

Clifton Primary School Inclusion Handbook

Further details can be found in the SEND Policy

Roles and Responsibilities

SEND Leadership	Class Based Adults
<ul style="list-style-type: none"> • Ensuring all practitioners in the setting(s) understand their responsibilities to children with SEND and understand their setting's approach to identifying and meeting the needs of young children • Ensuring there is an overview of all children who have SEND including their relevant stage of SEND support • Make referrals to specialist professionals • Ensuring the close and continuing involvement of parents, and that their views inform action taken by the setting • Liaising with external professionals. 	<ul style="list-style-type: none"> • Responsible and accountable for the progress and development of all pupils in their class, including where support staff are involved • Supported to gain skills and knowledge in areas that will improve their teaching and their support of child or young person with SEND • Able to access support and guidance from the SENDCo in school • Supported to access advice and training where needed • Responsible for adapting the curriculum to accommodate the needs of all pupils and students in the class

Inclusion Team

<ul style="list-style-type: none"> ▶ Laura Corrigan – SENDCo ▶ Emma Coutts – Designated Safeguarding Lead and Behaviour Lead ▶ Baljinder Barum - High Quality Provision Support ▶ Hayley Gauld – EYFS Trainee SENDCo ▶ Jeanette Watson – High Quality Provision Support & Trainee SENDCo 	<ul style="list-style-type: none"> ▶ Erin Miller - High Quality Provision Support ▶ Harpreet Dhaliwal – New Arrival Pastoral Care ▶ Lynne Copeland – School Educational Psychologist ▶ Amelia – Speech and Language Therapist ▶ Salini Paramsothy – Wonder Room Lead ▶ Tracy Brown – Medical Needs Coordinator
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Recognising Children with Additional Needs

In order to put appropriate intervention in place, a learner's needs must be correctly identified. When an adult feels that a child is finding a particular area difficult; they refer to the SEND Concerns Form and review their current pedagogical practice to ensure that they have considered all types of Quality First Teaching.

Following on from this, an adult can complete a SEND Concerns Form which will then involve an Baljinder Barum coming to observe the child's ability to access QFT and then there will be a discussion where next steps are agreed.

Either further adaptations to the QFT will be suggested or screening and assessment tools will be used and where necessary discussions with the relevant external professionals will take place to ensure precise identification.

Children may be added to the SEND register.



High Quality Provision - Quality First Teaching

High quality teaching is the foundation for progress for all learners. It is believed that the difference between poor teaching and highly effective teaching equates to just under half a year's extra progress for most learners. The effects of high-quality teaching are especially significant for learners from disadvantaged backgrounds: over a school year, these learners gain one and a half years' worth of learning with very effective teachers, compared with half a year's worth with poorly performing teachers (The Sutton Trust, 2011). **The Code of Practice recognises that, 'high quality teaching, adapted and differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching' (Department for Education, 2014).**

Generic Principles of High-Quality Provision

- Lessons are highly focused with clear learning outcomes
- High expectations of learner engagement
- Opportunities are in place for learners to succeed as well as being challenged
- Opportunities for interactions for all learners with an emphasis on learning through dialogue
- An expectation that learners will take responsibility for their own learning
- Regular use of praise to engage and motivate learners
- Keywords visible and referred to within lessons
- A range of resources and strategies evident in planning and delivery-visual aids, concrete and visual resources, hands-on and experiential opportunities, use of symbols, pictures and colour
- Note taking and study skills are specifically taught to enable learners to develop independence skills
- Clear, structured lessons enable classwork to be varied including independent, pair and group work to support with developing independence as well as group work skills.
- Knowledge and understanding are not assumed. Clarity regarding tasks and learning objectives need to be shared with the learner. Examples and models support learners accessing tasks.
- Minimise adult talking time, simplify language and optimise pupils' talking time
- Links to prior learning: start the lesson with 'previously on...', refer to previous work on the same topic, use of mind maps etc. to show links
- Regular revision and repetition: Think of it as a spiral of learning where you keep returning to a topic, with increasingly long periods in between each return; this is sometimes called spaced practice
- Break up learning tasks: build in movement from one task to another where possible, change pace, change activity, use breaks; new learning needs time to 'bed in' and breaks can help that process
- Use memory aids: for example, visual stimuli, songs and rhymes, whatever works.

