

Appropriate and effective Teaching & Learning

All school staff will receive appropriate training so they have the knowledge and confidence to support children's' needs

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum

A range of resources will be available in all learning areas to support learning for children operating at different levels

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs

The school will provide support for children if they need support with managing their own behaviour and/or to build up skills and confidence in dealing with social situations

- All staff in school undertake regular CPD to update their knowledge, understanding and skills in SEN. This training is attended by all staff including Governors. The SENCO is responsible for ensuring that skills are updated. There is close liaison with external agencies; training is provided as part of their work. We work closely with Key Learning Centre (KLC) Fountains Special School and Horton Lodge Special School. Colleagues from both schools provide advice and assessments to support staff, parents and pupils.
- In 2013 we started our work with Achievement for All. We have been working closely with Frederick Bird Primary School in Coventry. Whole school training has been delivered.
- We have trained teaching assistants with specialisms in Dyslexia, Autism, Behaviour, EAL, Nurture and counselling.
- Provision maps are used to ensure all SEN children receive the appropriate level of support to meet their needs.

The school adapts the curriculum and learning environment for pupils with special educational needs in the following ways:

- Differentiated planning meets the needs of all learners including SEN. Teachers plan to ensure a range of teaching styles are used within lessons to engage learners
- Interventions and booster groups are run for literacy and numeracy. Children requiring interventions are identified from the data. This is reviewed every 8 weeks
- 1:1 support provided for children who have learning and behaviour needs
- Baseline assessment is carried out on entry to KS2 in reading, writing and mathematics
- We have a rigorous system of data tracking and teacher assessments. The data is analysed every 8 weeks. Children requiring extra support are then identified and interventions planned. There may

be occasions where standardised and diagnostic tests are carried out in order to better analyse progress of individuals

- Eton Park Junior is a fully accessible school. We are situated on a ground floor so there are no physical adaptations required i.e. ramps or lifts. We currently have children with Hearing impairments and physical disabilities within the school. Dedicated CSWs and adaptations to our toilet facilities have been made to support the individuals
- Pastoral and emotional support is available in-house. This comprises of Hope, Nurture, counselling services, learning mentor and CAF/TAC support
- We have been awarded with the Enhanced Dyslexia Status. We support all of our pupils with coloured backgrounds for working, mnemonics, vocabulary mats and dictionaries. Children with dyslexia and other special educational needs are taught how to overcome their difficulties.

The school's approach to teaching pupils with special educational needs:

- Pupils are set IEP targets termly. The targets are reviewed termly with parents, staff and the child. Pupil progress expectations are set by the Senior Leadership Team. These targets are reviewed with the Head and class teacher termly. Children requiring extra support are flagged up by staff at pupil progress meetings. As a result interventions are planned and the SEN team may be called upon to provide targets, assessments or support.
- All children are grouped according to their ability. In SFA (Success for All/ Literacy) children are grouped by stage not age. This may mean that children are working alongside their peers from different year groups. Groupings and adult support are allocated by the SFA facilitator every 8 weeks. In Numeracy children are grouped in year groups. Lower school have an additional group who are taught by the Assistant SENCO. Teaching is based on 'Making Maths Make Sense' materials and Numicon.

A Graduated Approach to SEN Support

STEP 1 – whole school

Quality first teaching is differentiated and personalised by the classroom teacher to meet the diverse needs of all learners.

Assessment and monitoring is in line with whole school assessment policy.

STEP 2 – progress concerns

Where staff have evidence that certain children are still not making adequate progress, a referral can be made to the SEN department clearly indicating previous interventions. Concerns may also be raised by parents/carers or the pupil's previous school.

The Code of Practice describes ‘adequate progress’ as:

- **progress which is similar to that of peers starting from the same baseline;**
- **matches or betters the child’s previous rate of progress;**
- **closes the attainment gap between the child and their peers;**
- **prevents the attainment gap growing wider’**

STEP 3 – intervention through graduated support

Once a potential special educational need is identified, four types of action will be taken to put effective support in place consulting with parents/carers/pupils as appropriate.

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.

Specialist Services and teachers with specialist qualifications may be called upon to provide intensive support to a pupil. This may involve diagnostic assessment. As a result specific programmes may be advised and these will be followed by all adults coming into active learning situations with the child. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. This will be in line with the assessment policy.

If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Support Service (SENSS)
2. Behaviour Support Service
3. Dyslexia Centres
4. Autism Outreach Team
5. Hearing Impairment team
6. Visual Impairment team
7. Autism and Sensory Support in Staffordshire
8. Educational Psychologist Service
9. Educational Welfare Officers
10. Physical and disability support service

11. Social Services
12. School Nurse
13. CAMHS (Child & Adolescent Mental Health Service)

STEP 4

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

Support available for improving the emotional and social development of pupils

- We have a Hope worker who offers 1:1 support for children and parents. She also provides support for groups of children to help with friendship issues.
- Our year 5 students act as peer mediators at lunchtimes. They are trained by SENSS behaviour support and supported by a TA within school.
- We work in conjunction with SENSS behaviour support to provide positive play.
- Nurture is provided to lower school children who require this. Our Funky Monkeys group runs two afternoons a week and is run by trained staff. Child's emotional and social development is monitored through the use of Boxhall profiles. We use these to determine which children will attend Nurture, whilst also liaising with KS1 staff.
- A Learning Mentor is available to support children with social and emotional needs, who may need extra support in lessons or a quieter environment to work in.
- Early Birds, break and lunch time groups are available for children who find the busy times of the day stressful and prefer a more structured approach. This helps to prevent incidents from occurring at break times and ensures the children take part in lessons without any unrest.
- We work with external agencies to provide support for pupils who experience difficulties with emotional and social development. The agencies we work with are CAMHS, SENSS Behaviour support, Autism Outreach and Community Paediatrics.

Activities that are available for pupils with special educational needs in accordance with the Equal opportunities

Children have the opportunity to experience a range of trips relating to the curriculum. Staff/pupil ratios are considered when completing a risk assessment. The needs of the children are considered and some children are allocated 1:1 support if it is felt that they will struggle with the new experiences. Staff members carefully plan the educational visits and consider accessibility for all pupils.

Children who attend Nurture go on trips into the community that link with topics covered in the groups.

There are a range of after school clubs. These include:

- Football
- Hockey
- Table Tennis
- Choir
- Steel Pans

Film Night is held once each term.

Additional support for learning that is available to pupils with special educational needs

Our team consists of a highly qualified team who are able to support our pupil's needs. As well as class teachers, there are interventions teachers and TA's who lead small group teaching for Literacy, Numeracy and booster sessions. Other interventions include Talk Boost, Pindora's Box (fine and gross motor skills programme), Project X (reading booster), spellings and dyslexia support. The impact of additional support is assessed termly through Pupil Progress Meetings and SEND reviews. The effectiveness of the interventions is assessed and next steps are created.