



SEND, Behaviour and inclusion

SEN code of practice 2015 Section 6.36 – Teachers (not SENCOs, TAs, leadership) are accountable for progress and development of ALL pupils in their class.

Every teacher is a teacher of SEND!

What is our approach to SEND?

A whole school approach to students with special educational needs, recognising that the vision and aims for the school are the same for all children, regardless of their ability.

We believe that if relationships are right and work well, all else will follow.

Pupils are their happiest working hard for teachers who are engaging, respectful, who encourage and challenge them to do their best.

The underlying principle which informs our SEND policy is that of inclusion; that all pupils are valued for what they bring into school and are entitled to take part in all the school offers and ultimately be the best that they can be.

Curriculum

Talk 4 writing and White Rose maths supports all pupils and includes strategies to support SEND children.

Scaffolding and resources is the key for all children to access learning.

PHSE - jigsaw

Interventions

Interventions are now an integral part of school life and run across the school.

Reading and spelling – Nessy, dyslexia gold, guided reading groups, scaffolded spellings, precision monitoring

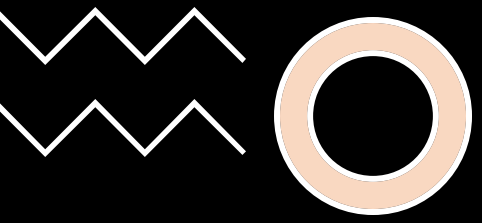
Maths – x times, maths groups

Writing – ipad, laptops, writing slopes, writing frames

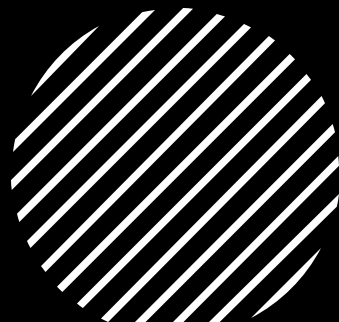
Social/emotional/behaviour – Peer mentors, emotional literacy, nurture groups and talkabout.

Alternative provision

There are over 50 groups running that support a huge number of children.



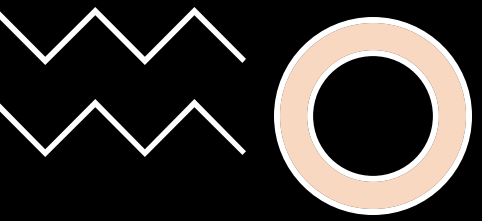
What is our approach to behaviour?



All adults working with the children share a responsibility for promoting positive behaviour, maintaining good behaviour and dealing with inappropriate behaviour.

We promote mutual respect and kindness between staff and children and acknowledge that positive relationships can be built in environments where there is predictability, fairness and trust.

We use the Norfolk Steps approach to behaviour management. This whole-school approach is based on positive relationships with children, understanding children's difficulties and helping them manage their behaviour through clear expectations, rewards and consequences. When children reach a behavioural crisis, staff are able to de-escalate using a wide range of de-escalation strategies. We recognise that behaviour is a form of communication.



Behaviour team, meet on a termly basis – introduced respect points, boxes at playtime and are looking at uniform.

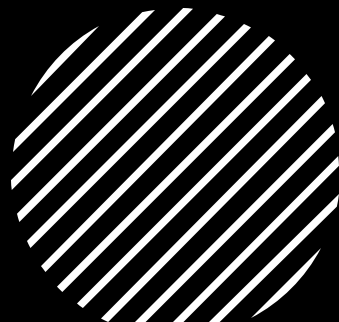
PRU are supporting throughout the school and with individual children. We also work with a range of other specialists.

Every member of staff has been trained in the step on approach

12 members of staff trained in restraint.

Created calm rooms and in the process of creating a mini sensory room (any help would be appreciated)

Analysing behaviours to see patterns so that ultimately we can prevent them.



External Agencies

PRU

Specialist teachers

SALT advice clinics

OT advice clinics

ECHOO

Bucks Exclusions and Reintegration Team

Educational psychologist

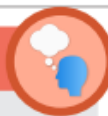
Quote from OT and SALT therapist – can't believe how much the school do and how knowledgeable you are. We don't have much more to advise.

Most of these require parental permission. It is vital that we work together.