Learning Support Assistants and Toolkits

In every KS1 & KS2 lesson, all Learning Support Assistants will be using their toolkits. Toolkits are used to enhance the learning of children who may be finding it difficult to fully access the main teaching through the use of resources which may include IPADS and Laptops.

LSAs may work with the children away from the main group at a table or a quiet space generally replicating what the main teaching is but at a rate and stage better suited to the child.

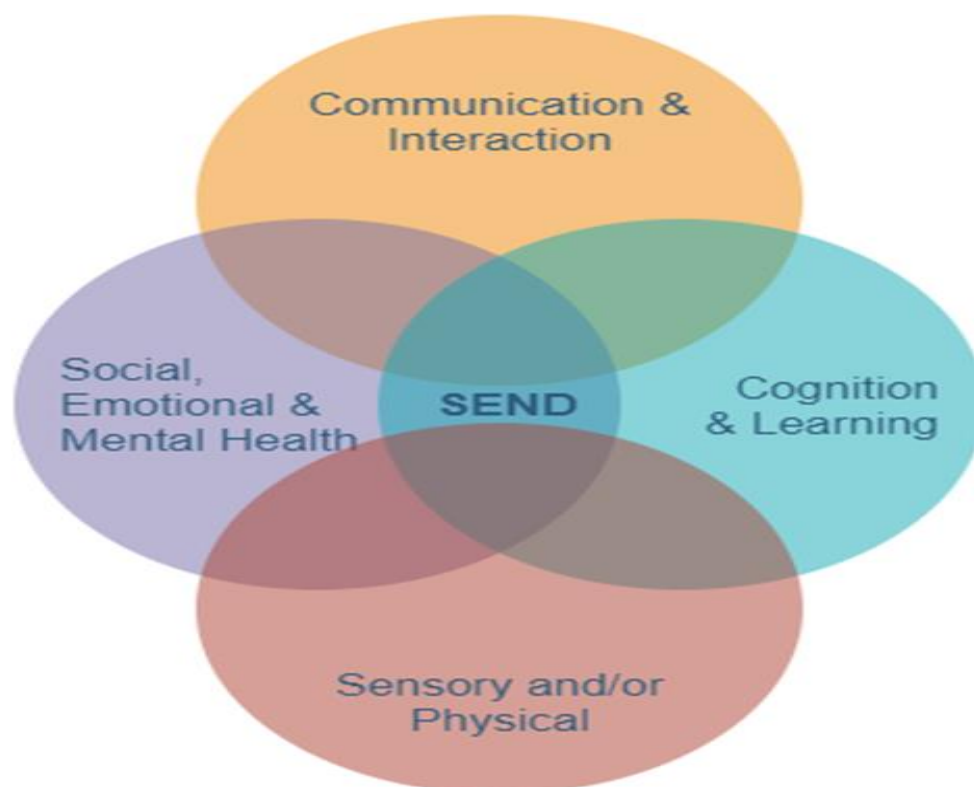
During learning time, all adults are supporting individual pupils or groups and record the level of support provided.

