

BAILEY GREEN PRIMARY SCHOOL

A Policy on Inclusion

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A Policy on Inclusion

1 POLICY STATEMENT

This policy has been written with reference to: Special Educational Needs and Disability Code of Practice 0 - 25, the LA Policy on Inclusion and National and LA guidance, and is designed to provide a clear framework for its implementation in our school. We refer also to the Children and Families Bill.

The school is committed to providing an appropriate and high quality education to all pupils. We believe that all children, including those with diverse needs have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where children can flourish and feel safe.

Bailey Green Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous

difficulties. This does not mean that we will treat learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Inclusion in education is the process of increasing the participation of children in and reducing their exclusion from the community, curriculum and culture of our school.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will pay attention to the provision for, and the achievement of, different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language
- learners with 'special educational needs'
- learners who are disabled
- those who are gifted and talented
- those who are 'looked after' by the local authority
- others such as those who are sick, those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, communication difficulties or may relate to factors in their environment, including the learning environment they experience at school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Nursery and KS1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils may experience difficulties which affect their learning, and we recognise that these may be short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their potential.

Bailey Green School recognises that children with special educational needs may fall into one or more of the following categories:

- Communication and interaction
- Cognitive and learning
- Behavioural, emotional and social development
- Sensory and/or physical

Definitions of pupils with disabilities

A disability is a physical or mental impairment which has a substantial and long-term effect on the person's ability to carry out normal day-to-day activities. The disability need not be a permanent condition and may vary widely in severity. Disabilities can be both seen and/or hidden. The definition might include children with:

- physical impairment
- medical problems
- sensory impairment
- mental/emotional health problems
- severe dyslexia, dyspraxia, dyscalculia
- diabetes
- epilepsy
- severe disfigurements
- learning difficulties
- children with excessively large or small stature

- children who are temporarily injured
- behaviour difficulties (arisen from a physical or mental impairment, or mental illness)

2 AIMS OF THE SCHOOL

- 1 To develop an inclusive culture, ethos and inclusive practises within Bailey Green School.
- 2 To ensure that all pupils receive an education appropriate to their age, aptitude and ability.
- 3 To ensure that all pupils enjoy equality of educational opportunity whatever their gender, ethnicity, attainment and background through the planning, organisation and implementation of an appropriately differentiated curriculum.
- 4 To identify through appropriate assessment those pupils with special educational needs and or a disability.
- 5 To ensure that all pupils have access to a broad, balanced and relevant curriculum and a range of educational needs.
- 6 To ensure that provision in the school is effective in meeting the needs of all pupils including those with SEN or a disability.
- 7 To ensure that every effort is made to enable all pupils with SEN/Disabilities to experience educational success and to feel valued members of Bailey Green Primary School.
- 8 To identify and minimise barriers to learning and maximise resources to support learning participation.
- 9 To recognise and allow for individual differences between pupils, understanding that:
 - Children develop intellectually, emotionally and physically at different rates
 - Children's needs change with time and circumstances
 - Educational provision must be adapted to keep pace with these changes.
- 10 To engage positively and constructively with all parents.

The staff will work together as a whole school with responsibility to achieve these aims by:

- Ensuring the SEN and Disability Act, current Code of Practice and LA guidance are implemented effectively across the school.
- Prompt identification of those pupils who may have special educational needs or a disability.
- Assessing the pupil's individual needs as soon as cause for concern has been identified.
- Monitoring and reviewing pupils' performance and progress, implementing agreed targets in the education plan and evaluating these termly.
- Reviewing Provision Plans or Intervention Targets on a regular basis.
- Providing the appropriate support to those with a wide range of needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- Ensuring that all pupils with SEND and or a disability are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- Ensuring equality of opportunity for, and to eliminate prejudice and discrimination against, children labelled as having SEND or a disability.
- Working in partnership with parents by liaising and supporting parents/carers to ensure that they play an active and valued role in the education of their children.

- Working in partnership with appropriate outside agencies to ensure a multi-disciplinary approach to planning and implementing appropriate and effective support.
- Working in partnership with pupils to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress.

3 THE ROLE OF THE SEND CO-ORDINATOR

The designated teachers responsible for the day to day operation of the SEND/Inclusion policy Mrs Patrick/Miss H. Van Kojenenburg – Butterflies, Early Years, KS1 and Mrs Flynn - KS2. Mrs Patrick and Mrs Flynn are full time KS2 class teachers and receives non contact time for the necessary commitments of the role.

