Windlesham School & Nursery

Special Educational Needs and Learning Support Policy

Last Reviewed: March 2025
Next Review: March 2026
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Related policies
Behaviour Policy, Anti-Bullying Policy, Equal Opportunities Policy, Accessibility Policy, Safeguarding and Child Protection Policy

SENCO
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Compliance
This policy complies with the statutory requirement laid out in the SEND Code of Practice (COP) 0-25 (2014, reviewed 2015), takes account of the following documents, and where applicable, complies with statutory requirements:

- Equality Act 2010: Advice for schools DfE February 2013
- Statutory Guidance on supporting pupils at schools with medical conditions April 2014
- The National Curriculum in England, where applicable
- Safeguarding Policy
- Accessibility plan
- Teachers Standards 2012

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1. Values and beliefs at Windlesham School

At Windlesham School we understand that every child is unique. We promote inclusive practice by being responsive to every child's needs.

Every teacher at Windlesham is responsible for the progress of all children in their care including those children with or Special Educational Needs and Disabilities (SEND)

High quality teaching that is differentiated and personalised will meet the needs of the majority of children. However, when a child is identified as having SEN, provision is organised to ensure that reasonable adjustments are made to be fully compliant with the Equality Act 2010 and the Code of Practice 2014.

A pupil has SEND if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- Have learning needs which are significantly more advanced than the majority of pupils of the same age.

2. Aims - What do we want for our pupils?

We aim to work in close partnership with parent/carers and all staff to raise the aspirations and expectations for all pupils with SEND.

We aim to deliver the highest quality education that will ensure children reach their full potential and are prepared for the next stage of their education. Our focus is on outcomes for children, not just hours of provision/support.

Objectives - How are we going to do it?

- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To identify and assess pupils with SEND as early as possible
  - To use an "Assess, Plan, Do, Review" cycle for monitoring and provision
  - To include parents/carers as fully as possible in any decisions regarding their children.
  - To provide support and advice for all staff working with pupils who have special educational needs

3. Areas of Special Education Needs

A child may experience problems in one of four main areas:

- Communication and Interaction – this includes difficulties with speech and language or social communication. It also includes Autistic Spectrum Condition (ASC)

- Cognition and Learning – this includes difficulties with developing literacy and/or numeracy and other barriers to making appropriate academic progress
- Social, Emotional and Mental Health – this includes difficulties with emotional regulation, displaying inappropriate behaviours, anxiety or other mental health issues
- Sensory and/ or physical needs – this includes visual or hearing impairment, sensory processing difficulties, difficulties with gross and fine motor skills and issues with mobility.

At Windlesham, we identify the needs of pupils by considering the needs of the whole child, which will include not just their SEND

When a child with SEND is seeking admission to the school, the SENCO will arrange to meet with parents/carers to gather information and to ascertain that the child's needs can be met.

The following do not necessarily constitute SEN but may impact on progress and attainment:

- Disability (The COP 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - those alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Having English as an Additional Language (EAL)
- Being a child of a serviceman/woman
- Behaviour

  Children may exhibit behaviours that create barriers to learning and good progress. We recognise that such behaviors may need a differentiated approach and we aim to provide individualised pastoral support. This is aimed at reducing such behaviours and removing any barriers to learning.

4. A graduated approach to SEN/Learning Support

- **The Importance of Quality Teaching**

  Class/ subject teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

  The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

  At Windlesham, we carefully and regularly review the quality of teaching of all teachers. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and to improve their knowledge of the SEN/ LD most frequently encountered. Our model of support follows the cycle of **Assess, Plan, Do** and **Review** identified in the Code of Practice 2014

Assess

We assess each pupil's current skills and level of attainment on entry to the school. We also make regular formal and informal assessments of progress for all pupils. These assessments will help to identify pupils making less than expected progress given their age and individual circumstances.

A concern about a child may come from a variety of sources:

- Teaching Staff
- Parents and carers
- Senior Leadership Team
- A GP or medical professional
- Outside specialists such as Speech and Language Therapist (SALT) or Educational Psychologist (EP)
- Information from a previous school/ pre-school
- Following diagnostic tests
- Data from school assessment procedure

The class/ subject teacher and the SENCO will carry out an analysis of the pupil's needs including their progress in comparison to their peers and national standards.

The SENCO and class teacher will then decide on the level of support in consultation with the parents.