Codes for Level of Support Required

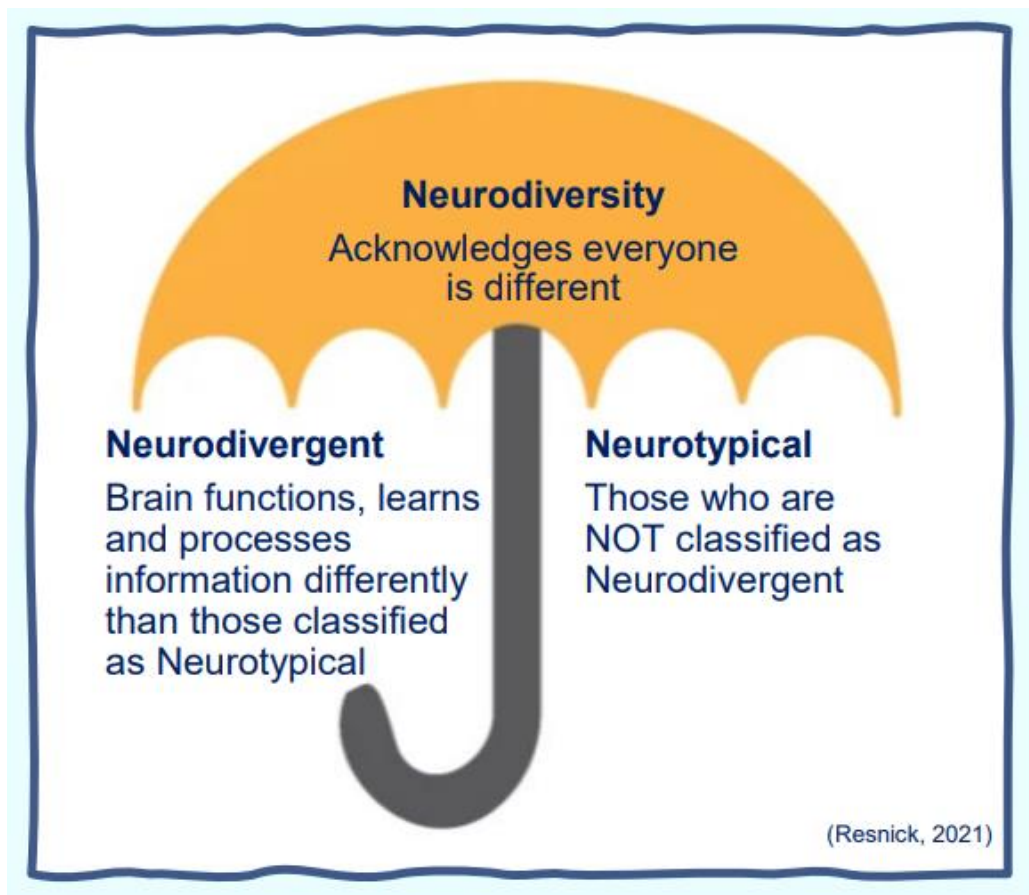
If an adult has supported a child with their work, please state the level of support the child needed to complete it.

Code	Means	Description
PS	Partial Support (scaffolding)	If an adult has needed to scaffold the task e.g. <ul style="list-style-type: none">- Getting resources to aid the task- Collaboratively generating the answers but the child records them- Modelling the task again after main teacher input
FS	Full Support	If an adult has needed to help the child throughout the task <ul style="list-style-type: none">- Without adult support they could not have completed the task
C	Copied	If an adult has written answers down and a child has copied them into their book (should be very rare)

Four Main Areas of Need



Neurodiversity



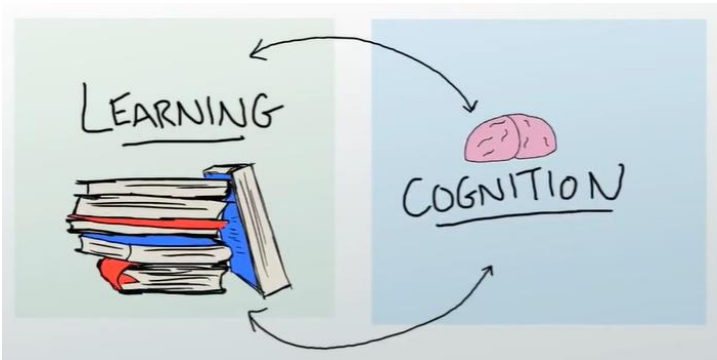
Depending on how our brains are wired we think, move, process information and communicate in different ways. Many people in our community use neurodiversity as an umbrella term used to describe alternative thinking styles such as Dyslexia, DCD (Dyspraxia), Dyscalculia, Autism and ADHD. But regardless of labels, neurodiversity is about recognising those who think differently. And no matter whether you are a school, university or organisation you can benefit from different thinkers!

Approximately 15-20% of population has a neurological difference. Instead of labelling people with deficits or disorders, when we use the term neurodiversity, we take a balanced view of an individual's unique strengths and challenges. Many 'challenges' neurodivergent people face are more to do with the environment and systems they are placed in, often designed by a majority population.

- No two people are the same and so we will all have different profiles
- Although we talk about specific neurodifferences such as Autism and Dyslexia, the reality is that these can co-occur
- Every neurodivergent individual has a unique pattern of strengths and challenges
- We tend to operate on an approach to diagnosis and labels which can mean that quite often the focus is on the challenges rather than the many strengths and talents of neurodivergent individuals
- It is important that we take a person-centred approach, by tailoring strategies to each individual
- It is important to harness the strengths and talents of neurodivergent individuals, this helps to build confidence and self-esteem, and ensures individuals are given the opportunity to flourish in their day-to-day

Find out more here; https://media.ed.ac.uk/media/1_t9x6udrg

Broad area of need: Cognition and learning



Cognition is the process of acquiring and understanding knowledge through our thoughts, experiences, and senses. **Learning** involves acquiring knowledge and skills through experience, study, or being taught.