Mrs Patrick and Mrs Flynn can be contacted through the school office telephone number 0191 250 9025, by letter or by personal appointment. Both SENDCOs are happy to discuss the needs of any pupil with their parents/carers. The role is defined as having to:

- Co-ordinate the provision for pupils with special educational needs or Disabilities throughout the school with the Class Teacher/TA.
- Oversee the day to day running of the school's SEND policy and yearly Action Plan.
- Liaise, advise and support fellow teachers with SEND related issues on **Quality First Teaching**.
- Co-ordinate information and reports involved in the staged assessment processes.
- Liaise with multi-disciplinary agencies involved in the education and welfare of pupils with SEND.
- Liaise with parents/carers of pupils with SEND.
- Advise and assist in the development of differentiated support materials.
- Be responsible for the day to day management of support assistants involved with pupils with special educational needs and arrange training.
- Liaise with partner high schools and specialist Providers.

4 GOVERNOR RESPONSIBLE FOR SEND/INCLUSION

The Governor with responsibility for SEND is **Mrs D Bentley**. She can be contacted through Bailey Green Primary School office. Mrs Bentley works to support the SENDCOs by making herself aware of numbers of children on the SEND register, number of Education, Health Care Plans, outstanding issues to be resolved, and support received from outside agencies. She plays an important role in the monitoring and reviewing of the SEND policy and is aware of the SEND Action plan. She is involved in liaising with the SENDCO and reporting back to the Governing Body when appropriate.

The Governing body is responsible for ensuring that a complaint has been dealt with through the schools specified complaint procedure:

- Any parent unhappy with the SEND provision in school or the policy, should first discuss their concerns with the class teacher and SENDCO, who will try to resolve the situation.

- If the issue can not be resolved, that parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The head will reply with 10 working days.
- Further representation can then be made to the SEND Governor who can consider appropriate action with other members of the governing body
- If parents still remain concerned they can refer to the LA.

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5 ADMISSION ARRANGEMENTS

- Children with additional educational needs and disabled pupils whenever possible are considered for admission to the school on exactly the same basis as non-disabled pupils.
- There is a Nursery and two reception classes. Children identified, prior to joining our school, as having additional needs are matched to each class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with a Statement of SEND/Statement pending or a disability will be invited to discuss the provision that can be made to meet their identified needs.

6 TRANSFER FROM/TO OTHER SCHOOLS

Our school makes every effort to ensure a smooth transfer from one school to another for all pupils. In order to enable this smooth transfer for all pupils and particularly those with special educational needs, Bailey Green Primary School will:

- Ensure that every pupil is given the opportunity and is encouraged to visit Bailey Green Primary School prior to entry. Special visiting arrangements can be made for any pupils with SEN or a disability on request from the parents/carers.
- Ensure that all pupils are given the opportunity and are encouraged to visit the High school of their choice prior to transfer. Special visiting arrangements can be made for any pupils with SEN or a disability if it is deemed necessary. Meetings with the SENDCo of the High Schools occur each year prior to transition.
- Ensure that all relevant information/records are sent promptly to receiving High schools.
- Ensure that all teachers are given relevant information on pupils when they enter school.
- Carry out screening assessments at time of entry to the school if this is deemed necessary.

7 SPECIAL FACILITIES/ACCESS

Bailey Green Primary School is a single site school. Nursery, Reception and KS1 is a single storey building joined to KS2 building by a corridor. KS2 is built on two levels with stairs from ground floor to first floor. All entrances are equipped with double doors, rails and ramps, and are easily accessible to users of wheelchairs. Classrooms are accessed by corridors from which there is also wheelchair access. Other facilities include:

- A disabled toilet in the main corridor of KS2 department next to the main entrance(Ground floor).

- A disabled toilet in the main corridor of the KS1 department.(Ground floor).
- A disabled toilet in each of the boys and girls toilets in upper KS2(upstairs)
- Two sets of carpeted stairs, one set fitted with a handrail for access to upperKS2.
- An adjustable table to facilitate wheelchair comfort.
- Good lighting and safety arrangements, vertical blinds, carpeting throughout the school providing good acoustic conditions so that hearing difficulties are minimised.
- Resourced areas for the withdrawal of small groups for specialised teaching.
- Appropriate computer software is available to support learning.
- Access to computers and ipads throughout the school, and in the updated and extended ICT suite.

