

Whole setting approaches

Whole school/setting approaches reflected in policy

- School or setting tracks progress and achievement of all children and young people half-termly, to ensure those making inadequate progress are identified early and action is taken.
- School or setting has clear policies for promoting positive behaviour which are based upon positive reinforcement and are applied consistently by all staff.
- Attendance and punctuality is monitored and support provided to children, young people and families as necessary to ensure children and young people have good attendance.
- There is a strong lead by members of the leadership team and senior managers who are closely involved in the promotion of inclusive education and meeting the needs of all children
- Settings recognise that an appropriate curriculum and effective teaching engages all learners and encourages good behaviour. Steps are taken to ensure these are monitored and that the teaching of pupils with Special Educational Needs and Disabilities is appropriate.
- The setting has an accessibility plan which considers how access to the curriculum and physical environment can be improved for children and young people with Special Educational Needs and or Disabilities.
- Schools and settings have a section on meeting the needs of pupils with Special Educational Needs and Disabilities within their Improvement Plan, including the identification of areas for CPD.
- Schools and settings work on whole setting development to address specific areas of SEN, through initiatives such as the Wandsworth Dyslexia Friendly School initiative or the Autism Education Trust's National Autism Standards.
- Schools and settings have Team Around the Child (TAC) meetings where complex individual cases are raised in multi-professional settings.
- Staff are aware of how the curriculum can be modified or adjusted for children and young people with Special Educational Needs and Disabilities and differentiate appropriately. This might include:
 - Small group work opportunities
 - Opportunities for revision and over-learning
 - Access to groups where pupils are working with peers of similar levels
 - Access to groupings that enables pupils to work with peers who provide good role models for language and communication skills and for cooperative and independent application to task

- Teaching which is multi-sensory and well-structured
 - Clear classroom routines supported by visual cues
 - Use of visual aids, objects of reference, signalling and signing to support understanding and the development of language
 - Access to simple everyday assistive devices which aid access to the curriculum (sloping writing surfaces, pencil grips, laptops).
 - Small steps, P-scale assessment for pupils working at these levels.
 - Opportunities for children and young people to transfer or generalise their learning in different contexts.
- School or setting has clear procedures for identification and assessment of children and young people who may have a special educational need or disability. Settings also initiate a graduated approach to support pupils identified as needing SEN support. This is an assess - plan - act – review cycle where earlier decisions are increasingly refined with a growing understanding of the pupils’ needs.
 - School publishes an SEN information report through its website for parents/carers that outlines the ethos and approaches used as well as the kinds of provision available for children and young people with SEND

Strategies for working with children and young people who are underachieving or less experienced learners.

- School or setting discusses pupil/young person’s needs with parents/carers and involves them in identifying action to be taken.
- School or setting checks whether other agencies are already involved with the child or young person (Health, Social Care, Youth Offending Team). If so, and with parents’ permission, they should contact other agencies for information and the discussion of the need for a multi-agency approach.
- Regular planning of specifically differentiated work to ensure effective inclusion in all areas of the curriculum – class/subject teachers have responsibility for this
- Alternative forms of recording, which enables the pupil to demonstrate knowledge without always the requirement for extended written work – class/subject teachers have responsibility for this
- Access to homework support
- Use of ICT as an adjustment to support working
- Some in-class support in targeted subject areas
- Include child/young person in time-limited targeted intervention groups (literacy, numeracy, language and communication, behaviour, fine/gross motor skills as appropriate)
- Tutor/mentor support for organisational skills and additional pastoral support
- Other mentoring support

Strategies for working with pupils who need a tailored approach to address a specific SEN that is impacting on their ability to learn, who need SEN Support. – resources up to additional £6,000 per pupil per annum

All of strategies above plus:

- Possible referral to a specialist service (Early Years; Home and &Hospital Tuition Service; Behaviour and Learning Support Service; Children Looked After Education Support Service; Child and Adolescent Mental Health Service; Pupil Referral Units; Literacy and Numeracy Support Service), Hearing or Sensory Support Services, Garratt Park Advisory Service for pupils with ASD, or Greenmead advisory teacher for pupils with physical disabilities or to an Educational Psychologist for further assessment of needs
- Setting SENCO (or setting equivalent) coordinates the involvement of a range of agencies to facilitate the good communication and sharing of information between agencies about the child or young person.
- SENCO and class teacher organises an Individual provision map prepared with guidance from specialist support services and in consultation with parents and other staff.
- SENCO and class teacher outlines strategies to increase access to the curriculum and meet the individual needs of the child/young person. That may include:
 - Organisation of the physical environment
 - Opportunities for small group work to address learning needs
 - Well-developed and planned strategies to support and facilitate transition from one setting to another – eg primary secondary transfer – home to setting transfer
 - Strategies to facilitate transitions within the setting day
 - Careful choice of working and leisure partners and groups to facilitate social interaction
 - Dedicated safe space for difficult times,
 - Recognition and understanding of the distress, anxiety, confusion and unhappiness a Special Educational Need or Disability can cause and positive action to support the child or young person – understanding that this distress may be expressed through unusual behaviour – specific teaching of strategies to reduces this behaviour or adjustments put in place to manage or minimise this behaviour.
 - The provision and use of specialist ICT for access and communication
 - Support for Access arrangements for end of KS test and at KS4 for examinations and time for children and young people to develop the discrete skills associated with their use.
 - A Pastoral Support Plan for pupils at risk of permanent exclusion at the secondary stage
 - A personal risk assessment that may result in a behaviour management plan.