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Four common SEND misconceptions

'SEND is the sole responsibility of the SENCo'

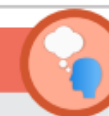


1 All teachers must have a clear understanding of the needs of all pupils, including those with SEND. For every teacher, it is an integral part of planning and teaching effectively. Teachers should be supported to work effectively with teaching assistants and to ensure all pupils, including those with SEND, have access to high-quality teaching.

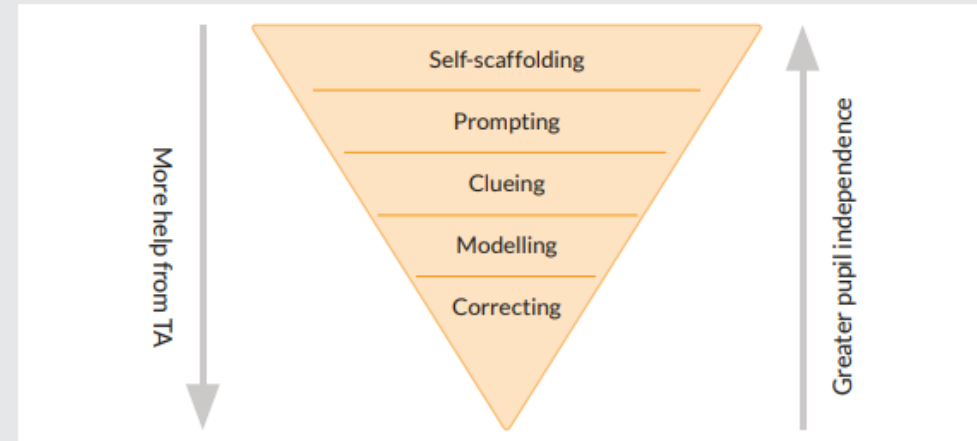
For example, if a new teacher is preparing for a new class in September, they may do some, or all, of the following:

- Develop a seating plan that considers peer dynamics and support, alongside specific needs.
- Ensure access to high quality learning materials; for example, manipulatives in maths.
- Co-planning with the TA to ensure that high-quality teaching is established for all.
- Personalised communication with the parents of pupils with SEND at the start of the school year.

'A Teaching Assistant (TA) is responsible for a child with SEND.'



2 Children with SEND should have access to high-quality teaching. Additional, targeted interventions can be delivered by teachers and trained TAs and integrated into whole class learning. TAs can support a range of children in the class using the EEF's scaffolding framework (see below). Crucially though, teaching assistants should supplement support from classroom teachers, not act as substitutes for it.

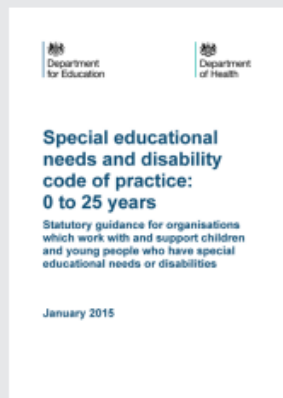


'If a child has SEND, they automatically need an EHC plan.'

3

The majority of children with SEND make progress with high quality teaching, reasonable adjustments and targeted interventions carefully planned to meet their needs.

An Education, Health and Care (EHC) plan is a legal document which could last until the child is 25 years old. EHC plans are for children and young people who have a special educational need or disability that cannot be met by the support that is usually available at their school or college.



'All children with SEND display disruptive behaviour.'

4

Some pupils with SEND may display misbehaviours, but not all. These challenging behaviours may or may not be related to their needs. SEND can affect: how a child behaves; how they socialise and communicate; and their concentration levels.