8 INCLUSION PRINCIPLES

Staff at Bailey Green Primary School support inclusion and every effort will be made to include all pupils with SEN/disabilities providing their inclusion is compatible with the efficient education of other children. We will not treat disabled pupils less favourably, and will take every step to ensure that disabled pupils are not placed at a disadvantage compared to other pupils who are not disabled. All children will access all activities. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best placement for each child. Within each class, teaching and learning styles are organised and will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of the process.

If a child has a learning difficulty or physical disability for which specialised teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LA/Health to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum.

- Staff will work in a way to avoid isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work for each area of the curriculum are in place to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning objectives are made explicit and activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned where this is appropriate.
- Children with sensory or a specific learning difficulty will have access to the curriculum through specialist resources.
- Children with impairments will be provided with inclusive, adapted, modified or separate activities and approaches in order to access physical education programmes.
- The school will ensure that the the school curriculum and extra curricular activities are as 'barrier free', as possible and do not exclude any pupils.
- Any child requiring information in other formats other than print will have this provided as appropriate.
- We will provide alternatives to paper and pencil recording where appropriate, or provide access through peer/adult scribing.
- We try to make all school trips inclusive by planning in advance and using accessible places and providing additional support as required.
- All children are welcome at our after school activities. We encourage the inclusion of all children in the School Council and other consultation groups.
- The PSHCE curriculum includes issues of disability, difference and valuing diversion. We aim to make full use of Circle time for raising issues of language and other disability equality issues
- Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

The school operates an inclusive policy that endorses and supports the LA policy for Equal Opportunities and Inclusive Education. The school seeks to provide effective learning opportunities for all pupils, taking the National Curriculum as the main structure for our planning through our Creative Curriculum. Planning is modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs.

9 LINKS WITH SPECIAL SCHOOLS AND RESOURCE CENTRES

At present Bailey Green Primary School has no formal links with special schools in the area. The school maintains strong links with North Tyneside Pupil Support Services who provide advice and SEND resources including differentiated support materials developed by the service. The school also accesses the speech and occupational therapy service for advice and the loan of specialist equipment.

10 RESOURCE ALLOCATION TO PUPILS WITH SEN and/or DISABILITIES

- Allocated Pupil Premium increased within the 2014 – 2015 financial year and the impact from how this money was spent in school, is to be found on the website.
- High need SEND pupils are those requiring above 10 hours and these will attract an even higher budget.
- Pupil Premium at Bailey Green has bought in quality TA's throughout the school.
- Resources for teaching are kept in the PPA room and loaned out as necessary. The SENDCO also holds some specialised assessment resources.

HUMAN RESOURCES – Specialised Provision

- The school employs Teaching Assistants who support pupils with special educational needs alongside the Teachers in a variety of ways:
 - Implementing Provision plans and Interventions
 - Preparing resources
 - Small group support – in-class/withdraw
 - Working with children with EHCPlan
 - Assessing progress
 - Speech and Language therapy
 - Occupational therapy
 - Read,Write Inc., (Intervention programmes)
- Support staff have all been involved in considerable professional development to support the teaching and provision for children with additional needs within the mainstream school. These specialisms to date include:
 - Speech and Language Therapy
 - Dyslexia
 - Autism and Asperger's Syndrome
- In addition other trained adults are employed on a flexible basis, as and when further support is required (eg; LEAPS or EHCPlan hours).

11 SEND STAFF/WHOLE SCHOOL TRAINING

The SENDCOs have undertaken the NASco qualification.

The school recognises the importance of keeping abreast on new initiatives in SEND, and ensuring that all staff is given the appropriate training in order to support pupils with SEND to the best of their abilities.