Cognition and learning rely on each other. Learning requires cognition and cognition involves learning. Whenever our senses experience something new we go through a series of cognitive processes, which are the processes that result in learning.

These children and young people will learn at a slower pace than their peers, even with appropriate differentiation.

- MLD: Moderate learning difficulties - Children are likely to need support in all areas of the curriculum
- SLD: Sever learning difficulties - Children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- PMLD: Where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- SpLD: Specific learning difficulties - Affects one or more specific aspects of learning; such as dyslexia, dyscalculia and dyspraxia.

Strategies for the classroom teacher:

- De-clutter PowerPoints: mix words and text
- Provide copies of slides
- Explicitly teach key word vocabulary
- Know the difficulty (e.g. RA) of any text that you use
- Support short term memory by using mini whiteboards
- Alternative ways to demonstrate understanding - diagrams, voice recorder etc.
- Provide writing frames, sentence starters
- Teach sequencing as a skill - stories, alphabet, cartoon strips
- Links to prior learning explicitly made
- Prompts and headings provided to help with sequencing/recording of information

Broad area of need: Communication and interaction (Speech, Language and Communication SLCN)



Children and young people with **communication and Interaction** needs have difficulty in communicating with others. 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 the different aspects of speech, language or social communication at different times of their lives. This may be because;

- They have difficulty saying what they want to; how they express themselves (**expressive**)
- They have difficulty understanding what is being said to them; how they receive language (**receptive**)
- They do not understand or use social rules of communication.
- They may be neurodiverse; they have Asperger's Syndrome, Social Communication Needs or Autism, they are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

Strategies for the classroom teacher:

- Colourful Semantics
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Have a comfortable space in your classroom or around school for quiet times to talk
- Label areas of your classroom or whole school with photographs, pictures or symbols
- Build in an opportunity for pupils to have structured conversations with you or other adults
- Introduce activities where pupils have structured opportunities to talk with their peers e.g. Partner talking
- Visual timetables and visual support for classroom routines/rules
- Model and teach students how to use their language for thinking and learning
- Pre-arranged cues for active listening - cue card, symbol, name etc.
- Instructions broken down into manageable chunks and given in the order that they are to be done
- Clear modelling of tasks – what a good one looks like (WAGOLL)
- Minimise use of abstract language
- Sentence starters
- Targeted questioning
- Thinking time before expecting a response
- Careful seating plan to avoid sensory overload - under lights? Near buzzing sounds? See the board?
- Carefully structured group work- clear roles.
- Access to quiet, distraction free area - possible time out
- Checklists, task lists - simple with visual clues

Broad area of need: Social, emotional and mental health (SEMH)



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, displaying challenging, disruptive or disturbing behaviour or self-harming including substance misuse or eating disorders

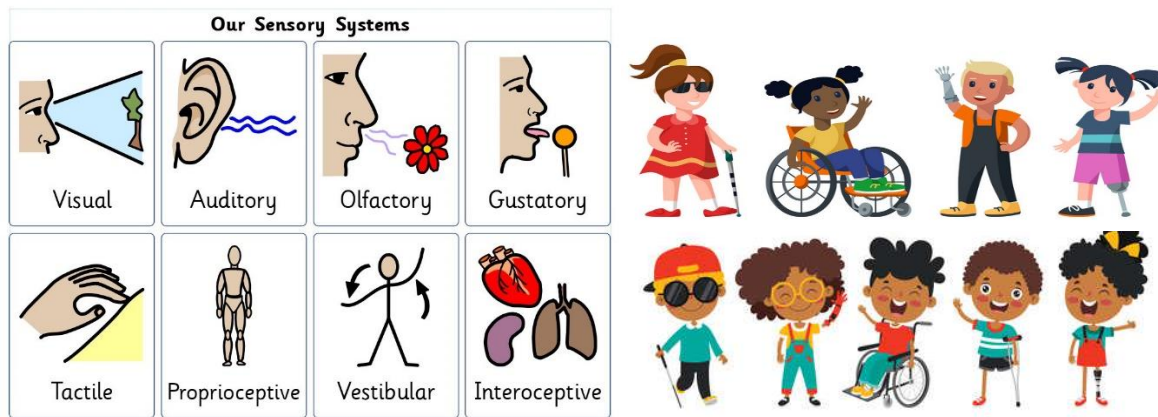
These behaviours may reflect underlying mental health difficulties such as:

