



## **Burlish Park Primary School's Access and Inclusion Policy** (Updated 28.01.19)

### **Introduction**

This policy document has been written by the Access & Inclusion Leader, of Burlish Park Primary School. It has been developed with the Head Teacher, Staff, parents, pupils and the Governing Body of the school.

The intended audience is all members of the school community: teachers, governors, parents, support staff and external agencies working in the school. This Policy is available via the school's web site as is the SEN Information for Parents a document more specifically aimed at provision for pupils with SEN.

It has been written with due regard to the requirements of: 'The Children and Families Act' (2014), 'Special educational needs and disability code of practice: 0-25 years' (2014), 'The SEN Regulations' (2014), 'Supporting pupils at school with medical conditions' (2014), 'Teachers' Standards' (2011), 'Equality Act' (2010) and 'Inclusion' (chapter 4 - National Curriculum in England 2013).

It is a working document, which is constantly being reviewed. It reflects the ethos, practice and aspirations within the whole school in relation to ensuring **all** pupils are included and have access to the whole experience of Burlish Park Primary. All teaching staff are involved in the development of this policy and the good practice it describes.

### **The School and types of SEN provided for.**

Burlish Park Primary School is a mainstream school, which, in line with other local mainstream schools, endeavours to provide the best possible education to a diverse population of children, with a wide range of individual needs. Burlish Park Primary follows the framework set out for all local schools in 'The Entitlement of Pupils in Mainstream Schools-Special Educational Needs Provision – The Local Offer and "Ordinarily Available" in Worcestershire Schools.' This document describes the entitlement of pupils in Worcestershire mainstream schools and forms part of the authority's local offer.

Application for places should be made to the school office initially.

In addition Burlish Park Primary is commissioned by Worcestershire Local Authority to provide 10 places for pupils within its Language Unit. These places are for pupils identified as having a *Specific Language Impairment (SLI)* and have the potential to access mainstream education, but without the provision would currently struggle to reach their potential within a mainstream class. The aim of the provision is to return pupils to a mainstream class once they have acquired the skills to be successful.

Entrance into a language unit (either at Sutton Park Primary, Burlish Park Primary or King Charles I Secondary) is via a placement panel which is formed of representatives from the local authority, the speech and language service and the three schools. Inclusion on the list of pupils for consideration is made by a local school's SENCO, a child's speech and language therapist or following an annual review of a statement or Education Health Care (EHC) plan. There is no entry into any of the language units by direct application to the schools.

### **A&I School Development**

The Policy reflects an ongoing process, responding to major educational initiatives and changing needs. A&I development is integral to and dependent on other school developments. A&I policy and practice is best developed within the context of the School's Development Plan.

Burlish Park Primary will drive its own improvement through self-evaluation of the effectiveness and efficiency of its A&I provision and the identification of areas for further improvement. Key to this process will be the following questions:

#### **Achievement and standards**

1. How well do all pupils achieve (especially those identified as 'vulnerable')?

#### **Quality of provision**

2. How effective is teaching, training and learning?
3. How well do programmes and activities meet the needs and interests of all pupils (especially those identified as 'vulnerable')?
4. How well are all pupils (especially those identified as 'vulnerable') guided and supported?
5. How well are all pupils (especially those identified as 'vulnerable') engaged fully in the activities of the school?

#### **Leadership and management**

6. How effective are leadership and management in raising achievement and supporting all pupils (especially those identified as 'vulnerable')?

The answers to these questions can be found in the annual data reports to the head teacher and the relevant reports to the governors.

Burlish Park Primary is committed to effectively and efficiently using the school's finite resources towards maximising the learning opportunities of all its pupils.

The school's concern is to meet the educational needs of all its pupils, regardless of any label (or lack of one), ensuring access to the curriculum and striving to see that each pupil makes the expected progress given their age and individual circumstances.

