

# **Special Needs Policy and Procedures including EYFS, U2s and Arrangements for Pupils for Whom English is an Additional Language**

## **List of Staff**

Lara Stark, MEd PGCE, Specialist Teacher (SENCO) (currently on maternity leave)

Mrs Penny Harvey-Samuel BA (Hons) PGCE (SENCO)

Ann Mansfield, MASC(ACS), Counsellor

Emma Cornish, LSA

Melinda Statham, LSA

Rachel Todd

Elaine John, CELTA, LSA

Mr M Jacques MTheol (Hons) CELTA

(Mr D Roach BSc Dip Ed – Bank staff)

## **Aims of The Bridge**

The aim of The Bridge is to create an environment in the School which meets the specific needs of each pupil and ensures that the special educational needs of our pupils are identified, assessed and provided for. The Bridge is at the top, and centre, of the School literally and metaphorically. We aim to form a bridge between the pupil and his or her potential and to provide supportive links between the work they do in The Bridge itself (in the form of one-to-one lessons) and in pupils' classroom lessons. We aim to enable all pupils to have full access to all elements of the curriculum and to provide them with the strategies to be fully included in the classroom and to cope as independently as possible when they move on to other schools. We aim to ensure that the School has a holistic approach to special needs and ensure that all our teachers feel adequately helped to provide fully inclusive teaching.

## **Objectives of The Bridge**

1. Pupils with SEN will be identified and assessed as early as possible. We have a very low threshold of what we consider special needs and like to intervene as early as appropriate. We consider all needs including those of the very able or gifted.
2. A structured programme of assessment will be used to define needs and to monitor progress.
3. A structured programme of support and Individual Education Plan (IEP) for pupils with SEN will be provided primarily by The Bridge and reinforced in the classroom.
4. Advice will be sought from outside agencies when and where necessary.
5. We will consult with parents and members of staff on a regular basis.

## **Ethos**

We aim to foster a friendly, open atmosphere in The Bridge, where pupils can seek help and support in all areas of their School life and, moreover, are happy to receive help. We intend to facilitate the full inclusion of pupils with a range of individual needs whilst giving regard for, and sensitivity towards, their difficulties which they may feel anxious about. To this end, we may provide direct and subtle support, whilst making adjustments to our methods and expectations in the classroom, and teaching the pupil self-managing strategies to help them cope with their difficulties. A quiet environment is preserved where pupils can read and access our resources. We welcome our colleagues to share our knowledge and many informative books.

## **Learning Support Assistance**

The LSAs are an integral part of the Learning Support Team. They take background information about the pupil to the teachers and are able to comment on how the pupil reacts within the classroom and highlight any difficulties and, of course, successes. They provide useful information to the specialist teachers on a regular basis. They also conduct some of our testing and will extract some pupils from lessons for extra help.

## **Stages of Special Needs Provision at Barnardiston**

### **Initial Response and Referral**

1. If any teacher believes a pupil is not making satisfactory progress, despite additional assistance and explanations, the pupil can be referred to The Bridge. Observations should be made in class over a period of two weeks. The SENCo should be informed of concerns.
2. The concerned teacher should then complete a Referral Form (collected from The Bridge). This must include examples of the pupil's work and details of initial observations. Form Teachers must be notified. Parents will be informed of concerns by the SENCo and the referring teacher. During action has been taken by The Bridge (testing, observation, referral to educational psychologists or other professionals, decisions about support, etc.), staff are kept fully informed.
3. Parents will also be kept informed at all stages and will be invited in for meetings with the SENCo and other teachers, LSAs, Educational Psychologists as necessary.
4. The support provided to most pupils will either be under School Action or School Action Plus. In some cases it will be considered beneficial if the pupil is assessed immediately by a professional and thereby they skip the School Action Stage and go straight to School Action Plus.

### **School Action**

1. The Bridge may assess the pupil using in-house testing.
2. Support will be set up for the pupil with parental permission. This may include individual lessons with Bridge teachers, LSA help in class, Sound Foundations or Prep help.

3. Bridge Specialist Teachers will draw up an Individual Education Plan for the pupil with four targets, including input from the pupil themselves, relevant staff and parents on the School's intranet (OneDrive), and pupils will have them stuck in the back of their prep diary. Pupils have two IEPs a year and these are reviewed at six-monthly intervals.
4. Parents are encouraged to keep in full communication with teachers and the SENCo through personal contact and phone calls. Progress is monitored closely through standardised testing, NFER results, observation and reports.
5. All Bridge pupils have a profile prepared by The Bridge, outlining their difficulties and suggestions on how to help them. These profiles are available as paper copies but are principally accessible to teachers and boarding staff on School's intranet (OneDrive).

#### **School Action Plus** (involving an outside agency, e.g. psychological or medical)

1. A decision may be made by The Bridge specialist teachers and parents to organise an educational assessment by a psychologist or to seek help from outside professionals such as speech or occupational therapists. The Headmaster, all teachers and boarding staff can request this external assistance and should speak to the SENCo. The School Nurse will coordinate medical referrals and liaise closely with The Bridge.
2. Continued IEPs and monitoring.
3. If there are severe, long-term or complex needs, then a request can be made for a Statement of Special Needs / EHC Plan to the Local Authority.

#### **Statement / EHC**

1. A Statement / EHC request can be made by the School or parent, coordinated by The Bridge.
2. A request can be made even if a pupil has not been through the earlier stages above, if a sudden change or difficulty arises, e.g. hearing loss.
3. The SENCo will coordinate all paperwork.
4. The LEA has to respond in 6 weeks. If a Statement / EHC is put in place, then it could take 26 weeks in total.
5. Continued IEPs. After the Statement / EHC is received, the targets for the IEP should be relevant to the Objectives on the Statement / EHC Plan.
6. County Documentation will be completed and filed by the SENCo.
7. Review meetings will need to be held. This will involve a meeting, chaired by the SENCo with the County Ed Psych, parents and pupil, teachers, LSAs and representatives of relevant agencies.

#### **SEN for U2s**

If we suspect that a child needs additional support, we will observe and assess and advise 'The Bridge' of our concerns. The SENCO will advise if further support is needed and parents will be informed and, if appropriate, additional support will be put in place. We will work with parents at all times to ensure they are fully supported at this time.

# **Provision for Pupils for Whom English is an additional Language**

## ***Our Policy***

All pupils, whether from an English or foreign background, should be enabled to access the curriculum.

## ***Action***

For any pupil, for whom English is a second language, and who require further teaching in order to access the curriculum fully and improve their grammar, lessons in English as a second language will be offered. In addition, there will clearly be the benefits of 'immersion' within an English-speaking school, with daily use of English as a means of communication, which will assist the process of language assimilation. Geography and history can also take account of the differing backgrounds of the pupils and can use material with which the pupil is familiar (e.g. geography of birth place, historical and sports events of own country).

## ***Aim***

All pupils should feel comfortable in the language setting of the School. This includes having regards to their culture and background, as well as any communication considerations.

## **EAL – U2s**

If a child who has English as an additional language attends the Nursery, we will work with the parents to ensure that they settle in quickly and happily into the setting. We will use appropriate picture cards for every-day instruction and the staff will be guided by parents as to the amount of English the child understands. We will do everything we can to ensure the child and parents feel comfortable in the setting. Written communication with parents will be in their own language facilitated by us using an on-line translator or, if appropriate, a member of staff who can speak the same language.

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