- Anxiety or depression
- Unresolved trauma
- Attachment disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Oppositional Defiant Disorder (ODD)

Strategies for the classroom teacher:

- Relational
- Mind Up and ZORs
- Plan individual time/activities with the child to enhance the teacher/child relationship
- Once a behavioural incident has been dealt with, give the child a 'fresh start'
- Use positive language and behaviour management strategies to encourage change
- Plan for additional adults to build positive relationships and then use them flexibly to preempt difficulties
- Plan activities at success level for the child, to increase confidence and opportunities for success and positive reinforcement
- Give positive feedback/ non-verbal signs
- Build a relationship with the child's parents, giving both positive feedback as well as dealing with issues
- Self-help/independence
- Have a range of simple calming exercises/activities that pupil can use if in heightened state of anxiety
- Use visual timer to measure and extend time on task
- Use post-it's for questions and ideas rather than interruptions
- Provide to do lists and structured lesson steps
- Assign duties which require self-management
- Make directions clear and concise
- Encourage positive reference to self
- Provide visual prompts/ scaffolding/ equipment
- Give the child 'take up time' after giving an instruction
- Use bound choices eg 'You have a choice, you can do xxx now or yyy' to limit options
- Use delayed consequences to reduce conflict, eg 'Put the phone away now or I will need to speak to you at break time, thank you'
- Reduce transitions both within and in and out of the class/plan how you do this to minimise disruption
- Seat child where distractions are minimised
- Consider how sensory stimuli can be reduced if this is a trigger (ask for OT advice)

Broad area of need: Sensory and physical needs



Our bodies and the environment send our brain information through our bodies, we then process and organise this information so that we feel comfortable and secure. When a child has difficulties with these, they have **Sensory Processing Difficulties**. They might react strongly to loud noises or bright lights, or complain that their clothes are uncomfortable. They may be clumsy or have trouble with fine motor skills like fastening buttons. Some will show extreme behaviours like screaming when their face gets wet, or going in red zone at an unexpected change.

Children with sensory issues can be hyposensitive or hypersensitive. Children who are hyposensitive need more sensory stimulation, they often love to move around and crash into things. Children who are hypersensitive avoid strong sensory stimulation and get overwhelmed easily.

Children may also have;

- Vision Impairment (VI)
- Hearing impairment (HI)
- Combination of vision and hearing difficulties is known as Multi-sensory impairment (MSI)
- Physical disability (PD)

Strategies for the classroom teacher:

- Flexible teaching arrangements and differentiated curriculum where necessary
- Use of adapted implements e.g. pencils, scissors, cutlery
- Fine motor skills group
- Targeted handwriting - gross motor (1:1)
- Sit and move cushions
- Multi-sensory teaching methods
- Writing slopes -pencil grips, scissors, putty therapy
- Weighted jackets, ear defenders, sensory diets
- Use equipment recommended by specialists
- Ensure appropriate font and size of text
- Check oral information/instructions have been understood
- Keep background noise to a minimum
- Allow extra time to complete tasks
- Use environmental checklists from external professionals

More information on Sensory Processing:

<https://www.falkirk.gov.uk/services/social-care/disabilities/docs/young-people/Making%20Sense%20of%20Sensory%20Behaviour.pdf?v=201507131117>

Children who are in the bottom 20% for a subject

Most children will access the High-Quality Provision; some will not and may need more thought about how to make the lesson Inclusive for them and will require adaptations.

When a child is in the bottom 20% for a subject, we try to identify why to ensure the appropriate adaptations can be made. Sometimes this is not due a Special Educational Need but it is still just as important to identify their barriers to progress so the children can be best supported.

We broadly consider the following options for children with SEND / who are in the bottom 20%.

No SEND	SEND	SEND
But in the bottom 20% in this subject	But not in the bottom 20% in this subject when adaptations have been made	In the bottom 20% in this subject
New Arrival Children		

There will be some children for certain subjects or even topics within a subject; who meet different criteria below – children’s ability is fluid and cannot be put into one box.