Wave 1: **Class Support.** At this level, a child is identified as potentially being at risk of not making adequate progress. Adequate progress is defined as attaining within the expected level in the school's assessment system and progress is sustained throughout the year. The class teacher and teaching assistant will monitor the specific needs of the child closely, and differentiate within class (by learning style, task, resource, outcome, questioning techniques, support focus for teacher/TA as appropriate).

Wave 2: A child will be placed on **Learning Support** when assessment data and teacher observation indicate they are consistently not attaining the expected level and/or their progress is minimal. Additional support and curriculum differentiation is required. This will include greater focus from the teacher/TA, adjustments and extra resources in class, small group intervention and strategies implemented by the class/ subject teacher. The pupil identified is then added to the class Provision Map. The Provision Map details any additional support and the targets the child is working towards. A Learning Support letter detailing this information is sent to parents,

Wave 3: When a child does not make adequate progress with Learning Support alone, they will be placed on **SEN Support.** A child may have an assessment from an outside specialist, identifying a special educational need. If this identified need is such that a high level of support is required, they will also be placed on SEN Support. At this point, the child is also placed on the SEND Register. The SENCO and teachers will meet with parents/carers to set targets and agree support strategies. A Pupil Passport is created setting out targets and strategies and the support arrangements needed to meet them. Depending on the nature of the child's need, as well as a focus on academic needs, targets may include pastoral and well-being elements.

Pupil Passports are written by the SENCO and teacher, in consultation with parents/carers). They are reviewed termly.

Do
All interventions are carried out for an identified period of time, usually a term.

Review
The child's targets and support are reviewed with teachers, parents and carers (and the child where possible) once a term. The teacher holds the responsibility for evidencing progress according to the outcomes identified in the plans, or for children on SEN support, the progress is measured against the targets identified in the Pupil Passport.

Education Health and Care Plans

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, parents/ carers may be supported to seek an EHC assessment. This request can be made by the school or by parents/ carers, and is then managed by the relevant Local Education Authority, in conjunction with any outside agencies involved.

Where a child has an Education Health and Care Plan (EHCP and the school is named after consultation with the Local Education Authorty,the school will endeavour to provide support as outlined in Section F of the Plan. The child will be placed on the SEND Register and a Pupil Passport written. The school will work with the parents to ensure that the requirements of the EHCP are being met. The school will facilitate Annual Reviews and liaise with the Local Education Authority as necessary.

Where parents wish to place their child without Windlesham school being named by the Local Education Authority as the preferred school, careful discussions will take place so that the parents/carers understand the implications of this decision. Where specialist teaching or a significant level of individual support is required, the costs of this are the responsibility of the Local Education Authority and/or parents.

SEN/Learning Support assessment and review procedures

Level of support	Wave One Class Support	Wave Two Learning Support	Wave Three SEN Support
Nature of support	Differentiation within class by learning style, task, resource, outcome, questioning techniques, support focus for teacher/TA	Small group support with TA/teacher Focused in class support from TA/teacher -	1:1 or in a group with SENCO 1:1 Individual needs assistant in class (chargeable)
Nature of communication	• Ongoing discussions with staff • Parents Evening • Informal meetings with parents/ carers during year as necessary	• Ongoing discussions with staff • Parents informed of additional support in writing • Parents' Evening	• Ongoing discussions with staff • Parents Evening • IEP Review Meetings with SENCO, teacher and parent/carer every term
Review Procedures	Look at assessment results, performance in class, attitude, self-esteem, behaviour, social skills, progress against targets		

ACTION

Continue Support	Change Level of Support In consultation with SENCO and Staff	Exit from SEN/Learning Support Retain pupil in Provision Map as "Monitoring"

5. Involving specialists

We welcome (**and may request**) that parents/ carers involve specialists at any point to advise on early identification of SEN and effective support and interventions for their child.

The parent or carer **must** share with the school information regarding a child having a diagnostic screening test, or other tests from an outside agency. We can then incorporate strategies and suggestions from specialists into support plans.

Private specialists may come into school to carry out assessments or deliver interventions at the request of parents/ carers with agreement from the Headteacher. e.g. Educational Psychologist, Speech and Language Therapist, Play Therapist.

