

BYRON WOOD 2016/2017

OVERVIEW –WHAT IS SEN?

The term SEN (now SEND) has been used in education for the last three decades and followed the Warnock Report of 1984 which identified one in five young people as having some kind of learning or additional needs as related to their age and peers. Whilst this has generally been accepted within education as a benchmark for schools, not everyone would agree with this. Indeed Warnock herself later came to regret this as an institutionalised label. Nevertheless this understanding created a growing sophistication with the identification of different needs of pupils, including e.g., within learning, behaviour, psychological and medical etc.

For Byron Wood, with its diverse population, therefore, getting to grips with what is a special need and what is not is an important debate. If we accept, however, that learning is the key to doing well at this school then we can try to highlight specifically those pupils with a learning difficulty or disability, which hinders their progress. Consequently, SEN is about how and why some pupils access knowledge at a slower rate than their peers. Thus, in order to support progress, it requires a clear understanding of teaching and learning, thought and creativity to deliver the curriculum to those students. This is a particular challenge.

In relating SEND to learning, therefore we are able to use the accepted view that children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age. (Pupils must not be regarded as having a learning difficulty solely because English is not their first language. School policy is very clear that these pupils need to experience 2 terms in school before any concerns are raised.)
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

POLICY AND PROCEDURE

It is the duty of all teachers to teach to the required level for all students and Byron Wood is committed to the needs of these students working closely with parents, carers, support staff, external agencies and pupils to plan accurate learning outcomes which can be understood by all. It is a whole school approach which helps guarantee that each pupil accesses skills and knowledge to enhance their learning. Staff development and training forms an important part of Byron Woods positive approach to all learning, encouraging high aspirations for all.

The school employs a graduated approach to supporting pupils with special educational needs and remains reliant on the terms School Action and School Action Plus. This graduated approach is a continuous system looking to:

- Assess needs
- Plan approaches with clear outcomes and within an agreed time frame
- Deliver successful outcomes
- Termly review on impact and plan for the next steps.

As part of the above, pupils will be encouraged to participate in all the decision-making processes that occur in their education, giving their views, wishes and feelings in setting learning targets, contributing to their profiles, contributing to the assessment of their needs and to their reviews.

In addition, parents and carers will be involved as partners with the school in supporting their child's education, participating fully in decisions (having been provided with the information and support necessary to enable participation). They will be informed if the school is making special educational provision for their child.

Being more specific pupils on the SEND Support List will include:

- Pupils who are following an intervention programme which requires them to be withdrawn from normal classes.
- Pupils who work with the Learning Zone regularly.
- Pupils who work with a Learning Mentor regularly and far more often than the usual pattern of support offered.
- Pupils who have the support of External Agencies.

INTERVENTIONS AND ASSESSMENT

Teacher assessments are vital when causes for concern are raised about individual pupils and this is where knowledge of teaching and learning is important when making accurate assessments. A cause for concern doesn't

mean that the pupil will automatically be added to the SEN register, it could be short term, making sure that accurate targets and appropriate levels are being taught. If, after review concerns continue then more detailed assessment may be needed, involvement of specific external agency e.g. During this process careful monitoring is required to make sure that strategies are effective, it is very important that pupils and their carers are actively involved with this process. Working in partnership is the foundation of Byron Woods approach to Education for all. Moreover, Byron Wood offers a wealth of interventions which have been created to support pupils who present with SEN, including:

Rainbow Reading

Theraplay

Positive play

Small group SEALs

1 to 1 counselling (short term)

1 to 2 counselling (short term)

Numicon (Set Programme - before and after progress recorded)

Getting Ready to Learn (short term)

How to Play (Was supposed to be short term)

Reading Groups (short term)

RWInc Phonic Sessions (short term)

LEAP (short term)

NIP (short term)

VIP (short term)

Talking Partners

Autism Support - Alice Woods/ Jane Williams

Learning Support

1 to 1 Psychologist Support (Collins Donnelly Consultancy)

Primary Inclusion (Bumble Bee) 2 days a week

Some of these interventions are short term underlining the fact that learning is diverse and numerous approaches are needed.

CONCLUSION

In concluding this overview an enjoyment of teaching and a basic respect for the young people we work with lies at the heart of the success we achieve. At Byron Wood we have high aspirations for all and a real commitment to deliver the highest levels of teaching. SEN forms an important part of that. It is an area that like the rest of our teaching should be constantly reviewed and reflected upon. It is hard work delivering effective teaching but highly rewarding for all.