The SENDCO attends courses related to SEND issues run by the LEA. This includes network and cluster meetings. Relevant information is disseminated to the whole staff by the SENDCO. Teachers and Teaching Assistants are encouraged to attend SEND related training sessions

12 IDENTIFICATION AND ASSESSMENT ARRANGEMENTS, MONITORING AND REVIEW PROCEDURES

Pupils will be identified and assessed as to their special educational needs by means of screens and diagnostic assessments following the school's system for regularly observing, assessing, recording and monitoring the progress of all children (see Assessment Policy)

The school's system includes reference to information provided by:

- Teacher assessment to include behaviour, emotional and social development
- Foundation Stage Profile results
- Early Literacy Screeners/Pre Literacy Screeners and Yr1 Phonics Test
- Individual Reading Analysis
- School Dyslexia Tests
- KS1 Sats
- Spar Reading/Spelling
- North Tyneside Phonic Checklist
- Medium/High Frequency words check list
- Group Reading Test
- North Tyneside Maths Screening
- NFER Group Reading Test
- Specialist assessments
- Previous school or LEA

All results of assessments/tests/screens can be found in the individual pupil's green files.

Based on the school's observations and assessment data and following a discussion between the classteacher, SENDCO and parent, the child may be recorded as needing, either:

Differentiated curriculum support within the class

Additional support and monitoring through **Intervention and Provision Plans**

Assessment of need through an **Early Help Assessment** # Further support through an **Education And Health Care Plan**

Differentiated Curriculum Provision

- In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles, and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the classteacher. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress.

The school uses the definitions of adequate progress, as suggested in the revised *Code of Practice*, that is progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social/personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of a differentiated curriculum has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision through **Intervention and Provision Plans** may need to be made.

The SENDCO will:

- collate all the relevant records about the pupil including NC records, SATS results and any information from parents
- liaise with any external agencies involved and collect information
- support the classteacher and parents/carers with targets and strategies

Provision would be indicated where there is evidence that:

- There has been little or no progress made with existing differentiation
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **Intervention and Provision Plan** level.

1. **Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.**
2. **Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.**

The responsibility for planning for these children remains with the **classteacher**, as **Quality First Teaching** in consultation with the SENDCO. The group will be taught by the classteacher and also supported by the TA. A child receiving support at this level will be reviewed as required in consultation with parents and child(if appropriate.)

It may be decided that despite receiving an individualised programme the child continues to have significant needs which are not being met by current intervention.

School request for an Education and Health Care Plan

The request for an EHC Plan would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at levels substantially below that expected of a child of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or other's learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

The SENDCo will:

Co-ordinate the gathering of information for LA including detailed records of all Interventions and monitoring of pupil progress in the Curriculum and any standardised tests or involvement from Agencies.

Make sure that the needs of the child and input from the Family is at the core of any plan made.

The Statutory Assessment panel makes a judgement about whether or not the child's need can continue to be met from the resources normally available to the school. The judgement will be made using the LA's current criteria for making a statutory assessment.

A child who has an Education and Health Care Plan will have as much additional support and additional funding as determined by the Plan.

There will be Annual reviews, to assess the appropriateness of the provision and to recommend to the LA whether any changes need to be made.

There may be cases where a decision may be made to make provision at **Early Help Assessment** level because of issues involving or around the Family.

The SENDCO will:

Meet with Parents to decide and list the issues for the child and family, noting the best ways to address these issues within a defined timescale.

Make sure pupil's parents/carers are aware of the LA's Parent partnership Service make sure that all relevant records/information are up to date and available.

Liaise with external specialists if appropriate and make sure advice and support are available.

Complete the forms with targets to be met and send them to the EHA Team.

Early Help Assessment

Assessment at this level does not always include the involvement of specialist services. A variety of support can be offered within school or by parental involvement, but some specialised assessment or direct work with the child may be necessary. The specialised services will always contribute to the planning, monitoring and reviewing of the child's progress.

EHAs must be reviewed to assess whether targets have been met or not.

13 PUPIL INVOLVEMENT

Pupils in KS2 can be involved in their own target setting and development of their provision as appropriate.

Pupils will have strategies/resources employed explained to them. Pupils are involved monitoring and are encouraged to take part in their own assessment and monitoring process.

Pupils with EHC Plans are involved in their Annual Reviews in a manner appropriate to their maturity and are invited to attend part of their meeting if this is felt appropriate.

All pupils will be given the opportunity to outline their own strengths and weaknesses and set targets etc. prior to review.

14 PARTNERSHIP WITH PARENTS/CARERS

The school recognises parental involvement and input as an essential element in a child's education, as well as an important part of the assessment, monitoring and review process.

Once an initial concern has been registered by school, parents/carers will be informed. Concerns and views will always be actively sought when appropriate.

School will always request parental permission before involving any outside agency.

