



# Special Educational Needs & Wellbeing Policy incl. G&T (Gifted and Talented)

*'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'*

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## Introduction

Our aims are:

- To create an environment that meets the special educational needs of each child.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

The ethos of the school is that every child has the opportunity to succeed. We are concerned with the uniqueness of each individual child and their capacity to develop in every aspect of school life.

## Definition of Special Educational Needs

*"Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them." DFE*

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Braywood we adhere to the SEN Code of Practice which sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. We are extremely proud of our record for successfully including children into our setting in order to meet their special educational needs.

## Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations for all our children and aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community whether they have special educational needs, disabled or are gifted and talented. *See inclusion and Diversity Policy*

We respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experience

## Key Contacts

Position	Subject leader
Senco	Mrs Susan Calvert
SEN Governor	Michael Wadley

# Leadership Roles and Responsibilities

Provision for children with special educational needs (whether it is with additional needs or high achieving pupils) is a matter for the school as a whole - teachers, the governors, all staff, parents and the children themselves all have important day-to-day responsibilities.

## The role of the SENCo is to...

- Manage the day-to-day operation of the policy
- Co-ordinate the provision for and manages the responses to children's special needs
- Support and advises colleagues
- Oversee the records of all children with special educational needs
- Act as the link with parents
- Act as link with external agencies and other support agencies
- Monitor and evaluates the special educational needs provision and reports to the governing body
- Manage a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Contribute to the professional development of all staff

## The Governing Body ensures that the school ...

- Has adequate support for children with SEND.
- Is aware of the SEND in school through the Headteacher's Report
- Implements the policy and monitors progress
- Maintains a professional development programme that includes relevant aspects of 'gifted and talented provision'.

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEN. The governing body does its best to secure the necessary provision for any pupil identified as having SEN. A specific governor has an oversight of the school's provision and has regular meetings with the Headteacher in order to report back to the full Governing Body.

## The class teachers ....

The class teacher and SENCo are initially responsible for identifying and assessing individual special needs. All teachers are teachers of children with special educational needs. Fundamentally we feel that every child deserves a personalised learning experience and is entitled to a curriculum appropriate to their needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Within our school we expect all of our staff to have a role in identifying and supporting either SEN, Mental Health Issues or G&T (Gifted and Talented) pupils but the responsibility for the overall co-ordination lies with the Headteacher/Senco.

## Types of Interventions for SEN

At Braywood the Headteacher is the SENCo and we have many highly qualified teaching assistants who support her role with the children in KS1 and KS2. It is their role to monitor the children's progress on a day-to-day basis with the class teacher and to constantly report back to the Headteacher.

Means of identification:

- Slow progress/difficulty in learning
- Parental concern or comments
- Concern of outside agencies e.g. G.P, Health Visitor etc.
- General classroom behaviour
- Foundation Stage Profile
- Internal tests such as spelling / reading tests
- General difficulties with work, organisation, concentration, motivation
- Using external assessments – e.g. IPSS, Speech and Language, Educational Psychologist, Cognition and Learning etc.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

## Provision

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The teachers will be responsible for the daily management of the children's work. They will ensure differentiation is in all areas of the curriculum and also allocate the use of the teaching assistant's time where appropriate. Children with special needs may be taught individually, in a small group or as part of the whole class. Teaching assistants will give learning support in the classroom alongside the class teacher. Teachers and support assistants are well trained and can confidently support most educational needs. We have 5 specifically trained teaching assistants in the area of dyslexia, autism, emotional literacy; speech and language and fine/gross motor skills.

The RBWM Cognition and Learning Team regularly support our teachers in class with early morning catch up groups. Pupils who are struggling are offered 'catch up and keep up' groups in class and one-to-one tuition after school. We have a dedicated educational psychologist; speech and language therapist, occupational therapist and the LEA and Health provide additional services to support range of more specific educational needs.

Children's progress is tracked throughout the school through our provisional mapping grids that are formally reviewed every term and informally monitored all the time. Children are identified as action/action plus or statement needs and a programme of work is identified through our provisional mapping meetings. This intervention can take many forms from additional work in small groups or on a one-to-one basis through to specific professional support and training. Once a professional is involved strategies used are documented in a variety of reports and test data. All pupils on our SEN register are tested at the beginning and end of the year (in addition to class data) that highlights the children's progress and needs.

## Catch up and Keep up

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called Wave 1.

# Assessments

## Involvement of a Professional

At this stage external support services, will usually see the child so that they can advise teachers with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. These interventions will be implemented, at least in part, in the normal classroom setting.

## Statutory Assessment through an Education, Health and Care Plan

Where the school makes a request for a statutory assessment to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

This information may include:

- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child involvement of other professionals such as health, social services or education welfare service.

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

## Individual Education Plans and Personal Educational Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. The child is central to this process and they are involved in setting the targets.

## Annual review of a statement of special educational needs

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

# Gifted and Talented

Our school aims that we:

- Help our pupils to develop their skills and abilities, intellectually, emotionally and socially;
- Provide teaching which makes learning challenging, engaging and enables pupils to reach their potential

We are committed to working for quality and equality of opportunity. This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

We intend to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

## Definition

We define our gifted pupils as having an exceptional level of potential and / or achievement within the fields of numeracy, literacy, science, or humanities beyond that seen within our groups of high achievers, and which requires additional measures to be taken to ensure that their needs are appropriately met.

