



Special Educational Needs

including Disabilities and Gifted
and Talented

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

'For with God, nothing is impossible' Luke 1:37

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Introduction

“Through the nurturing hands of od, we aspire for all children to become confident, emotionally resilient and compassionate individuals who achieve personal success through strength of character and a love of learning”

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. This is underlined in our vision statement which emphasises that ‘all’ children will be confident, emotionally resilient and achieve to their potential.

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.

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	Chair of Governors

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 Dedicated Safeguarding Lead

- To ensure that all children with SEND are safe and listened to as part of our Safeguarding and Child Protection Policy
- Co-ordinate the school's provision to ensure that vulnerable children reach their potential regardless of learning barriers.

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 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. These children need to be at least two years beyond their peers.
- 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)

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



Leadership of Inclusion

Award



In recognition of effective leadership of inclusion

Braywood C of E First School

Has achieved the RBWM Inclusion Mark

Date:

24th June 2021

Kevin McDaniel

Kevin McDaniel
Director of Children Services Achieving for Children
Royal Borough of Windsor and Maidenhead