Parents/carers views/contributions will be sought in the writing and implementation of targets in any Early Help Assessment. Review paperwork will be sent to parents/carers. Ideas and materials for supporting learning at home will be discussed and distributed on request.

Formal Parents meetings with are held 3 times a year for every child in school where parents/carers can discuss their child's progress, share concerns etc. with classteacher. Extra time is given to parents of pupils with additional needs. The SENDCo will meet with parents/carers informally or by appointment to discuss SEND issues.

At EHA meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Specific and achievable suggestions as to how the child can be helped at home ensure parents/carers are clear about the action they can take to support their child.

If parents/carers have concerns, they are welcome to make an appointment to speak to the Headteacher, their child's classteacher or the SENDCO.

The school will inform parents/carers of the LA's Parent Partnership Service, which will provide parents/carers with advice and information on all SEND issues.

15 OUTSIDE AGENCIES

The school makes full use of the advice and support available from all outside agencies. The LA provides the following services for pupils with SEND.

Pupil and Student Services:

Front Door and Early Help Assessment teams – a tool for schools to use to alert all the relevant Agencies who will work together on issues relating to a child or Family.

- **Educational Psychologist** – the work of the educational psychologist is co-ordinated by the SENDCO as set out in the service level agreement
- **Dyslexia Assessment Team** – a specialist team of qualified experienced teachers of specific learning difficulties (Dyslexia, Dyscalculia)
- **Teachers for the Visually Impaired** – specialist teachers providing assessment, monitoring and advice for teachers, parents/carers and pupils with visual impairment
- **Teachers for the Hearing Impaired** - specialist teachers providing assessment, monitoring and advice for teachers, parents/carers and pupils with hearing impairment
- **Teachers for the Language Impaired** - specialist teachers providing assessment, monitoring and advice for teachers, parents/carers and pupils with language impairments
- **Educational Welfare** – the educational welfare officer visits the school on a regular basis and on request, and is able to offer advice and support to parents/carers and pupils.

Behaviour Support Service

- **Behaviour support team** - - specialist teachers providing assessment, monitoring and advice for teachers, parents/carers and pupils, and works with individual pupils in school.

Health Service

- **School Nurse**- the Health Service provides a school nurse who is available to carry out regular health checks and give advice to support staff, parents/carers and pupils.
- **Speech and Language Therapists** – a specialist team able to offer advice, language therapy programmes, training, advice and support to teachers, parents/carers and pupils with specific language difficulties
- **Physiotherapy** – a specialist team available to access, advise pupils, parents/carers and teachers
- **Occupational Therapy** – a specialist team available to access, advise pupils, parents/carers and teachers

Social Services - The school EWO has ongoing liaison with social services

Parent Partnership – a parent partnership liaison officer is available to work alongside parents and pupils on issues related to SEND.

The headteacher or SENDCO will liaise with any outside agency by letter, telephone or meetings in order to co-ordinate resources, gather information/evidence, request further assessment, provide support for pupils and the parents/carers of pupils with SEND.

Records of requests made to the above and information received from outside agencies are kept in individual pupils' blue files.

For children who have been the subject of Assessments and/or have a Education and Health Care Plan, the SENDCO and/or headteacher will ensure that they receive appropriate provision from outside agencies. They will co-ordinate and make arrangements for the provision to take place.