We define our talented pupils as having exceptional levels of aptitude and / or achievement in the fields of sport, music, drama, art or design.

## Identification

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (end of key stage levels;)
- Teacher assessment (based on classroom observation, discussions with pupils, work scrutiny)
- Parental nomination
- Predicted test/ examination results
- Reading ages

This information is collated by the gifted and talented leader and is recorded in our provisional mapping documentation. The gifted and talented register is regularly reviewed and updated.

We have many very bright pupils in our school and the mastery in all subjects allows most pupils to be challenged within the classroom. The definition of a G&T pupil in academic subjects is that they should be 2 years ahead of their peers.

## Organisational and in-class approaches

We appreciate that we have, within each class, a group of high achieving pupils whom we extend and support through our extensive range of usual classroom practices. Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This is very rare but may mean that it is appropriate for pupils to work with older pupils often in the next year group.
- Mentoring and additional provision for pupils of exceptional ability.

- The provision of enrichment/extension activities and tasks to broaden a child's understanding.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Target setting with each pupil to record current levels of achievement and highlight areas for progression including parent/pupil consultations.
- Differentiated homework
- Use Teaching Assistants or an additional teacher to provide simultaneous teaching/support for gifted / high achieving pupils

We have an open door policy for parents encouraging them into school to discuss pupil's progress and raise any concerns. We report regularly to parents on their children's progress through parents' evenings, reports and ad-hoc meetings when required.

Pupils participate in the target setting and report writing process that gives them the opportunity to contribute to their report in the pupil comments section. We liaise with pre-school providers and use their foundation stage profiles of the pupils.

In Year 4 the teacher liaises with the pupils' prospective Year 5 teachers and subject leaders from the middle schools. Optional S.A.T.S. scores, Teacher assessments and statutory transfer forms with examples of work are passed on.

## Extra-Curricular Activities

The following activities are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days e.g. Master Maths
- Residential experiences
- School clubs
- Musical activities, learning to play an instrument, choir, school performances (talent show) and concerts
- Tournaments, swimming and sporting experiences
- Use of ICT to support additional learning
- Presentational skills (English Speaking Board)

## Pupil Wellbeing

### Policy Statement

*Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.*

(World Health Organization)

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

## Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our medical policy in cases where a student's mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need.

## Aims

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

## Safeguarding our pupils

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer of staff or the head teacher. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by the Headteacher (mental health lead).

## Individual Care Plans

As for severe medical conditions pupils of very severe concern would be registered on our safeguarding register and possibly have a individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals.

This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

## Teaching about Mental Health

At Braywood we have a whole school approach to this area of pastoral care. The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner that helps rather than harms.

## Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. For staff we will display relevant sources of support in communal areas such as common rooms and toilets and will regularly highlight sources of support to students within relevant parts of the curriculum.

Whenever possible we highlight sources of support, we will increase the chance of parents and pupils help-seeking by ensuring students understand.

## Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

For more information about how to handle mental health disclosures sensitively see our Child Protection Policy. All disclosures should be recorded in writing and held on the student's confidential file. This information should be shared with the mental health lead. She will offer support and advice about next steps, usually referring to CAMHS.

## Confidentiality

We should be honest with regards to the issue of confidentiality. If we it is necessary for us to pass our concerns about a student on then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a student without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent.

It is always advisable to share disclosures with a colleague, usually the mental health lead, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student. It also ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed. We should always give students the option of us informing parents for them or with them. If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the child protection office must be informed immediately.

## Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions:

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at home or somewhere neutral?
- Who should be present? Consider parents, the student and other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible, as they will often find it hard to take much in whilst coming to terms with the news that you're sharing.

Sharing sources of further support aimed specifically at parents can also be helpful too e.g., parent helplines and forums. We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

## Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends. They can be behaving in an unusual way. Friends often want to support but do not know how. Support will be provided either in one to one or group settings and will be guided by conversations by the student often with the ELSA) who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing/saying which may inadvertently cause upset
- Healthy ways of coping with the difficult emotions they may be feeling

## Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues (e.g. The Chimp Paradox) and as part of their regular child protection training in order to enable them to keep students safe. All staff considers themselves as Mental Health First Aiders. We adhere to all the relevant information on our virtual learning environment.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

## Evaluation

The Headteacher / Senco monitors all pupils' progress including SEN and G&T. Her role includes:

- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by high achieving and gifted pupils across all curricular areas.
- Regularly reviewing the teaching arrangements for high achieving and gifted and SEN pupils.
- Monitoring the progress of high achieving and gifted pupils through termly discussions with teachers and assessment procedures.
- Supporting staff in the identification of high achieving and gifted pupils.
- Providing advice and support to staff on teaching and learning strategies for high achieving and gifted pupils.
- Liaising with parents, governors and LEA officers on issues related to high achieving and gifted pupils

## Appendix 1

### Flowchart for the process of raising a concern

Complete the example flow chart that outlines your school's system/procedure.

#### Parent Voice/Child Voice

**Why are you concerned?**



**Immediately record your concerns on school database**



**Inform designated mental health & safeguarding leads**

Name(s)  
Job role



Designated mental health and safeguarding leads will consider threshold criteria for safeguarding and mental health and have a discussion with appropriate external agency (Children's Services, CAMHs, SEND team)



**Make referrals as necessary:**



**Record decision making and action taken**



**Monitor & make changes as required**



**Review and re-refer**