In the Nursery, we have access to the Brighton & Hove Inclusion Support Service (BHISS). This is a multi-disciplinary team of professionals who work with children and young people with Special Educational Needs and Disabilities (SEND) and their families through schools and other educational settings.

BHISS provides access to highly skilled and experienced specialist professionals including educational psychologists, primary mental health workers, specialist teachers and practitioners in two key areas:

Learning and Communication

- Autism
- Early Years
- Educational Psychology
- Language
- Literacy
- Sensory Needs - Hearing Impairment and Visual Impairment Social

Emotional and Mental Health

- Educational Psychology
- Schools Wellbeing Service (formerly community CAMHS)
- Social, Emotional and Mental Health

Contact details: **Brighton & Hove Inclusion Support Service** (BHISS), Brighton & Hove Music & Arts Building, County Oak Avenue, Brighton BN1 8DJ; Tel: 01273 293481; Email: BHISS@brighton-hove.gov.uk

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Where the school has made every reasonable adjustment and provision to ensure that expected progress is secured and such progress is not evident, or where the difficulties displayed by the child has an inhibiting effect on the expected progress of other pupils,

the school reserves the right to request that parents/carers fund additional adult support for an agreed number of hours per week for their child.

6. Criteria for exiting the Learning Support/SEN Register

If a pupil has made the required accelerated progress to achieve "At Expected" for their year group, and teachers are satisfied that they will now continue to make good progress at the same rate as their peers, they will stop receiving SEN/Learning Support.

7. Working in partnership with parents, carers and families

The SEN Code of Practice (2014) works from the premise that parents and carers know their children best and makes it clear that parents, carers and families should be involved in decision making and planning for their child's support.

At Windlesham, we value parents and carers as partners in their child's learning and development. We seek to incorporate their knowledge, skills and understanding with our own, in order to ensure the best outcomes for their child.

Good, honest and open communication is the key to the development of positive working relationships and requires staff who listen to parents and carers and are trusted by them.

We aim to develop these relationships through:

- Meetings at the beginning of the year for all parents/ carers with their child's new teacher
- Early Intervention: Inviting parents/ carers to meet with their child's teacher when a concern is raised. Parents/ carers are then invited to contribute to their child's Pupil Passport or Learning Support targets
- Regular review meetings between staff and parents/ carers of children as outlined in the Pathway above
- Giving parents/ carers the opportunity to comment on the design and review of SEN/LS plans, policies and processes. This may be through face to face discussion or generic parent/ carer surveys and questionnaires
- difficulties

8. Support Provision is reviewed by the SENCO and class teacher once a term and the class teacher communicates outcomes of Review meetings

SEN Support: The SENCO and teacher meet with parents/ carers once a term to review children who are on SEN Support. Wherever possible, the child will also take part in the review process and be involved in setting the targets. We recognise that parents/carers of children with more significant levels of need may need more frequent meetings.

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9. Supporting pupils with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act. If children have a medical condition and SEN, or an EHCP for medical reasons, the school will follow the COP.
- Children may need to make use of other facilities offered at Windlesham which include an accessible lift and toilet in Cooper House and an accessible shower in the new 180 building. Other classrooms have wide doors to provide access. All access to the new building is ramped.

10. Children with English as an Additional Language

- We value the fact that our school is a diverse community, representing a wide range of cultures and languages. We are proud that many languages are spoken within our community and aware that pupils with English as an Additional Language can range from fully bilingual to little or no English**.**
- The school recognises that children whose home language is not English may need support to fully access the school curriculum. While children can learn to communicate in English quite quickly, it can take up to 7 years for full fluency to develop.
- Learners with EAL make the best progress within a whole-school context where pupils are educated with their peers. Provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills. Therefore, good communication with parents/carers of children with EAL is essential and may involve facilitating the use of interpreters.
- When children with EAL arrive, a baseline of language competence is established, using the Bell Foundation EAL Assessment Framework for Schools (2019) and this will guide decisions for support.
- We use a range of strategies to support children with little or no English, including:
- Visual timetables and prompts displayed in classrooms
- Dual language signage for key areas of the classroom
- Encouragement to use first language and for the class to learn and use greetings etc. in child's first language
- Picture dictionaries (EYFS and KS1)
- Dual-language dictionaries (KS2)
- Where possible, a buddy (other pupil or member of staff) who speak the child's first language.
- All assessment and resource information can be found in:

Teacher Shared – Teachers Hub - Academic -SEN – EAL Assessment and Resources

11. More Able Pupils

There are pupils who achieve, or who have the ability to achieve, at a level significantly in advance of their age-related expectation and significantly in advance of their peers. While it is expected that each teacher will plan appropriately differentiated lessons, catering for the whole range of ability, some pupils may need a more individualised approach in the core subjects of English and or Maths.