APPENDICES

Allocation of Resources To and Amongst Pupils

| Year | Differentiated curriculum provision | Monitoring Intervention Education and Health Care Plan |
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| <p>Nursery</p> | <p>staff support for/using:</p> <ul style="list-style-type: none"> • Daily language support based around regular nursery activities • Circle time focussed on social emotional skill needs identified through assessment. • Peer support and collaborative learning. • Daily small group time focussing on Speaking and Listening • Activities and Games | <ul style="list-style-type: none"> • Daily speaking and listening programme for identified children • Teaching to individual targets based on assessment and intervention. • Individualised behaviour support. • Speech and language Therapy assessment and input to planning, monitoring and reviewing. • Occupational Therapy programmes • Early Help Assessment recommendations • Education and Health Care Plan targets |
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| <p>Reception</p> | <ul style="list-style-type: none"> • TA support for: Focus Group work within literacy and numeracy activities. Handwriting Pencil grips • Phonics/reading Alphabet/sound Number/maths Games/Activities • 1 -1 Reading support – Group Activities with TA | <ul style="list-style-type: none"> • TA support for: • Specific group teaching to targets outside the structured activities. • Specific 1-1 teaching to targets • Social curriculum Individualised Behaviour Programme. • Occupational Therapy programmes • Individual Provision Plans • Time out lunchtime support when required • Speech and language Therapy assessment and delivery, monitoring and reviewing. |
| <p>Year 1 & 2</p> | <ul style="list-style-type: none"> • TA support for: • Focus group work • Group work within literacy and numeracy hours using: games and concrete materials • Peer support and collaborative learning • TA support for literacy, numeracy, core subjects and reading | <ul style="list-style-type: none"> • TA support for; Intervention Programmes • Specific 1-1 teaching targets • Individualised behaviour programme. • Individual Provision Plans • Speech and language Therapy assessment and delivery, monitoring and reviewing. • Occupational therapy support |
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| <p>Year 3 & 4</p> | <p>TA support for:</p> <ul style="list-style-type: none"> • Setting for Numeracy based on assessment and SATs • Group work within the Literacy hour • Paired/Buddy reading • Peer support and collaborative learning | <p>TA support for groups using:</p> <ul style="list-style-type: none"> • Read, Write Inc • Individual Provision Plans • Individualised behaviour programme • Individual programmes of work set by Speech and Language Team • EHC Plan Support |
| <p>Year 5/6</p> | <p>TA support for:</p> <ul style="list-style-type: none"> • Intervention Programmes • RM Maths • Group work within Literacy hour • Paired reading • Peer support and collaborative learning • Literacy Booster (Y6) • Numeracy Booster (Y6) | <ul style="list-style-type: none"> • Individual Provision Plans • Individualised behaviour programme • Preparation for transition • EHC Plan support |

Dyslexia Checklist

If the answer to most of the following questions is 'Yes' it would be wise to seek advice:

All ages

- Is s/he bright in some ways with a 'block' in others?
- Is there anyone else in the family with similar difficulties?
- Does s/he have difficulty carrying out three instructions in sequence?
- Was s/he late in learning to talk, or with speaking clearly?

Ages 7-11

- Does s/he have particular difficulty with reading or spelling?
- Does s/he put figures or letters the wrong way e.g. 15 for 51, 6 for 9, b for d, was for saw?
- Does s/he read a word then fail to recognise it further down the page?
- Does s/he spell a word several different ways without recognising the correct version?
- Does s/he have a poor concentration span for reading and writing?
- Does s/he have difficulty understanding time and tense?
- Does s/he confuse left and right?
- Does s/he answer questions orally but have difficulty writing the answer?
- Is s/he unusually clumsy?
- Does s/he have trouble with sounds in words, e.g. poor sense of rhyme?

DYSPRAXIA CHECKLIST

Children 3-7

- Very high levels of motor activity, including feet swinging and tapping when seated, hand-clapping or twisting. Unable to stay still
- High levels of excitability, with a loud/shrill voice
- May be easily distressed and prone to temper tantrums
- May constantly bump into objects and fall over
- Hands flap when running
- Difficulty with pedalling a tricycle or similar toy
- Lack of any sense of danger (jumping from heights etc)
- Continued messy eating. May prefer to eat with their fingers, frequently spill drinks
- Avoidance of constructional toys, such as jigsaws or building blocks
- Poor fine motor skills. Difficulty in holding a pencil or using scissors. Drawings may appear immature
- Lack of imaginative play. May show little interest in dressing up or in playing appropriately in a home corner or wendy house
- Limited creative play
- Isolation within the peer group. Rejected by peers, children may prefer adult company
- Laterality (left- or right-handedness) still not established
- Persistent language difficulties
- Sensitive to sensory stimulation, including high levels of noise, tactile defensiveness, wearing new clothes
- Limited response to verbal instruction. May be slow to respond and have problems with comprehension
- Limited concentration. Tasks are often left unfinished

By 7 years old

Problems may include

- Difficulties in adapting to a structured school routine
- Difficulties in Physical Education lessons
- Slow at dressing. Unable to tie shoe laces
- Barely legible handwriting
- Immature drawing and copying skills
- Limited concentration and poor listening skills
- Literal use of language
- Inability to remember more than two or three instructions at once
- Slow completion of class work
- Continued high levels of motor activity
- Hand flapping or clapping when excited
- Tendency to become easily distressed and emotional
- Problems with co-ordinating a knife and fork
- Inability to form relationships with other children
- Sleeping difficulties, including wakefulness at night and nightmares
- Reporting of physical symptoms, such as migraine, headaches, feeling sick

By 8 to 9 years old

Children with dyspraxia may have become disaffected with the education system. Handwriting is often a particular difficulty. By the time they reach secondary education their attendance record is often poor.

