Proceed in steps from the 'known'.
- Use practical demonstration where possible.
- Ensure generalisation of skill to other tasks where appropriate.
- Make sure attention has been gained before trying to teach a new skill.
- Keep careful records to ensure continuity and progression.
- Set realistic time targets for completing work.
- Praise and reward often – make rewards relevant to the child.
- Provide feedback immediately and in a positive way.
- Evaluate and review the work set and the achievement made.
- Accommodate different learning styles.

### **F. Ethos**

The learning environment should be:

- Encouraging and friendly.
- Purposeful and positive.
- Fair and consistent.
- Self-motivating and confidence boosting.
- Relaxed and non-stressful.
- Secure and stable.

### **Make sure that:**

- Rules and routines are clearly explained and displayed.
- There is consistent use of praise and rewards to reinforce good behaviour – focus on the positive.
- The teacher labels behaviour not the child.
- Wherever possible, problems are anticipated and dealt with discreetly.
- Children's work is seen to be valued.
- Children's feelings are respected.
- Children are encouraged to be self-reliant.
- The teacher sets a good role model – a positive approach.
- There is time to listen to children.
- The success of children is shared.
- There is open and positive communication amongst staff.
- Parents are involved appropriately.
- Children are encouraged to be enthusiastic in their learning, building confidence in a supportive atmosphere.

### **G. Additional help and support**

- What help is available and how can it be used?
- Support in planning and evaluating lesson content.
- Support in planning a learning programme.
- Support in delivering a planned programme.
- Support by withdrawal for specific teaching input.
- Support in assessing and identifying need.
- Support from colleagues working collaboratively.



**Who might help?**

- the SENCO
- literacy/math's manager
- TAs/HLTAs
- parents
- other colleagues
- other pupils
- external agencies

**Safety**

The utmost safety of all children must be considered at all times. If children are withdrawn from lessons at any time they must be constantly supervised by an adult.