Such children are identified through:

- Teacher observation
- The school's formal assessment system
- Information from parents/carers
- Information from previous schools

Where a more individualised approach is needed, the class teacher in conjunction with the school's SENCO will draw up a **More Able Support Plan**. The Support Plan details specific targets and provision designed to meet the targets. We arrange termly meetings with parents/carers to review progress.

12. Monitoring and evaluation of SEN#d provision

This policy will be reviewed annually, taking into account:

- Progress made by pupils with SEND
  - Success of the school at including pupils and how satisfied pupils and their parents/carers are with the support offered.
  - Any recommendations from Inspectorate
  - Sampling of the views of parents, carers, pupils, governors and staff

13. Training and Resources

All staff involved with children receiving SEN Support should themselves receive as much support as possible. This includes attending training courses run by the Local Educational Authority and other outside agencies. The school also provides training at INSET. The SENCO holds half termly meetings with support staff. These meetings are an opportunity to disseminate information, plan new initiatives and update on new statutory guidance.

14. Roles and responsibilities

The **Headteacher** has overall responsibility for the management of SEND.

On a day-to-day basis, this responsibility is designated to the SENCO who keeps the Head and Governing body fully informed. The SENCO provides professional guidance to colleagues and works closely with staff, parents, carers and other agencies.

All teachers are teachers of children with SEN

- All staff are responsible for the monitoring of the children's learning and development

- The SENCO, along with the class teacher/ subject teachers and parents/ carers will write Provision Maps, Learning Support Letters and Pupil Passports, setting targets using information from outside agencies as appropriate
- The SENCO will work closely with staff, pupils and parents/ carers to coordinate provision for the children on the SEN Register
- To ensure a smooth transition the SENCO will notify and facilitate discussions between other schools of a child leaving the school who is on the SEN Register (children are deemed to be on the SEN Register if they are receiving Wave 3 support)

- The Headteacher works with the SENCO and Governors in determining the strategic development of SEN policy and provision. Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the COP. In particular, the Governing body ensures:
  - Arrangements are in place in school to support pupils with medical conditions
  - There is a qualified teacher designated as SENCO
  - The school meets its responsibilities under the Equalities Act 2010 with regard to admissions, reasonable adjustments and access arrangements for children with SEN and disabilities.

  Designated Governor for SEN: Graham Rowlands-Hempel

  Designated Safeguarding Leads: Sinead Kiernan,

  Deputy Lead: Rebecca Older, Sarah Jarman

  Designated Members of staff responsible for meeting the medical needs of pupils: Melanie Slater and Gillian Stewart

15. Storing and managing information

SEND information is held securely and electronically on the school's IT system. Every class has a SEN folder on the Teachers Shared Drive/ Academic / SEN which contains the Class Provision Map and folders for each child on the SEN Register. Notes on meetings with parents/ carers are recorded on the school's Management Information System - Engage.

16. Accessibility plan

The School Accessibility Plan is available on request.

17. Dealing with complaints

Complaints about SEN provision should be addressed using the same procedures outlined in the Complaints policy.

List of Appendices

A1 Learning Support Letter

A2 Pupil Passport Example

A3 Provision Map for SEN/ Learning Support for 2X

A4 Dyslexia Guidance for the Classroom

A5 Inclusive Classroom Checklist

A6 Acronyms Used in this Policy

Please send by email

Dear Parents/Carers

Child:

I am writing to give you details of additional support your child is receiving this term. As part of our normal provision we aim to offer small group interventions, designed to consolidate and support classroom learning. These sessions take place during our extended lunch period, which means your child will still benefit from their full lunch hour.

Curriculum area	Intervention	Teacher/Teaching Assistant	Day	Time	Targets

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Please contact us if you would like to discuss any aspect of this further.