Dyscalculia checklist

All these indicators will not be evident in every pupil and some of these traits will exhibit in varying degrees of intensity.

- Becoming angry/frustrated during mathematical activities. (Primary pupils tend to have temper/frustration tantrums at home and older students tend to become disaffected – see next point)
- A dislike/fear of mathematics – therefore employs avoidance strategies – misbehaving, day dreaming, forgetting books etc.....
- Difficulty understanding & using mathematical vocabulary; explaining & describing what to do; choosing whether to +, -, x or ÷
- Difficulty learning to tell the time.
- Difficulty learning / fully understanding money.
- Press the wrong keys on the calculators.
- Difficulties in understanding fractions, decimals & / or algebra.
- Difficulties in understanding & using statistical information.
- No ability to estimate – an impaired sense of ‘number size’
- Sequencing – counting procedures and rote learning – dyscalculic pupils usually learn to recite the sequence, but the words are meaningless to them.
 - Difficulty counting accurately - miss out numbers 1 2 3 4 5 6 8 9.....
 - counting forwards or backwards
 - miss out some of the objects being counted through bizarre / random location of the objects
 - even when there is pattern to the objects, rows and / or columns
 - difficulties learning tables
 - inability to comprehend number patterns - if $5 + 3 = 8$ then $5 + 4 = 9$

- if $5 + 3 = 8$ then $15 + 3 = 18$

- Visual processing - misreading text/numbers - reversals 13 for 31;
 - signs + for x
 - pattern recognition
 - applying tables
 - place value, vertical representation of sums
- Difficult organising & planning self, work, timetable. Poor planning increases the time taken to perform the task.
- Difficulty learning / fully understanding new abstract concepts – where possible introduce through practical situations. If concepts are not internalised then 'careless errors' can be made.
- Confusion in higher mathematical concepts where symbols are used in different ways e.g. 'x' & 'y' represent the unknown numbers, but p can indicate pence; 'ht' height etc.....
- Unable to generalise, so the memory load increases & therefore difficulty in applying mathematical concepts & skills also increases. This in turn increases the time taken. Tend to tire easily through the amount of effort required to cope with the simplest of calculations.
- Poor memory skills - short term, long term
- Slow work rate has already been mentioned – reasons for this include processing; attention span; recall; low confidence; poor planning skills.

Autism checklist

What is Autism?

Autism is a lifelong developmental disability that affects the way a person communicates and relates to people around them. People with autism have difficulties with everyday social interaction.

What is Asperger Syndrome?

Asperger Syndrome is a form of autism, a condition that affects the way a person communicates and relates to others. People with Asperger syndrome may find difficulty in social relationships and in communicating, and limitations in social imagination and creative play.

The characteristics of autism vary from one person to another but are generally divided into three main groups.

Difficulty with social communication

People with autism have difficulties with both verbal and non-verbal language. Many have a very literal understanding of language, and think people always mean exactly what they say. They can find it difficult to use or understand:

- facial expressions or tone of voice
- jokes and sarcasm
- common phrases and sayings; an example might be the phrase 'It's cool', which people often say when they think that something is good, but strictly speaking, means that it's a bit cold.

Some people with autism may not speak, or have fairly limited speech. They will usually understand what other people say to them, but prefer to use alternative means of communication themselves, such as sign language or visual symbols.

Others will have good language skills, but they may still find it hard to understand the give-and-take nature of conversations, perhaps repeating what the other person has just said (this is known as echolalia) or talking at length about their own interests.

It helps if other people speak in a clear, consistent way and give people with autism time to process what has been said to them.

Difficulty with social interaction

People with autism often have difficulty recognising or understanding other people's emotions and feelings, and expressing their own, which can make it more difficult for them to fit in socially. They may:

- not understand the unwritten social rules which most of us pick up without thinking: they may stand too close to another person for example, or start an inappropriate subject of conversation
- appear to be insensitive because they have not recognised how someone else is feeling
- prefer to spend time alone rather than seeking out the company of other people
- not seek comfort from other people
- appear to behave 'strangely' or inappropriately, as it is not always easy for them to express feelings, emotions or needs.

