SEND provision at NSNPA

"All teachers are teachers of SEND. All leaders are leaders of SEND. All governors are governors of SEND."

This is how we do it here...

All staff at NSNPA ensure their practice is in line with the SEND Code of Practice.

<u>Teaching</u>

● Pupils have access to a broad and balanced curriculum through *High Quality First Teaching*

● *All teachers have ownership of their own class Assess, Plan, Do, Review Cycle*

● *All teachers will complete SEND assessments and input into the SEND spreadsheet to monitor progress.*

● All teachers and support staff use the *Assess, Plan, Do, Review Cycle* as a tool to inform planning and support based on the individual needs of the children.

● Children are provided with a *graduated approach* to support.

● Teachers ensure they complete *Wave 1 and 2* support using classroom folders to ensure a graduated approach is taken to identify SEND children.

● Children have access to *visual and concrete resources* to support and scaffold learning in every lesson.

● Classroom SMART boards are tinted based on the most effective colour for their class.

● Teachers provide a curriculum with challenge, enjoyment and an opportunity to gain knowledge and understanding with high expectations in line with each child's individual needs.

● *Alternative teaching strategies and where appropriate targeted, effective and necessary intervention will be in place to provide a bespoke curriculum for SEND pupils.*

● Evidence of learning plan targets are in books

● Evidence of *Targeted Effective and Necessary* intervention are in books

● Teachers work collaboratively with SENCO, pastoral and THRIVE staff to ensure they are informed of all support available

● Outside agencies and parents are actively engaged and work collaboratively to find the best strategies to support a child's learning

<u>SEND folders</u>

● Annotated and reflective learning plans

● All parents, children and when appropriate outside agencies have had an opportunity to contribute to learning plans at least 3 times a year

- Child centred one page profile

- Current and up-to-date outside agency reports

- Provision maps updated termly

- Children with an EHCP or those receiving significant bespoke provision have an individual personalised provision map

- Differentiated ways of recording to ensure SEND children's barriers to learning in other subjects does not impede their learning in a wider curriculum subject.

SEND progress

- All teachers understand what progress looks like for each individual SEND child in their class

- SEND children take part in SEND assessments 3 times a year

- Teachers actively seek advice from SENCO and other school leaders if they are concerned regarding a child's progress

- All teachers actively engage the SENCO as early as possible when concerned a child on the SEND register is making limited or no making progress.

- Those making limited or no progress the class teacher and SENCO act swiftly to ensure appropriate support is in place

Engagement Model:

- All NSN staff recognise that those pupils on the Engagement Model have complex learning needs and will need bespoke provision in order for pupils to access learning and have their needs met.
- Those pupils working with the Engagement Model will have a half term Access, Plan, Do, Review Cycle with the teachers, SENCO and other relevant teaching staff to map out provision.
- Learning plans are differentiated with the whole school learning plans to ensure it reflects the Engagement Model Provision.
- Learning is play based with clear specific targets based around Engagement and the pupils EHCP.
- The pupils learning activities will be repeated daily throughout the term to provide opportunities over learning in line with the Engagement Model outcomes.
- Learning is recorded via Tapestry and will be moderated by the teachers and SENCO's regularly.
- With parental permission parents and outside agencies will be invited to view the pupils learning journey to provide a collaborative approach to their input.

Leaders

- All subject areas identify how SEND is supported through "How we do it here" document, crib sheet and progression documents.

- All subject leaders have an understanding of how SEND is supported and taught in their subject area.

- All subject leaders have an understanding of SEND progress in their subject .

- All subject leaders to monitor the SEND provision within their subject area.

Governors

"All governors are governors of SEND"

- All governors will read and understood the SEND Code of Practice and ratify any policies relating to SEND.

- All governors champion SEND in the their lead subject area, ensuring at least 18% monitoring represents pupils with SEND.

- The designated SEND governors will meet with the SENCO at least termly to challenge and support practice including when the SENCO shares the termly progress data.

- The SEND governors will contribute to the writing of the SEND information report alongside parents, and which will then be uploaded onto governor hub to be read and understood by all governors.

- The governors will always ensure they have considered pupils of SEND and how they can be supported in any decisions or policies.

- The SENCO will share any key updates relating to SEND during governor meetings.

Curriculum SEND Support Map

"All leaders are leaders of SEND"

Leader Expectations:-

- Acknowledgement of how SEND children should be supported in individual subjects through, "This is how we do it here" document. Including a high expectation that SEND children can achieve in the subject. E.g if there barrier to learning is writing this should not impact on their achievements in Geography as recording could be differentiated.
- CRIB sheet identified what SEND progress will look like
- Each subject leader impact folder will have an identified SEND child
- Subject lead - Book look/ learning walks to identify support

- Review in of provision maps

All subjects SEND provision:

1. SEND pupils will be supported within class to ensure they can access all learning through use of visual, concrete resources & scaffolding.
2. Alternative teaching strategies and where appropriate targeted, effective and necessary intervention will be in place to provide a bespoke curriculum for SEND pupils.
3. All pupils to have access to DAB
4. Differentiated ways of recording to ensure their barriers to learning in other subjects does not impede their learning in a wider curriculum subject.
5. Opportunities to celebrate children's identified strengths

Subject and Leader	Subject Specific Curriculum Support	Action
Maths	• Maths Concrete and visual resources available in every lesson • Chunking	Staff pack of visual - completed