Kind regards,

Name:		Windlesham School Pupil Passport
Autumn Term **My targets for this term** • **To settle well into year 5. This means I am organised with everything I need and move around quickly between classes** • **English: To independently proofread written work to check full stops and capital letters.** • **English: To focus on common spelling errors in his work, and to work on these alongside other words which share the same rule or letter pattern.** • **To read aloud to an adult and respond to retrieval and inference questions about the text.**	Insert Photo	**About me:** • I love my dog • I like playing FIFA, Minecraft, Roblox • I love being with my family, playing games • I love Maths, PE and Drama and ICT and now I like English too • I am friends with everyone in my year group • I love football and my favourite team is Liverpool **This is what I find difficult:** • I have Dyslexia which means anything to do with spelling and writing is hard. • My brain is very active which makes it hard to focus and I sometimes drift off into another world • I need to make sure I am organised for Year 5

A3 Provision Map for SEN/ Learning Support for (Name class)

Name	SEN/LS needs or concerns	Strategies/Support in class	Support agreed

A4 Dyslexia Guidance for the Classroom

Please see pages 16 to 21.

The Practice	In Place √	To Consider ?
Planning and Preparation		
The teacher knows which pupils are affected by dyslexia		
The teacher mark book indicates these pupils		
Differentiation is evident in plans and lesson delivery		
The Environment		
The room is suitably lit and ventilated		
Water is available		
Interactive Whiteboard background is set to buff or pale blue		
Resources, trays, drawers, are labelled with writing and graphics		
Dyslexic pupils face the board and have a "classroom buddy"		
Displays are uncluttered and at a height that can be accessed by pupils		
Information displays use colour coding and are supported by graphics whenever possible		
Resources		
Coloured overlays are available		
Worksheets are printed on coloured paper		

Worksheets are clear and uncluttered and information chunked, eg. using text boxes		
Desk top prompts are available (eg. spelling prompts; key words lists; sound mats; number bond strips)		
Practical equipment is available (eg. tactile letters; beadstrings)		
Reminder lists are supplied where a number of tasks or activities are involved		
Visual or colour coded time-tables are supplied		
ICT is available for some recording and reinforcement activities		
Individual whiteboards or note pads available for jottings		
Planning frames and scaffolded approaches are available for extended writing tasks		
Suitable level reading books are readily available		
Small personal self advocacy cards available (eg. small credit card sized)		
Dictaphones and/or digital voice recorders are available		
There is a choice of handwriting tools (eg. pens with grips)		
Lesson delivery		
Lessons begin and end with the "big picture", supported visually whenever possible (what we are doing, why and where it fits)		
Copying from the IWB is kept to a minimum		
Different coloured pens are used to separate information		
Printed information uses dyslexia friendly font, eg. Comic Sans or Arial, size 12/14		
Staff handwriting is clear and/or IWB handwriting recognition tool is used		

Some information is presented using mind maps or flowcharts		
Spoken instructions are kept as short as possible and are supported by visual aids or pictures		
Support staff are aware of pupils who may need reminders of instructions		
Time reminders are used and supported by visuals (eg. sand-timers; time-line on the board)		
Alternative Recording methods are encouraged across the curriculum and for homework tasks		
Teaching and learning styles are varied (eg. auditory, visual, kinaesthetic) and include multi-sensory approaches when appropriate		
Organisation of learning is varied, eg. pairs, groups, individual		
Adequate time and support is given to record homework tasks		
Ethos		
Positive marking is used		
Specific praise is used		
Rewards are given for effort and attitude, as well as attainment		

Top tips for text production (dyslexia friendly)

Dyslexia friendly text: aims to reduce visual stress to improve ease of reading. This is an advantage for everyone, not just dyslexics.

Tip	**In place**	**Needs Action**
Backgrounds		
Paper is thick enough so that the other side does not show through		
Buff coloured paper is used		
Cream or pastel colour backgrounds are adopted for computer and visual aids		
Font		

Plain Sans Serif fonts used e.g. Arial, Comic Sans, Verdana, Tahoma, Century Gothic, Trebuchet		
Font size 12-14 used		
Light text on dark background is avoided		
Emphasis		
TEXT IN BLOCK CAPITALS IS HARDER TO READ SO WE AVOID IT!		
Bold is used instead of underlining or *italics*		
Headings are: • larger font size • in bold • lower case		
Boxes are used to create emphasis		
Layout		
Text is left justified with ragged right edge		
Narrow columns as in newspapers are avoided		
Lines are not too long: 60-70 characters		
Text is well spaced and not cramped		
Paragraphs are not dense and long		
Line spacing of 1.5 is preferable		
Sentences do not begin at the end of a line		
Bullets and numbering are used instead of continuous prose		
Writing Style		
Short simple sentences are used		
Instructions are clear – long sentences of explanation are avoided		
Double negatives are not used		
Concise text is used		
Flowcharts, diagrams and pictures are presented rather than a lot of prose		
Jargon and abbreviations are avoided where possible		
For longer documents, a contents page at the beginning and an index at the end are given		