Difficulties with social interaction can mean that people with autism find it hard to form friendships: some may want to interact with other people and make friends, but may be unsure how to go about this.

Difficulty with social imagination

Social imagination allows us to understand and predict other people's behaviour, make sense of abstract ideas, and to imagine situations outside our immediate daily routine. Difficulties with social imagination mean that people with autism find it hard to:

- understand and interpret other people's thoughts, feelings and actions
- predict what will happen next, or what *could* happen next
- understand the concept of danger, for example that running on to a busy road poses a threat to them
- engage in imaginative play and activities: children with autism may enjoy some imaginative play but prefer to act out the same scenes each time
- prepare for change and plan for the future
- cope in new or unfamiliar situations.

Difficulties with social imagination should not be confused with a lack of imagination. Many people with autism are very creative and may be, for example, accomplished artists, musicians or writers.

Other related characteristics

Love of routines

The world can seem a very unpredictable and confusing place to people with autism, who often prefer to have a fixed daily routine so that they know what is going to happen every day. This routine can extend to always wanting to travel the same way to and from school or work, or eat exactly the same food for breakfast.

Rules can also be important: it may be difficult for a person with autism to take a different approach to something once they have been taught the 'right' way to do it. People with autism may not be comfortable with the idea of change, but can cope well if they are prepared for it in advance.

Sensory sensitivity

People with autism may experience some form of sensory sensitivity. This can occur in one or more of the five senses - sight, sound, smell, touch and taste. A person's senses are either intensified (hypersensitive) or under-sensitive (hypo-sensitive). For example, a person with autism may find certain background sounds, which other people ignore or block out, unbearably loud or distracting. This can cause anxiety or even physical pain. People who are hypo-sensitive may not feel pain or extremes of temperature. Some may rock, spin or flap their hands to stimulate sensation, to help with balance and posture or to deal with stress.

People with sensory sensitivity may also find it harder to use their body awareness system. This system tells us where our bodies are, so for those with reduced body awareness, it can be harder to navigate rooms avoiding obstructions, stand at an appropriate distance from other people and carry out 'fine motor' tasks such as tying shoelaces.

Special interests

Many people with autism have intense special interests, often from a fairly young age. These can change over time or be lifelong, and can be anything from art or music, to trains or computers. Some people with autism may eventually be able to work or study in related areas. For others, it will remain a hobby.

A special interest may sometimes be unusual. One person with autism loved collecting rubbish, for example; with encouragement, this was channelled into an interest in recycling and the environment.

Learning disabilities

People with autism may have learning disabilities, which can affect all aspects of someone's life, from studying in school, to learning how to wash themselves or make a meal. As with autism, people can have different 'degrees' of learning disability, so some will be able to live fairly independently - although they may need a degree of support to achieve this - while others may require lifelong, specialist support. However, all people with autism can, and do, learn and develop with the right sort of support.

ADHD Checklist

Inattention

The child appears easily distracted, has difficulty concentrating, dawdles when starting tasks or has little or no ideation or initiation, [this is often misinterpreted as laziness]. The child may have difficulty listening to and following instructions, often daydreams or wanders aimlessly.

Impulsiveness

The child may act without thinking, has difficulty waiting in turn, moves from one unfinished task to another, calls out inappropriately or makes remarks that are inappropriate to the situation, rushes into a task, engages in dangerous activities without considering the consequences.

Hyperactivity

Overactivity where the child may appear to be 'movement driven' or fidgety or restless. There may be finger drumming or feet tapping or the child may engage in non-task related activities and is often accident prone, talks excessively and may have difficulty playing quietly.

Disorganisation

The child may lose toys, forget homework, instructions are not acted on.

Social Skills

The child appears immature, has a lack of awareness and sensitivity to those around them, demands attention, is aggressive, argumentative or overreacts to minor problems, often interrupts or sabotages games.

Movement Difficulties

The child may display movement difficulties; many ADHD children have terrible handwriting, poor coordination and movement planning which makes tasks like tying laces, throwing and catching a ball, using scissors, riding a bicycle, etc., very difficult to learn. Many ADHD children can often appear clumsy !

Other associated problems include:

- Academic under achievement
- Aggressive behaviour
- Poor peer relationships
- Family dysfunction