



Resources & Training for Special Educational Needs

Staffing

The Head Teacher and Governors of Badsley Primary School place a high priority on inclusion and SEN and provide funding and resources in line with this. The SENCO team liaise closely with the school's senior leadership team (SLT) and so SEND issues are championed at all SLT discussions. At least one SENCO is available on a daily basis to monitor provision, advise and support other staff, to meet with parents and to work directly with individual pupils.

A teaching assistant is placed in each class in school for at least part of every day and a key part of their role is to work with the class teacher to provide additional support for the pupils with SEN, disabilities or other additional needs.

A team of SEN support workers is also funded for additional provision; sometimes this is for named individuals within the classroom to ensure access to the curriculum and maximise progress and sometimes to provide targeted intervention programmes outside the classroom.

The deployment of the SEN team is decided by SENCOs on a termly basis, after consultation with other staff, and is recorded on the provision map. Resources are allocated according to the level of need of individual pupils.

The school's Inclusion team includes a number of teaching assistants and some additional school meal supervisors who are allocated to support individual children throughout the day. SENCOs allocate staff to support children at playtime and dinnertime as needed. Members of staff are also available to support children who need help with toileting.

Staff training for SEN/Inclusion

The SEND co-ordinators carry out an annual audit of development needs and produces a training plan for SEN/Inclusion. On a regular basis, time within staff meetings and staff training days are devoted to SEN issues.

All staff receive training and updates regarding policy and practices for meeting the needs of all pupils at least once a year – for most staff it will be much more often than this. Training is most often delivered by specialists within the staff team, although external trainers are brought in as needed.

Recent staff training sessions have included:

- Implementing effective intervention
- Using SEND support plans effectively
- Weekly professional development sessions to target specific in-school issues

Members of the SENCO team attend relevant courses and ensure all staff are familiar with developments in SEN.

Equipment

The SENCO team have a budget for resources. This is spent on a very wide range of equipment, including voice recording devices, pencil grips and “twiddler toys” to help children with attention difficulties. Children who have particular difficulty with writing also access iPads to help record their learning.

The school has invested in a “Sparkle Room” (FS/KS1) and a “Golden Room” (KS2) – sensory environments involving things like projected light effects, a bubble tube, fibre optic strands and a fibre optic carpet. These rooms are enjoyed by all children, but are particularly designed as provision for pupils with sensory needs, behavioural or emotional needs and children on the Autism Spectrum.