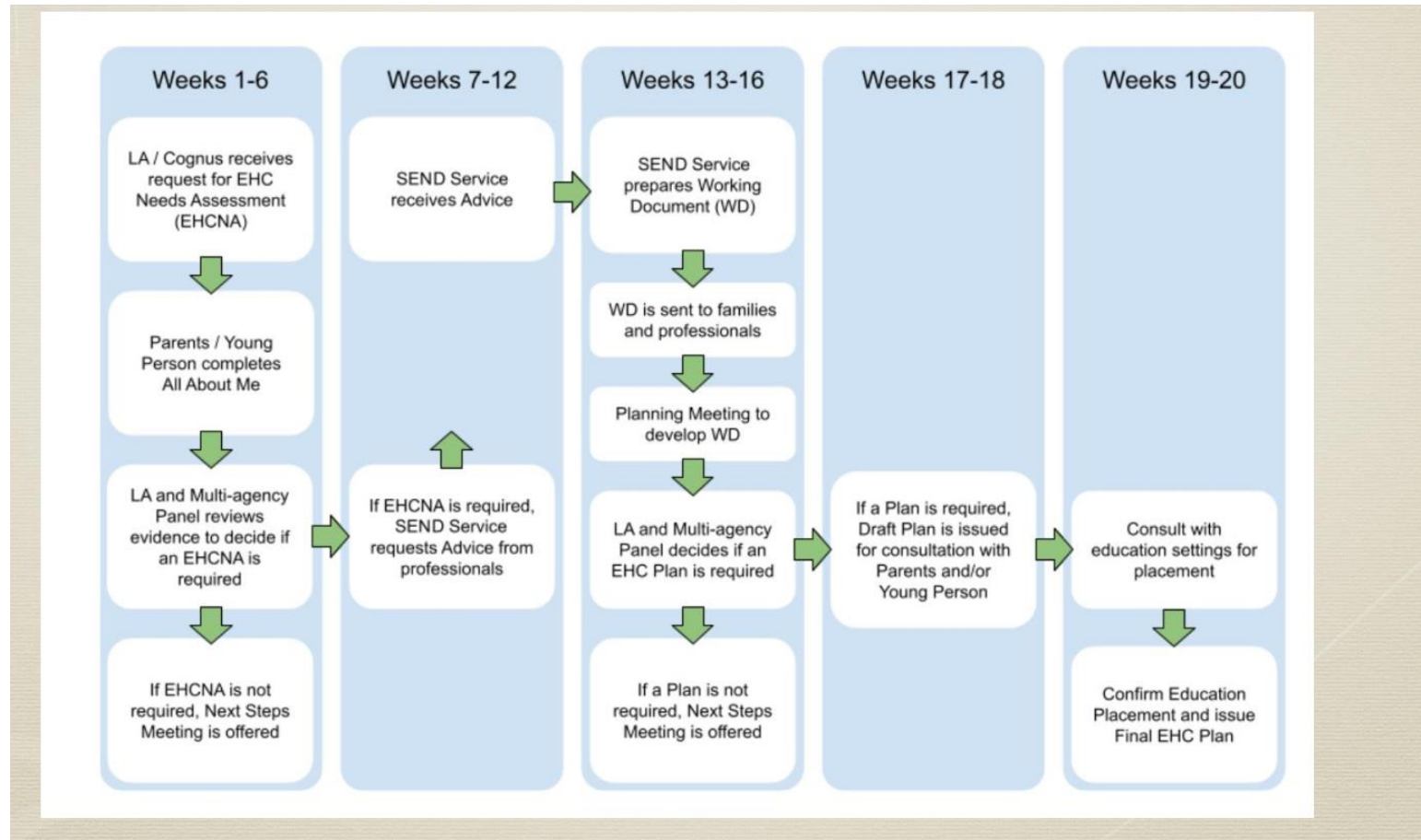
Challenging behaviours can feel personal to a member of staff and reduce empathy for the learner. Acknowledgement that behaviour could be a form of communication is helpful. Plotting overlapping needs for children with SEND is important to identify appropriate provision.

Some questions to consider may include:

- Are literacy needs creating a barrier for learning and reduced engagement?
- Has learning been supported and scaffolded so the child can succeed?
- Are reasonable adjustments to the learning environment or the routines of the day in place; for example, consistent routines, reduction in visual stimuli, seating arrangements?
- Is there a targeted intervention that can be put in place?
- Have positive communications about the pupil's learning been communicated with the parents or carers?
- Does the pupil have a supportive relationship with a member of staff?



EHCP plans



Difficulties

Bucks are running up to 2 years behinds timelines

They have stopped all HNBF. Therefore, highest needs children can be waiting 2 years to have the support they need. Any support has to come out of the delegated school budget.

An average EHCP does not cover all the support that is needed. E.g. the top ECHP – the school will receive an extra £10,115 to cover all funding including any adult support. There is always a shortfall so will come out of school budget.

There is a SEND 'crisis' across the UK and not enough places for children in specialist settings