



Policy for Special Educational Needs

Bricknell Primary School

Bricknell Avenue

Hull

HU5 4ET

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Introduction

This document is a statement of the aims, principles and strategies for the teaching of children with Special Education Needs at Bricknell Primary School. It gives information on the school's provision for children identified with Special Educational Needs and Disabilities and has been developed in response to the publication of the Code of Practice 2014. This policy should be read alongside the school's offer for SEN, Hull's Local Offer as well as the Single Equalities scheme.

Bricknell Vision

At Bricknell Primary School we will meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding. We will work in partnership with parents, families and our community to provide a calm, safe and nurturing environment where people respect each other and feel happy, secure and valued. We encourage children to aim high in everything they do.

We believe in developing individual talents and celebrating success in all aspects of school life. Our lessons, supported by new technologies and extra-curricular provision, will nurture curiosity, inspire a love of learning, foster independence and equip our children with the skills they need for the future.

By having high expectations and a relevant, creative and engaging curriculum, we will bring out the best in everybody. Our curriculum gives Bricknell Primary School a distinct identity and ethos, reflecting our values, our place within the local community of Kingston upon Hull, and an awareness of the wider world in which we live.

Above all, we aim to make our curriculum a stimulating experience for all our pupils, laying the foundations for success in life, regardless of sex, culture, race, background or disability.

Definition of Special Educational Needs

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

A child under compulsory school age has Special Educational Needs if they are likely to fall within the above definition."

SEND Code of Practice 2014

Children must not be regarded as having a learning difficulty solely because the language or form of language within their home is different from the language in which they will be taught.

Special educational provision means:

1. For a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in: i. mainstream schools in England ii. maintained nursery schools in England
2. For children under two, educational provision of any kind.

See Section 21, Children and Family Act 2014

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities.”

Equality Act of 2010

Further guidance relating to Disability and how this should be catered for can be found in the Single Equalities Scheme.

Principles and Objectives

At Bricknell Primary School we believe that all pupils should have full access to a broad and balanced curriculum. In the case of pupils with Special Educational Needs this is no different. However, when planning for these children, small step targets from personalised learning programs or an Education, Health and Care plan may have to be considered in order to provide the necessary resources to enable access to the wider curriculum.

In order to do this we must:

- Monitor/observe and assess children to ensure early identification of any learning, communication, sensory, physical or emotional and mental health need;
- Ensure that all children are fully included within the main-stream classroom and wider school community;
- Liaise closely with parents, outside agencies and governors;
- Ensure that all children have access to a full curriculum through the processes of assessing, planning, supporting and matching of work;
- Ensure that we work in partnership with parents/carers and children to ensure that they continue to be involved in any course of action taken by the school. This will ensure they remain fully informed and that they understand the purpose of any programme of work devised for a child;
- Monitor and evaluate the Special Educational needs provision.

Personnel Responsible for SEN

Mrs Hannah Stannard - Head of School

Miss Victoria Chapman - SENCO

Mrs M Redhead - SEN Staff Governor

Miss Victoria Chapman holds the National Award in Special Educational Needs Coordination.

The Role of the Special Needs Co-ordinator

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Ensuring children with SEN are making progress through the use of pupil tracking and data analysis
- Liaising with co-ordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area.
- Attending CPD relevant to the development of the role and feedback relevant information when necessary.
- Making staff aware of the training relevant to their own role in the development of SEN.

SEND Code of Practice (2014)

The Governing Body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' – the Head of School or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can, to meet children and young people's SEN needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENCO. (This does not apply to 16 to 19 academies.)
- Inform parents when they are making special educational provision for a child.
- Publish an SEN information report containing information of the education of disabled children.

Admission Arrangements

Children enter school at the beginning of the Autumn term of the year in which they are five. We follow the Local Authority's admission policy. Many of the children will have spent some time in the nursery and the staff will have identified and begun planning for children who have Special Educational Needs. Should any child in FS2 be placed on the register for SEN, this information will be passed on to relevant staff as they move through the school.

