

Clifford Bridge Academy Local Offer

The Inspire Education Trust is very proud of the curriculum it offers its pupils. It is designed around engaging and exciting themes which appeal to children whilst providing a broad and balanced approach to learning, which is differentiated to meet individual needs and abilities. In order to do this, many steps are taken to support them through their learning journey. We provide a **quality first** teaching approach. However, for some children there are occasions when further additional support may be needed to help them achieve and progress.

For children identified with a special educational need, the new 'Code of Practice' has created one category called "SEN Support". Schools need to remove barriers to learning and put effective special educational provision in place.

The 'Graduated Approach' is a four part cycle through which earlier decisions and actions are revisited. Over time, this leads to a greater understanding of the child's needs and how best to support learning.

The four stages of the cycles are:

• Assess • Plan • Do • Review.



The Graduated Approach at Clifford Bridge Academy

Assess

Assessments of children's needs are made through a whole child approach. In class, teachers are constantly assessing the children through verbal feedback, written work and termly testing. These assessments feed the academic profile along with seeking the views of children, parents and class teachers. The Head Teacher/ Inclusion Manager meets with teachers to talk about progress and discuss the provision and interventions required to close gaps where underachievement has occurred and where special educational needs are identified.

Plan

Inclusive **Quality First Teaching** is the first step to responding to a newly identified need. The focus of this is to ensure that high-quality teaching - differentiated to meet the ability of the child - is accessible for individual pupils. Sometimes there is additional support planned through interventions. These are delivered in small group or on a one to one basis outside of the classroom. Interventions are planned collaboratively and the impact of learning is tracked carefully by class teachers and teaching assistants.

Do

Every teacher is responsible and accountable for all pupils in their class even when they are working outside of the class as part of a small group. Teachers work closely with Teaching Assistants and other specialists to plan and assess the impact of targeted interventions. To facilitate this, Teachers and Teaching Assistants are provided with opportunities for joint planning. This is vital to ensure all learning opportunities are maximised.

Review

Teachers monitor the progress of all pupils in their class, including those with SEN. Each term they meet with a member of the senior leadership team to discuss progress. They also meet with the Inclusion Manager to review targets. At the heart of the review process, is the child. Teachers meet parents to discuss progress towards targets. As children mature they are encouraged to take a greater role in reviewing their own progress and setting new targets.

What we already 'offer' at school

The SEN Code of Practice describes four broad categories of special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH) **
- Sensory and/or physical needs

We recognise you cannot easily label children and their needs might fit into more than one category.

Parents have asked for an idea of the different things we do at school to help children with different levels of need in different areas. To meet the needs of the individual we need a flexible approach and we are constantly looking for new ways to support SEND. Below are some examples of the graduated approach we use to support all learning within our school.

| | Cognition and learning | Communication Needs | Emotional and Social Needs | Physical and Sensory Needs |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. All children at school | <p>Quality First Teaching: Differentiated work to meet ability levels 'next step' targets Additional aids to support visual, auditory and kinaesthetic learning Visual timetables High interest/ low reading age books Access to ICT Talking Tins/ speech bubbles Intervention programmes</p> | <p>Quality First Teaching: Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Key words Increased use of visual aids/modelling Adapted classroom environment Class visual timetables Use of symbols Structured school and class routines</p> | <p>Quality First Teaching Whole school behaviour policy Whole school/class rules & rewards Personal Social Health Education (PSHE) 'Circle time' to discuss social and behavioural issues in class as they arise Team Teach - positive behaviour programme Thrive approach Learning Mentor Support</p> | <p>Quality First Teaching Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Classroom positioning Multi-sensory approach to learning (e.g. Numicon helps children visualise and 'feel' maths; writing letters in the sand)</p> |
| 2. Children on the SEND register - school support | <p>Intervention programmes- literacy and numeracy Precision teaching Reading partners Shared in class support from TA Multi-sensory spelling practice groups Specialist ICT resources Small group support</p> | <p>In class support with focus on supporting speech and language ICT software Communication skills group Symbol supported text/ Communicate in Print - ICT software to support language use Individual visual timetable Individual workstation Looking and Thinking Books</p> | <p>SEAL (Social Emotional Aspects of Learning) activities Small group Circle Time Social skills group with Learning Mentor Anger management group Some in class support for supporting behaviour targets, access, safety Nurture groups Stress balls, fiddle toys</p> | <p>Brain gym type exercises Keyboard skills training Additional fine motor skills practice In class support for access and safety Stress balls, fiddle toys</p> |
| 3. Children on the SEND register - further support | <p>Intense literacy/numeracy support Specialist literacy and numeracy programmes SEND TA Support CIASS Support LAWSS/ EP advice and support 1-1 support or teaching for some parts of some lessons Auditory and visual memory groups Fine motor skills programmes</p> | <p>Social use of language groups Specialist programmes devised by external agencies Speech & Language Therapy (SALT) Autism specific programme Peer mentoring Social Stories Comic Strip Conversations</p> | <p>Nurture groups Individual counselling Individual reward system Advice from EP Circles of Friends/ Buddy group/ Peer mentoring CAMHS/LAWSS/CIASS advice and support</p> | <p>Individual support to access curriculum activities Occupational therapy Physio therapy programme Access to specialist ICT hardware and software Advice/input from Sensory Support Service Speech recognition software Support from Access & Technology</p> |
| 4. Children with a Statement of SEND (or an EHC Plan) | <p>Support for children who currently have a Statement of Special Education Needs or EHC Plan (Education, Health and Care Plan from September 2014) is agreed in collaboration with children, parents, teachers and external professionals such as LAWS, the Educational Psychology Service, Speech and Language and the Education Officer from the local authority.</p> <p>Support and provision is monitored by the class teacher and Inclusion Manager and reviewed at an annual review meeting with the external professionals concerned.</p> | | | |