A5 Inclusive Classroom Checklist

The Inclusive Classroom Checklist is a frame of reference used as part of the induction process for new teachers to Windlesham School. It will also be used as an aide memoire of good practice in our termly SEN whole school meetings and as a gauge of whether good practice has been observed in lesson observations conducted by SLT. **Planning and Preparation**	√ or ?
The teacher knows which children have additional needs in the subject and sets targets accordingly	
Differentiation is evident in plans and lesson delivery	
The Environment	
Interactive Whiteboard background is buff or pale blue	
Resources, trays and drawers, are labelled clearly	
Children who need to are facing the board or near the front	
Displays are uncluttered and at a height that can be accessed by children if appropriate	
Resources	
Worksheets are clear and uncluttered. Information is chunked, (e.g. text boxes, bullet points, clear headings, colour, visuals…)	
Desk top prompts are available (eg. spelling prompts, key words lists, sound mats, number bond strips, pictures, mindmaps)	
Practical equipment is available (eg. magnetic letters; beadstrings, Numicon..)	
Visual or colour coded time-tables are supplied	

Lesson Delivery	
Children know their targets and what they need to do to achieve them	
Lessons begin and end with the "big picture" where possible, (what we are doing, why and where it fits)	
The Learning Objective is shared and returned to during the lesson	
Teaching and learning styles are varied, and include multi-sensory approaches (Visual, Kinaesthetic, Auditory)	
Modelling is a key teaching strategy (Shared Reading & Writing, Shared Investigation, Shared Talk and Thinking Skills, Mistakes?)	
Organisation of learning is varied, eg. pairs, groups, individual, so children are able to draw on each other's skills and strengths	
Interactive strategies are used e.g. children holding up whiteboards/cards, children as teachers at the front...	
The teacher gives thinking time/partner talking time before accepting responses to questions	
Visual and tangible aids support learning and make abstract concepts concrete e.g. pictures, objects, artefacts, photos, films...	
Scaffolding is used (e.g. mindmaps, problem solving grids, talk and writing frames, opportunity for children to talk through the task before starting)	
New vocabulary is clarified, displayed and returned to	
Instructions are simple and checked with children. Time reminders are used.	
The teacher and TA works with all levels of groups in the classroom	
Teaching Assistants are clear about the learning objective for the children they are working with.	

Teaching Assistants promote independence, protect self-esteem and increase pupils' inclusion within their peer group.	
Alternative recording methods are encouraged across the curriculum and for homework tasks (e.g. children's pictures, photos, ICT, oral feedback, audio recording, paired work, scribe…)	
Adequate time and support is given to record homework tasks	
Children are involved in feedback and target setting	
Ethos	
Positive and constructive marking is used	
Specific praise is used for behaviour as well as work	
The contribution of all learners is valued in a safe and secure learning environment where it is safe to have a go and make mistakes	

A6 Acronyms Used in this Policy

BILT: Behaviour and Inclusion Learning Team (now part of the BHISS)

BHISS: Brighton & Hove Inclusion Support Service is a multi-disciplinary team of professionals who work with children and young people with special educational needs and disabilities. The school accesses this support in Early Years.

CAMHS: Children and Adolescent Mental Health Service (now part of BHISS). The school leases with this service when appropriate.

SEN COP (2014/15): The Special Educational Needs Code of Practice, introduced in 2014 and revised in 2015

DH: Deputy Head

DfE: Department for Education

EAL: English as an Additional Language

EHCP: Educational Health Care Plan (formerly known as Statement of Special Educational Needs)

EP: Educational Psychologist

INSET: In Service Training Day for schools

LD: Learning Difficultly

SALT: Speech and Language Therapist or Therapy

SEN/ SEND: Special Educational Needs and Disabilities

SENCO: Special Educational Needs Co-ordinator

TA: Teaching Assistant