No SEND	My needs:	My potential barriers:	What will help me:	Known to:
In the bottom 20% in this subject	I do not have Special Educational Needs so I could engage, access and be motivated by this subject.	<ul style="list-style-type: none"> - Gaps in learning - No exposure to subject content outside of school - Not interested in subject – not motivated - Lack confidence in the subject - Haven’t connected the dots – don’t understand the big picture 	<ul style="list-style-type: none"> - The gaps I have will need to be plugged, then the most essential parts of the topic you want me to learn I will be able to access. - I will need encouragement to feel confident in this subject - Please ask my family to help me with this subject because I could do it with more exposure - Help to connect information to what I already know - Help to understand the point in learning this information - Activities developed to motivate and increase interest 	Class teachers / Subject leads
New Arrival Children		<ul style="list-style-type: none"> - Gaps in learning - No exposure to subject content outside of school - English Language - Lack confidence 	<ul style="list-style-type: none"> - Any of my English work should match the work I am doing in phonics - Give me work I can do independently to boost my confidence - In foundation subjects, take away the demands on my Reading and Writing skills 	Class teachers / Inclusion Team

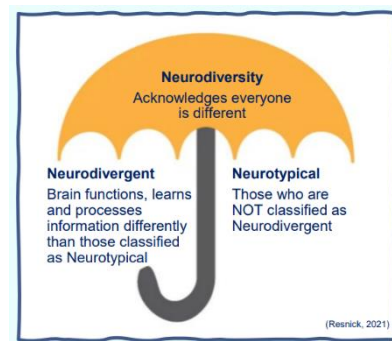
SEND	My needs:	My potential barriers:	What will help me:	Known to:
But not in the bottom 20% in this subject when adaptations have been made e.g. low levels of literacy or a physical disability	I have Special Educational Needs but these needs do not hinder my ability to engage, access and be motivated by a subject but they may slow me down.	<ul style="list-style-type: none"> - Very specific to me - Low self esteem 	<ul style="list-style-type: none"> - Visuals, key words and assistive technology in every lesson will really help - My needs mean that I cannot access material like the other children so I need it presented in a different way. - I will also need to present my work back in a different way. - Have the same expectations of me as every other child because I can access this subject; I just need my barrier removed. - Not giving me more of what I struggle with e.g. reading, writing or maths because this will make me feel a failure e.g. in Science getting me to label or in History read an extract which you've simplified because I understand the full text I just need it read to me 	Class teachers Subject leads SENDCo Pastoral Lead External professionals

SEND High Needs	My needs:	My potential barriers	What will help me:	Known to:
In the bottom 20% in this subject even when adaptations have been made - large gaps in knowledge	I have Special Educational Needs that does hinder my ability to engage, access and therefore be motivated by a subject. I may have global learning disabilities or a moderate learning disability	<p>General/global learning disabilities so struggle in most aspects of learning.</p> <ul style="list-style-type: none"> - Unable to understand content of whole class teaching - Difficulties with attention - Poor memory and retention - Difficulties with reading - Difficulties with writing - Problems with executive functions, such as working memory; planning and organisation - Difficulties working in a group/with peers 	<ul style="list-style-type: none"> - Visuals, key words and assistive technology in every lesson will really help - My needs mean that I cannot access material like the other children so I need it presented in a different way. - I will also need to present my work back in a different way. - I will need my teacher to decide what are the essential pieces of learning that I should be taught. - I need work broken down into small, accessible steps. 	Class teachers Subject leads SENDCo Pastoral Lead External professionals

SEND Concerns Form

THINK NEURODIVERSITY!

- No two people are the same and so we will all have different profiles
- Every neurodivergent individual has a unique pattern of strengths and challenges
- It is important that we take a person-centred approach, by tailoring strategies to each individual
- It is important to harness the strengths and talents of neurodivergent individuals, this helps to build confidence and self-esteem, and ensures individuals are given the opportunity to flourish in their day-to-day



Child, Class & Date	
What are this child's strengths?	
Is there one prime area that the pupil has difficulties with, if so what is it? *	
Is there another area/areas that the pupil has difficulties with, if so what is it/are they? *	
What adaptations have you made to support this pupil? How long have these been in place?	
What was the impact of the additional support listed above?	
Is the child already known to any external professionals?	
Having discussed your concerns with the pupil's parent/carer, what was the outcome/feedback of the discussion?	
*decoding, comprehension, spelling, vocabulary, writing coherent sentences, number, application of maths skill, social skills, waiting their turn, speaking, pronunciation, physical, visual, hearing, etc NB: This form cannot be accepted without a full conversation having taken place with parents/carers using a translator if necessary	