#### **'Expected Progress'**

'Expected progress' can be defined in a number of ways; it might, for instance, be progress that:

- closes the attainment gap between the child and their peers
- stops the attainment gap widening between the child and their peers
- matches or betters the child's previous rate of progress
- is not significantly slower than that of their peers starting from the same baseline
- can include progress in areas other than attainment- for instance in social and personal skills

*~* If we state a pupil has made *the expected progress* we are stating that professionally we are satisfied (possibly not delighted, but satisfied) with the pupil's progress and are willing to justify that opinion if challenged.

*~* If we state a pupil is *not making the expected progress* we are stating that some aspect of the learning environment is failing and *a change in provision is required*.

*~* When making the judgement as to whether a pupil has made the expected progress the pupil's current and past achievement will be taken into account along with his perceived potential. What the expected progress is for one pupil would not necessarily be considered the expected progress for another pupil.

*~* An individual pupil's *expected progress* might differ, due to their learning disability, from the level of progress expected to achieve ARE (Age Related Expectations).

The expected progress should be made whatever the level of a pupil's difficulties.

#### **Vulnerable Learners**

Ofsted have identified groups of pupils who are particularly vulnerable to experiencing barriers to participation and achievement:

##### **Pupils with special educational needs**

Subdivided into the following groups

- **Communication and Interaction**
  - SLCN - Speech, Language and Communication Needs
  - ASD – Autistic Spectrum Disorder
- **Cognition and Learning**
  - SpLD -Specific Learning Difficulty encompassing dyslexia, dyscalculia and dyspraxia.
  - MLD – Moderate Learning Difficulty
  - SLD – Severe Learning Difficulty
  - PMLD – Profound and Multiple Learning Difficulties

- **Social, Emotional and Mental Health difficulties**
- **Sensory and/or Physical Needs**
  - VI – Visual Impairment
  - HI – Hearing Impairment
  - MSI – Multi-Sensory Impairment
  - PD – Physical Disability

(Code of Practice -2014)

- Pupils receiving Pupil Premium Funding** (added 01.11.13)
- Pupils with history of traumatic birth or those born prematurely.** (added 12.02.17)
- Gifted and talented pupils**
- Children looked after by the local authority**
- Young carers, sick children, those children from families under stress**
- Pupils for whom English is an additional language (EAL)**
- Girls and boys**
- Pupils at risk of disaffection and exclusion, pregnant school girls and teenage mothers.**
- Minority ethnic and faith groups**
- Travellers, asylum seekers and refugees**

(Evaluating Education Inclusion, HMI 235)

At Burlish Park Primary, we recognise that **any of our pupils** might, at sometime during their time with us, be vulnerable to experiencing barriers to participation and achievement, and as a result fail to make the expected progress. Regardless of which of the above groups, or combination of groups, a specific pupil belongs to, the process to ensure that their needs are met is the same:



- **Assess**

Identify where the pupil's progress is not adequate.

Identify the pupil's individual educational needs (including any which might be deemed 'special').

- **Plan**

Plan a change in provision to meet those needs.

The expected impact on progress, development or behaviour.

A clear date for review.

- **Do**

Deliver the changed provision.

- **Review**

The effectiveness of the provision and its impact on progress.

Assess whether expected progress is now being made.

Continue or further modify provision.

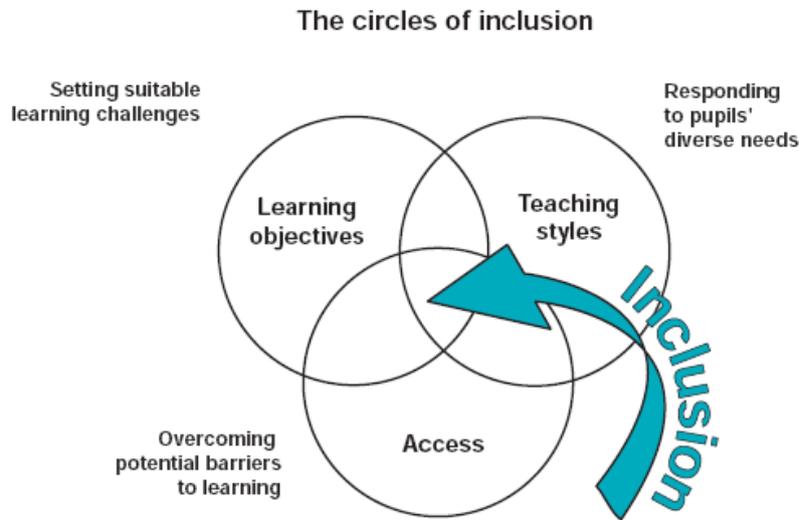
### The 'Graduated Approach'

