



# Badsley Primary School

## How we support pupils with Special Educational Needs and/or Disability:

### *Planning for, assessment of, and identification of children's additional needs*

Teachers are required to plan and deliver inclusive lessons to meet the needs of all pupils. This includes detailed planning, good differentiation (that means providing the right level of learning for different children), appropriate support for pupils who need it and strategies to remove barriers to learning.

If a pupil fails to make adequate progress despite this provision, the reason for the lack of progress needs to be considered – is there a special educational need or another issue that needs to be addressed, such as poor attendance?



If a SEN is identified, the pupil will be entered on the register of SEN by the Inclusion Director and further action is taken in a cycle of **Assess → Plan → Do → Review**.

Parents, the pupil themselves and school staff will work together during this process.



Through this cyclical process, action can be revisited and revised as needed to ensure good outcomes are achieved. If additional information or advice is needed during the planning and review cycle, outside professionals such as the Learning Support Teacher, Speech and Language Therapist or Educational Psychologist may be involved.

To ensure that all relevant staff and outside agencies know what the child's needs are we use Pupil Profiles.

These documents record strengths, difficulties and things that help the individual pupil. Parents, staff and pupils work together to produce the Profiles. Profiles are made available to supply staff and others who need the information to meet children's needs.

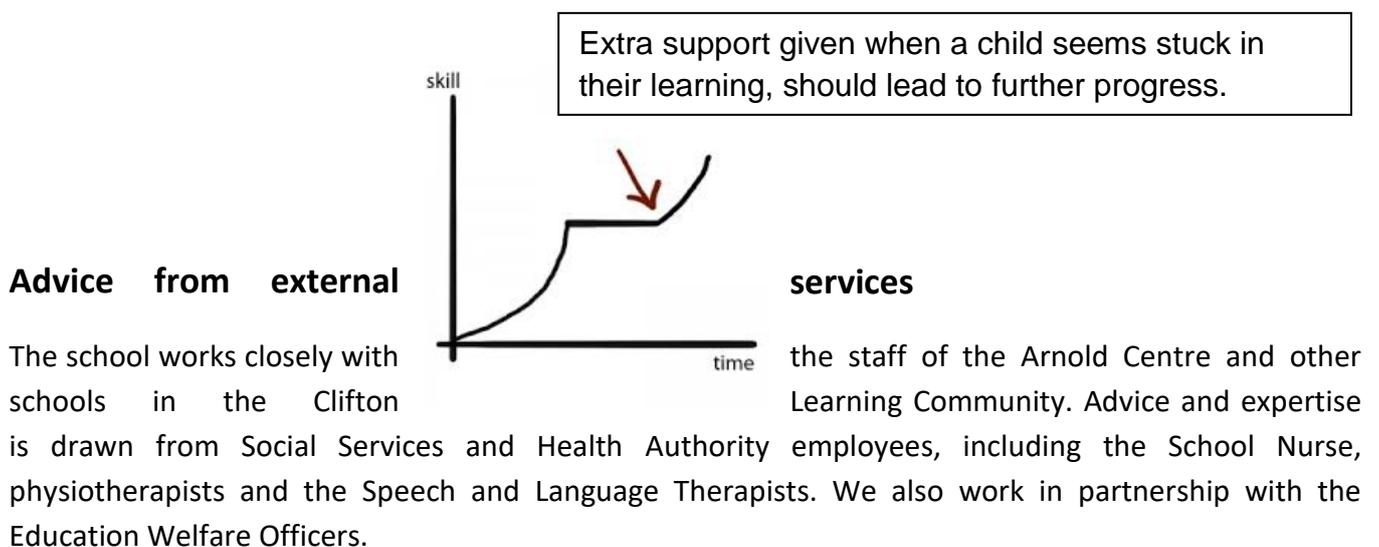
For children requiring a higher level of support school SEND plans are written in conjunction with all relevant services, parents, the child and staff to ensure needs are fully met and progress is planned for and monitored in terms of the child's key areas of need.

We are careful to make sure that when we give children extra support, it has the desired effect of moving them on in their learning at a faster rate.

Assessments are used before and after an intervention so that we know what works. Teachers include children with special educational needs and/or disabilities in the whole-school assessment and tracking systems that use Learning Steps, P Scales and Foundation Stage assessments as appropriate. A system called Pivats is used when needed to plan and track very small steps of progress for children who find learning particularly difficult.

The Senior Leadership Team arrange regular pupil progress meetings where the progress of all pupils in the school is monitored on a class by class basis and actions are planned where progress needs to be accelerated. This is in addition to the termly meetings where parents of children on the register of SEN come in to talk about their child's progress.

### **This is what should happen if an intervention is successful:**



Clifton Learning Community has a Behaviour Improvement Programme team who work closely with the school and parents/carers.

Rotherham LA advisory staff are called upon as necessary to give advice and support. The LA specialists who are used by the school currently include:

- Educational Psychologist
- Learning Support Service
- Visually Impaired Service
- Autism Communication Team
- Physiotherapy Service
- R.E.A.D (Rotherham Enhanced Action for Dyslexia)

We have bought in additional time (one day a week) from the Rotherham Speech and Language Therapy Service to carry out additional assessments and help school staff devise and run programmes to support pupils who have difficulties with speech or language comprehension.

## **The role of parents**

Parents are key players, not just in providing information and ideas about what their child needs but in supporting learning at home.

If at any time you are not sure what would you can do to help your child make progress in their learning, talk to their class teacher. They will be able to give you lots of ideas to work on!