	• Coloured overlays		Staff to identify to subject lead of any resources needed Maths lead to review provision maps termly of SEND support..
Reading	• Visual phonics • Key vocab mat • Phonics sound mat • Pictures to support • Coloured overlays		Elm Tree Speech and language RWI staff training English lead to review provision maps termly of SEND support..
Phonics	• Visual phonics signing • Kinaesthetic approach • Rhymes and visuals to support learning • Opportunities of post teaching • Coloured overlays		Elm Tree Speech and language RWI staff training Phonics lead to review provision maps termly of SEND support..
Writing	• Writing frames • Key Vocabulary specifically taught • Word banks/writing frames • Coloured overlays and coloured paper • Whiteboards to be tinted		English lead lead to review provision maps termly of SEND support..
Early Years	- Graduated Approach - Transition support including...... - Collaborative approach with previous setting -		
British Values	· Teachers identify key concepts which will be more challenging to process and understand. · Concepts and curriculum taught with visuals such as video clips, pictures, pre/post teaching · Recording of information may be altered in order to ensure that the teaching of the curriculum subject is the overriding target. E.g a child with a		· Subject lead – Book look/ learning walks to identify support.

	specific writing barrier may have some of their ideas annotated or a mind map may be used instead of large amounts of writing to be produced to ensure the focus of learning in history rather than writing	
Restorative Practice	· Visual prompts · Comic Strip conversations	RP lead to deliver staff training Visual prompts and comic strips available in classrooms and key areas around the school
PHSE	• For those children whom are significantly below the ARE for understanding and/or presenting emotional understanding bespoke teaching of the curriculum or carefully tailoring **may be** appropriate. • Taught in Visual and concrete approach with appropriate resources to support understanding e.g when talking about brushing your teeth show children an actual toothbrush.	Key children to be monitored and identified by subject lead.]
PE	• Whiteboards to be tinted • Children who need support to get change have a visual card to support independence. • Makaton for simple instructions used • Visual support on whiteboard • Visual support of instructions through posters • Visual timetable to support to structure of the lesson e.g warm up, balance practice, discussion, practice, cool down, transition back to class. • Now and Next used for transition from classroom to hall and hall to classroom • Timer or countdown on IWB used	Makaton – for key vocab shared with staff – SENCO Visual support of structure of lesson
Safeguarding	• For those children whom are significantly below the ARE for understanding and/or presenting emotional understanding bespoke teaching of the curriculum or carefully tailoring • Those children whom are classed as highly vulnerable or have known experience of certain topics to	Children to be monitored and identified by subject lead.

		be given a bespoke tailoring of the curriculum where deemed appropriate.	
	History	• Teachers identify key concepts which will be more challenging to process and understand. • Concepts and curriculum taught with visuals such as video clips, pictures, pre/post teaching • Recording of information may be altered in order to ensure that the teaching of the curriculum subject is the overriding target. E.g a child with a specific writing barrier may have some of their ideas annotated or a mind map may be used instead of large amounts of writing to be produced to ensure the focus of learning in history rather than writing.	Subject lead – Book look/ learning walks to identify support.
	Geography	• Teachers identify key concepts which will be more challenging to process and understand. • Concepts and curriculum taught with visuals such as video clips, pictures, pre/post teaching • Recording of information may be altered in order to ensure that the teaching of the curriculum subject is the overriding target. E.g a child with a specific writing barrier may have some of their ideas annotated or a mind map may be used instead of large amounts of writing to be produced to ensure the focus of learning in geography rather than writing.	Staff pack of visual – completed 13.3.2020 by SENCO
	Design and Technology	• Teachers identify key concepts which will be more challenging to process and understand. • Concepts and curriculum taught with visuals such as video clips, pictures, pre/post teaching • Recording of information may be altered in order to ensure that the teaching of the curriculum subject is the overriding target. E.g a child with a specific writing barrier may have some of their ideas annotated or a mind map may be used instead of large amounts of writing to be produced to ensure the focus of learning in history rather than writing.	Staff pack of visual – completed 13.3.2020 by SENCO Staff pack of visual – completed 13.3.2020 by SENCO
	Modern Languages	• Teaching is taught is a kinaesthetic way. • Teaching of the curriculum is chunked with opportunities to go over previous learning • Concepts and curriculum taught with visuals such as video clips, pictures, pre/post teaching • Recording may be altered in order to ensure that the teaching of the curriculum subject is the overriding target. • Writing and visual frames used • Pictures used	• Staff pack of visual – completed 13.3.2020 by SENCO
	Computing	Computer screen tinted Computer screen enlarged where appropriate	Computing lead to share with staff how to do this.

Other leadership areas:

Leadership area	How SEND is supported	Action
Restorative Practice	Visual prompts Comic Strip conversations	- Data meeting review with SENCO termly
Key Stage leads	- Provision Maps - Organise support staff cover when needed. - Review SEND data when reviewing Key Stage data.	- Used as working documents - Review with team when needed - Review with SENCO termly or as when needed
Attendance	-All teachers to discuss attendance and impact of attendance during Learning Plan Meeting with parents - All teachers to discuss with Attendance Lead any concerns or implement supportive strategies to improve attendance	- Attendance monitored carefully by attendance lead and SENCO - Termly data meeting between lead and SENCO - Attendance lead to provide SENCO a weekly breakdown of attendance data for SEN Support and EHCP children - Attendance of children with SEND who attend alternative provision carefully monitored by Attendance lead/SENCO
Anti- Bullying	The SENCO and Anti-Bullying Lead meet termly to discuss the Anti-Bullying data and identify any key patterns or treads.	The Anti-Bullying lead monitors all cases to identify if any pupils involved are SEND. Strategic next steps and actions are put in place support pupils where necessary.

Behaviour	The pastoral lead works closely with the SENCO to support all pupils with SEND. Those pupils who have significant SEND needs and behaviour concerns will have a joined-up approach with the pastoral lead and SENCO which includes attending meetings with outside agencies, writing of CMP's.	- AP provision joined up approach - Data analysis of pupils includes SEND pupils - Specialist provision/ expertise sort to support pupils with SEND - Reasonable adjustments through CMP's are identified