This cycle of 'Assess Plan Do Review, is a 'graduated approach' and for some pupils this will become more detailed, more frequent and involve more specialist expertise in successive cycles in order to match interventions to the pupil's needs. Somewhere along this cycle a pupil's needs may be described as 'Special Educational Needs or disability- SEND'

Burlish Park Primary School is an inclusive school and strives to meet the needs of all its pupils through:

- Following the inclusion principles shown in the diagram below
- Working closely with parents and pupils

- And developing a 'Can do' and pragmatic approach when dealing with challenges.



Burlish Park Primary School believes the 'graduated approach' of Assess, Plan, Do and Review describes the effective teaching and learning process for all pupils.

All pupils' progress is constantly assessed by teaching staff on a daily basis through their oral, written and physical responses to learning. These observations lead teachers to make immediate, weekly and termly changes to their teaching in response to the pupils' needs.

Teachers use several screening and assessment materials to support their identification of a range learning difficulties that pupils might be vulnerable to and plan the interventions to meet these needs.

Teachers within each phase regularly meet and discuss the learning and the social and emotional needs of the pupils within their care. This leads to joint planning of interventions across year groups and phases.

A cycle of six weekly 'pupil progress meetings' with the senior leadership team carefully analyse the data of the year, class, vulnerable groups and individuals to look for groups and individuals where provision could be changed to improve progress. This progress is then reviewed at the following meeting.

The SEND team (Leader of A&I and Lead TA) hold termly meetings with class teachers to discuss the progress of pupils with learning difficulties and/or disabilities, including those identified as receiving SEN Support or those with a statement or Education Health Care Plan and to plan future provision and interventions.

### **Levels of Provision and Intervention**

For pupils in school, their needs are met using three levels of intervention, described as "waves of support", which support access to the curriculum.

Wave One



**Universal:** This describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Guidelines and support for staff are available in the 'Universal' levels of provision in the 'Dyslexia', 'Speech and Language' and 'Dyspraxia' Pathways. These are accessible through the Teacher SEND file in A&I on Staff Share.

The school introduced the 'ordinarily available' document as a booklet to inform class teachers of the level and variety of support they should offer every pupil including those with SEND.

All provisions which are additional to normal lesson differentiation should be recorded on the school's provision map, via the SPTO system, regardless of whether a pupils has SEND or not. Where differentiation is significant this can be recorded as well.

## Wave Two



**Targeted:** This describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Class teachers are ultimately responsible for planning the provision for all pupils in their classes and within their year group and phase teams plan the interventions for groups and individuals. They have access to subject leaders, senior leadership, the SEND team and external professionals to support them.

The needs of many pupils including many of those with identifiable educational needs and disabilities, such as 'dyslexia', 'moderate learning difficulties', 'dyspraxia', 'dyscalculia' and 'speech, language and communication difficulties' can be met through the differentiated approach of wave 1 and wave 2 provision.

However, a minority of pupils will require a level of individualised support and provision that is more than 'differentiation' and is increasingly 'personalisation'. For these pupils wave 3 interventions are appropriate.

## Wave Three



**Specialist:** This describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

This level of highly tailored interventions will involve planning between the class teacher, parents, pupil, subject leaders, senior leadership, SEN team and quite possibly external professionals. The detail of assessment, planning and reviewing will require a more substantial entry onto the school's provision map.

### Identifying Pupils with Special Educational Needs

Within an inclusive school such as Burlish Park Primary the above process is available for all pupils regardless of any label (or lack of label) an individual pupil may have.

However, once the level of provision reaches a level that could be described as more than normal classroom differentiation it is reasonable to ask if the level of support warrants the label of 'Special Educational Needs Support- SEN Support'.

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching*

normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (6.15)

The first response to such progress [that is below expectations] should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. (6.19)

### Broad areas of need

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. 6.28

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. 6.29

#### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. 6.30

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. 6.31

#### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. 6.32

#### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. 6.34

[‘Special educational needs and disability code of practice: 0-25 years’ (2014)]

As outlined previously in the graduated approach and the waves of intervention, Burlish Park Primary strives to identify early when and where individual pupils have learning difficulties and/or a disabilities and then plan to set

appropriate learning challenges, adopt effective teaching styles, remove barriers to learning and deliver effective interventions to improve progress.

**When provision and interventions are successful at the level of normal classroom differentiation and the pupil then makes the expected level of progress, given their age and individual circumstances, Burlish Park Primary would not always deem it necessary to label an individual as having special educational needs. However, it should be noted that such a pupil might still have a disability as identified in the 'Equality Act' (2010).**

**When provision and interventions at wave 1 and wave 2 are not sufficient to ensure a pupil quickly makes the expected level of progress or a pupil only makes the expected level of progress when provision and intervention is increased to a level that could be described as personalisation through the increased application of the graduated approach, AND the pupil fits into one of the broad areas of need as laid out in the SEND code 2014 then the level of support the pupil receives will be labelled 'SEN Support'.**

**['Expected level of progress' can also apply more widely than the national curriculum subjects and can include a pupil's social and emotional development as well.]**

This is obviously a somewhat subjective decision and as the code states will vary between schools. However, this is NOT a critical decision as the label of 'SEN Support' does not bring any additional concrete benefits. There is NO reason why any provision or intervention required cannot be provided by the school for any pupil regardless of label. The views of parents and pupils will be taken into account when wave 2 and wave 3 interventions are planned and reviewed; parents will obviously have an input into the level of school/home liaison and the frequency of reviews and this in turn will be significant when assessing if the level of provision meets SEN Support.

The usual procedure for a class teacher placing a pupil on SEN Support is to request such a move at a Phase SEN meeting. It would be expected that the parents' views would have been informally sought prior to the meeting. "I am beginning to feel that the level of support we are providing for your child might indicate that we should place your pupil on SEN Support. What are your views? How much support do you feel your child needs? Do you expect your child to overcome these difficulties quickly or do you feel it might take some time? I will raise the question at the next SEN meeting and someone will get back to you." The views of the pupil should also be collected, these could focus on how much support they feel they get, which support they most value and any support they would like that is not yet provided.

### **SEN Support**

Where a pupil is receiving SEN support, the school will continue to talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

However, it will be a little more formal around the timing and agenda for discussions with parents and pupils and more detailed in the recording of information.

Teachers will meet parents at least three times each year. The views of the pupil should also be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

The focus of these discussions will be to strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. For parents to provide essential information on the impact of SEN support outside school and any changes they have noticed in their child's needs. It is also hoped that through collaboration parents' confidence in the actions being taken by the school will be strengthened.

These discussions will be led by the class teacher who has good knowledge and understanding of the pupil and is aware of their needs and attainment, but may be supported by a member of the SEN team. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. However, they will need to be longer than most parent-teacher meetings.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents. The school's management information system should be updated as appropriate.

Class teachers are responsible for ensuring that the provision map kept for SEN Support pupils is sufficiently complete to meet the requirements of the SEN code of practice 2014. Targets are commonly set on the advice of external professionals and their reports should be carefully considered. An intervention needs to be made on the provision map, via the school's management information system and a copy of the outside agency report should be annotated in lieu of an IEP and scanned onto the system at least twice a year.

When the school feels that the level of support, personalisation and intervention required to meet the needs of a pupil is greater than that which is set down in the authorities **'The Entitlement of Pupils in Mainstream Schools- Special Educational Needs Provision – The Local Offer and "Ordinarily Available" in Worcestershire Schools'** then it should consider requesting an Education, Health and Care assessment. The child's parent and the young person over the age of 16 but under the age of 25 can also request an assessment. Furthermore anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary.

### **Requesting an Education, Health and Care assessment**

*SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.*

*[Special educational needs and disability code of practice: 0-25 years' (2014)]*

*Where, despite appropriate assessment and provision, the child or young person is not progressing, or not progressing sufficiently well, the local authority should consider what further provision may be needed. The local authority should take into account:*

- *whether the special educational provision required to meet the child or young person's needs can reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions, or*
- *whether it may be necessary for the local authority to make special educational provision in accordance with an EHC plan*

*[SEN Code 2014]*

**In practice the authority is only likely to grant an EHCP to high needs pupils or pupils requiring access to specialist provision.**

High needs pupils and students are defined by the Department for Education as those requiring provision costing more than is ordinarily available for most pupils. .

That is pupils for which the school has already spent the Element 1 core education funding – mainstream per-pupil funding (AWPU) and Element 2 Additional support funding from the notional SEN budget. And now needs Element 3 top up funding from the commissioner to meet the needs of the pupil.

If an EHCP is written it will have the following sections:

**Section A:** The views, interests and aspirations of the child and his or her parents or the young person.

**Section B:** The child or young person's special educational needs.

**Section C:** The child or young person's health needs which are related to their SEN.

**Section D:** The child or young person's social care needs which are related to their SEN or to a disability.

**Section E:** The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.

**Section F:** The special educational provision required by the child or the young person.

**Section G:** Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.

**Section H1:** Any social care provision which **must** be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

**Section H2:** Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.

**Section I:** The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

**Section J:** Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment **must** be specified.

**Section K:** The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should be a list of this advice and information.

EHC plans will be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They will be reviewed as a minimum every 12 months. Reviews will be chaired by the leader of access & inclusion or the head teacher and will focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Reviews will be undertaken in partnership with the child and their parent or the young person, and will take account of their views, wishes and feelings, including their right to request a Personal Budget.

### **Pupils with disabilities**

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. **Children and young people with such conditions do not necessarily have SEN**, but there is a significant overlap between disabled children and young people and those with SEN.*

*Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.*

*Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.*

*[‘Special educational needs and disability code of practice: 0-25 years’ (2014)]*

Burlish Park Primary recognises its duties under the Equality Act 2010 towards individual disabled children and young people. It will **make** reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The school will try to anticipate in advance what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Burlish Park Primary will also work to prevent discrimination, to promote equality of opportunity and to foster good relations.

The underlying principle for the school is to use an attitude of 'can do' to work with the individual pupil and his or her parents to find pragmatic solutions to meet the challenges some pupils meet engaging fully in the learning and other activities of the school.

### **Medical Conditions**

Pupils with medical conditions are managed through individual healthcare plans. (See 'Supporting Pupils with Medical Conditions' Policy).

### **Dyslexia Pathway**

- *Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.*
- *Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.*
- *Dyslexia occurs across the range of intellectual abilities.*
- *It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.*
- *Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.*
- *A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention. [NASEN]*

Pupils who have been identified as having 'traits' of dyslexia, but do not have an 'identification' (obtained following external assessment) are said to have 'dyslexic tendencies' and are placed on the school's 'Dyslexia Pathway'.

The sixth bullet point above is a good indication of how an 'identification' is arrived at: a pupil has dyslexia if despite all the appropriate provision being made they still fail to make progress in reading, spelling or writing. With this in mind at Burlish Park Primary it is unusual for a pupil to be placed on the dyslexia pathway before the spring term of Y3. This is because we want to make sure that the pupil has had sufficient time to demonstrate 'failure' within the school's Read Write Inc synthetic phonics scheme. Many pupils go through the stages of reversing letters and numerals, missing phonemes from words and many may struggle initially to grasp reading or spelling. However, to be sure that this indicates dyslexic tendencies there must be time for the pupil to demonstrate that despite the benefit of high quality teaching and learning the difficulties persist.

Before placing a pupil on the dyslexia pathway there must be a consultation between the class teacher, parents and pupil. This meeting should not be the first time a concern about reading or spelling is approached with the parent.

The class teacher is responsible for collecting the information and completing the initial paperwork which should be forwarded to the SENCO or Lead TA for consideration. The SENCO is available to discuss the placement on the dyslexia pathway with the pupil and their parents.

Once a pupil is placed on the dyslexia pathway a wave 1+ intervention is automatically created and recorded on the provision map, via the school's management information system. This intervention requires the class teacher to take responsibility to ensure that all those who teach the pupil make specific, individual consideration of the school's wave one in regard to the most effective strategies for teaching the pupil. It is also recommended that pupils on the dyslexia pathway continue to receive synthetic phonic training especially for spelling beyond the end of the RWInc scheme grey level (additional cards are available to support this). Pupils on the dyslexia pathway are placed on SEN Support to ensure that their disability is managed successfully and they reach their academic potential (dyslexia can occur across all ability ranges). It is the class teacher's responsibility to ensure all other provision is recorded for the pupil as this specific wave 1+ provision is in addition to other provisions in place of them.

For most pupils the above provision is sufficient for them to successfully continue their education. However, if despite following a phonic based reading scheme such as RWInc, universal and targeted classroom provision a pupil was still not making progress then additional assessments and parental interview are available for the SENCO to use.

### **Speech and Language Pathway**

Burlish Park Primary follows Worcestershire NHS Speech and Language Pathway. SLCN encompasses a wide range of needs that require different levels and types of provision. By following the SLCN pathway Burlish Park Primary aims to support pupils, parents and staff. The pathway identifies three levels of provision (Universal, Targeted and Specialist) which are similar to the three waves model.

**Universal interventions** support the whole population, i.e. whole class or whole setting/ school and ensure all children have appropriate language and communication opportunities. This level includes workforce development, access to appropriate information, creating communication friendly environments and whole class/setting/school intervention approaches.

**Targeted interventions** offer specific support for those children and young people who are felt to be vulnerable in relation to speech, language and communication. The group is wide ranging and includes children with delayed language and communication skills who following targeted intervention will return to the universal tier, through to identification of children who may go on to have more persistent needs. This level includes small group and individual targeted intervention approaches such as language groups, narrative groups, social communication skills programmes and phonology programmes.

**Specialist interventions** are in addition to the universal and targeted offer for those children and young people who require a highly individualised and personalised programme of work. This group includes children with complex learning and communication needs and those children who are cognitively able and have specific speech, language or communication needs.

Pupils who have SLCN which fall below the 'broad average' range will qualify for support on the NHS from a Speech and Language therapist. This will involve assessment, parental discussion, target setting and advice on providing ongoing provision. In some cases the speech and language therapist might work with the pupil or provide a speech and language teaching assistant to work with the pupil for a set period of time. Once a pupil's skills reach the 'broad average' range, they are deemed to be in line with their peers and are discharged from the service.

At Burlish Park Primary we have recognised that some of our pupils, although their language skills are within the 'broad average' range, require continued support in order to achieve their potential. Therefore, the school is currently commissioning additional support from the speech and language service above the NHS offer.

### **Emotional, mental and social difficulties**

Class teachers are skilled in providing pastoral support, and this is strengthened through the role the key stage leaders take and the termly meetings of the ECM team, which review information, progress and provision for all pupils with emotional, mental or social problems.

The school uses the SEAL programme and key themes are focussed on during assemblies and within each class's PHSE lessons.

Wave 2 interventions include various social skills groups and many classes run some form of 'circle time'.

The school has experienced members of staff who carry out mentoring with selected pupils.

The school has members of staff trained to deliver the THRIVE programme and this can include wave 3 specific targeted individualised support for pupils with SEN.

Pupils with SEN and specific needs in this area will have individualised wave 3 intervention in the same way as other SEN pupils have for learning.

### **Physical difficulties**

Physical lessons such as P.E. or forest school are planned in the same inclusive way that all lessons are planned. Particular attention is given to removing potential barriers to learning for physically disabled pupils and adaptations could include: hitting a ball from the top of a cone rather than from a bowler, using a different bat or ball, having a runner. All pupils within the school play some games that were originally designed for disabled pupils and for several years now the school has taken part in the local SEND sports day. The underlying principle for the school is to use an attitude of ‘can do’ to work with the individual pupil and his or her parents to find pragmatic solutions to meet the challenges some pupils meet engaging in some activities.

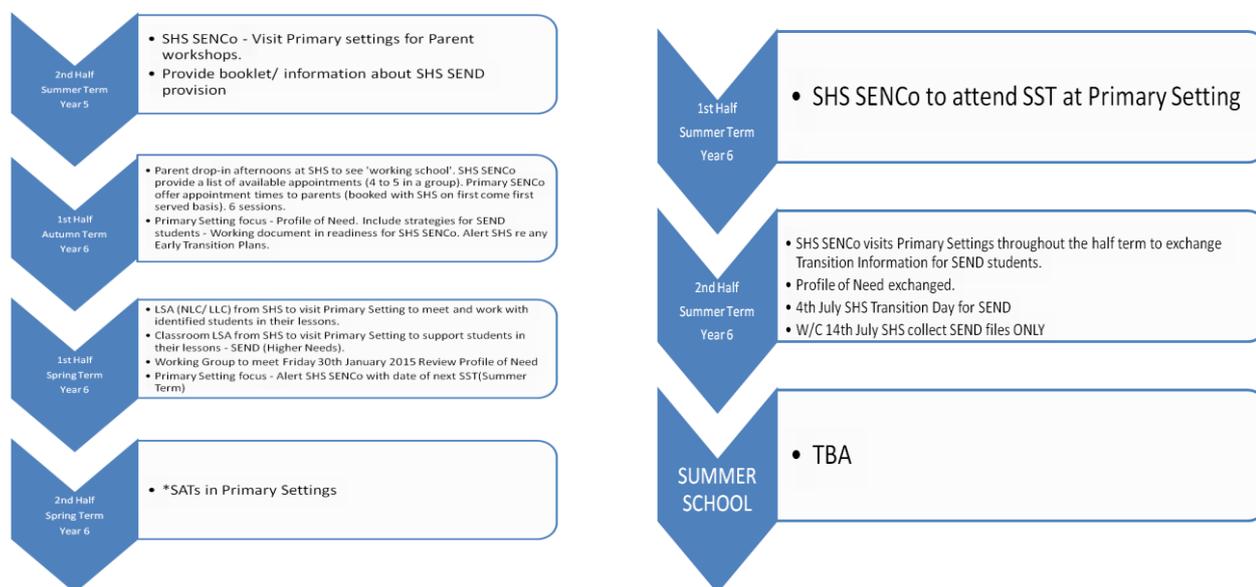
The school uses the Worcestershire DCD (Developmental Co-ordination Disorder)/ Dyspraxia pathway when supporting pupils with co-ordination difficulties or impairments or immaturities in the organisation of movement. Often referral to the occupational therapist is through the school nurse.

### **Transitions for Pupils**

Transitions can be worrying for many pupils, whether it is moving classes at the end of a year, moving into the school or language unit or leaving the school for another establishment. There are many transition arrangements in place for all pupils including: mornings or lessons visiting the new classroom, teacher and support staff during the summer term, detailed handing over of knowledge and experience of pupils between teachers and class discussions. However, some pupils require more than this and for these pupils we plan an individual transition package with pupils and parents which could include: additional visits to the new class, additional meetings (formal or informal) with new teacher, pupils preparing a passport or booklet about themselves, pupils preparing a power point presentation to share with new class mates or taking photographs of the new environment to keep over the summer holidays. These are only examples we can tailor the package to suit the needs of the individual.

Transition for pupils in Y6:

Burlish Park follows the transition pathway for SEND pupils recently agreed with Stourport High School and other local schools.



Where necessary individual pupils can have additional and differentiated transition plans. Worcestershire’s ‘Transition toolkit’ edited by Karen Broderick and Tina Mason-Williams is available for guidance.

### **Working with outside agencies**

The local authority no longer directly provides support services for school, but has commissioned these out to Babcock Prime. Other services can be purchased from Babcock Prime as required. The school currently buys advice and support from the Learning Support Team. It has contacts with educational psychologists who can be commissioned to provide individual pieces of week as required.

The school has active links with health authority's: speech and language service (there is a named therapist for the mainstream school in addition to the weekly support the service provides for the language unit), school nurse, local paediatrician, Occupational Therapy service and Physiotherapy service.

The school also uses the support of voluntary organisations such as: KEMP (bereavement support) 'Early Help' or '10:32' which is support for families is access through 'The Wyre Forest and Hagley Project- WHP' . Access to the speech and language service, educational psychology and the learning support team is prioritised and planned on a termly basis at the 'School and Support Team- SST' meetings. Class teachers will discuss any new referrals with parents prior to the termly SEN team meetings and forward names to the SEN team. The SEN team will then contact parents to discuss the referral further and formally acquire the parent's permission. The school tends to make referrals to other organisations as the need arises, but these are usually subject to the organisation's own waiting list. Parents are involved in the decision to refer and their permission is ultimately sought. [The exception is in a child protection case when social care might be contacted without parental permission]

- If a class teacher wishes to request the support of an outside agency then they should raise it at a Key Stage SEN meeting or bring it to the attention of a member of the SEN team prior to a SST meeting.
- A 'SST' (School Support Team) meeting takes place early in each term. Its purpose is to set the priorities of pupil needs and decide on appropriate actions. Appropriate appointments with outside agencies are made during or immediately after the meeting.
- Following an initial request to an outside agency it is the class teacher's responsibility to gather the relevant information concerning the pupil's current educational needs, progress and provisions and complete the relevant paperwork and forward it to the SEN team.
- If appropriate parents are invited to meet with outside agencies when they come into school to assess or work with their child.
- During a visit an outside agent may do a number of things including: observing a pupil in class, withdrawing a pupil to formally assess them in a 1:1 situation, discuss the pupil with teaching staff.
- The visit is logged as an 'Event' on SPTO
- When the report is received from the outside agent, unless the agent has already posted the report to the parents, the Lead TA will ring the parents to inform them the report is being sent home with their child that night.
- Parents are invited in, if they wish, to discuss the report.
- The report is then given to the class teacher.
- A further copy is kept in the pupil's SEN file.
- Within two weeks of the report going to the class teacher, a member of the SEN team will meet with the teacher to discuss the report's implementation and enquire if any further support or resources are needed. The report should be annotated by the class teacher and relevant staff to build a clear on going picture of provision and progress. This annotated report is in lieu of an IEP and should be scanned into SPTO at least twice during the year.
- A date will be set for a review of progress and the results will be shared with parents and entered in the Provision Map.
- Progress is reported back at the next SST meeting.

### **Roles within Burlish Park Primary:**

#### **Access and Inclusion Leader**

The role of Access and Inclusion Leader includes the legal responsibilities and strategic leadership duties of a Special Educational Needs Coordinator (SENCO) and is held by Mr Derek Hulme.

#### **Lead Teaching Assistant**

The role of Lead Teaching Assistant includes many of the management duties of a Special Needs Coordinator (SENCO) and is held by Mrs Kay Jones.

#### **Link TAs for Speech & Language**

The role of link TA for speech & language is a bridge between the speech & Language therapy service and staff delivering interventions and support to pupils with SLCN the posts are held by Mrs Claire Holbrook (language class TA) and Mrs Kay Jones (Lead TA).

**The above positions currently make up the SEN team**

**Governor**

The Governors for Access and Inclusion **Ms** Debbie Mound and **Ms** Tracey Boxallare.

**Gifted and Talented**

The role of Gifted and Talented Leader is held by **Miss Rebecca Jones**.

**Child Protection Coordinator**

The Child Protection Coordinator is the Headteacher Mrs Kerry Postans.

**Every Child Matters (ECM)**

The ECM team is dedicated to ensuring the best possible educational experience for every child. To this aim it is closely focussed on individual children. The Headteacher, Deputy Head, Extended School Leader, Enrichment Leader, Enjoyment and Achievement Leader, Access and Inclusion Leader, Personal Development and Emotional Well-being Leader and the Lead Teaching Assistant form this team.

Derek Hulme

Access and Inclusion Leader

Burlish Park Primary School