Admission to the Foundation Stage

Prior to starting in the Foundation Stage, staff carry out Home visits as well as stay and play sessions that are facilitated within school. This ensures that staff can meet with parents and children and discuss any potential need or concern. During the initial weeks of admission into the nursery, observations on individual children take place. Outcomes of these are recorded and a baseline judgement is made on each child using the EYFS document. Children continue to be closely tracked by teachers throughout the Foundation Stage. Concerns are raised as early as possible in order to put into place any additional provision that is needed. Where pupils are transferred from other schools a Pupil Transfer document is sent to the relevant school, in order to be completed and faxed back. This indicates if the child is on the SEN Register and at what stage. As relevant documentation is received, the office staff hands it to the class teacher and SENCO. The SENCO must be informed as

soon as possible about any children who have been admitted with SEN. The SENCO may need to speak to the staff of the previous school. A pen portrait will be drawn up and up and provisions made to meet their needs.

Monitoring, Evaluation and Review

At Bricknell Primary we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEN. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals.

Monitoring the effectiveness of intervention strategies is an integral part of the review process that is judged by the success or failure of the individual targets set. Time is allocated during each term to monitor the delivery of interventions to ensure they remain focused on the needs of the child and to ensure that the person delivering it is given the chance to receive feedback.

Children with special educational needs are set 'small step' targets against which progress can be measured. We would expect children to be making steady progress against these targets. Teacher assessments are also used to measure the progress individual children and groups of children with SEN make. The SENCO tracks the progress of pupils with SEN in Maths, Literacy and PSHE termly as well as annually and produces a report. This aims to identify the strengths in practice as well as the areas that continue to require development.

On an annual basis, the DFE produces statistical information relating to the performance of children with SEN nationally. This data has been used to compare the performance of our children in comparison to those nationally.

Progress for children with special educational needs may also be measured using the P Scales.

When setting academic targets for children with SEN at the beginning of the Autumn Term, the National Dataset Progression guidance document is used as a guide.

Pupils with SEND

All teaching and non-teaching staff have access to a copy of the pupils receiving SEND support. The importance of confidentiality cannot be over-emphasised. The register is updated and analysed regularly by the SENCO.

The Stages - A Graduated Response

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are currently two categories of need defined within the code – those children with SEN catered for by the school's provision (now called SEN support) and those children for whom it is necessary to create an Education, Health and Care Plan.

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Bricknell Primary School, it is the responsibility of the class teacher, after liaising with the SEN coordinator, to identify when a child has a special educational need which requires different or additional provision to be made for a child.

Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a pupil and feel they should be placed on the school's SEN register, they should follow the SEND identification pathway.

- Record a 'cause for concern' in SIMs and discuss with SENCO/Class teacher and parents/carers.
- Quality First Teaching- class teacher consults with SENCo and completes a single page pupil profile. Low level class based interventions, support, reasonable adjustments and modifications to the curriculum introduced and impact reviewed.
- If the child is not making expected progress or remains a significant cause for concern despite class based intervention and support, the class teacher consults with SENCO and Assess-Plan-Do-Review cycles of support / intervention introduced over at least 2 terms. These can include involvement of outside agencies if appropriate.
- If the child is not making expected progress against A-P-D-R targets and remains a significant cause for concern, then a Person Centred Planning (PCP) meeting held with parents, key staff (including outside agencies) and CYP. My Support Plan completed as part of PCP meeting and Assess-Plan-Do-Review cycles continue.
- The Support Plan will be reviewed termly alongside A-P-D-R targets.
- It may be the case that the child is still not making expected progress and remains a significant cause for concern and more support is needed. If so, the Support Plan and at least 2 cycles of intervention as evidenced on the A-P-D-R template are submitted as the basis for request for statutory assessment of special educational needs.
- Statutory assessment pathway followed.

An Education, Health and Care Plan

If after considerable advice and support, it is felt that the needs of the child remain so substantial that the school cannot meet them, then this concern will be brought to the attention of the LA in the form of a request for an Education, Health and Care Plan (EHC plan).

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENCO will provide the local authority with:

- How and when the child's needs were first identified and the steps that have been implemented to support these needs

- Progress against Age Related Expectations
- Educational and other assessments, for example from Educational Psychologist
- A pen portrait of the child and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care or education welfare service

Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage.

Parents should be informed and given the contact details of the local parent partnership (KIDS) who will give them independent advice and support.

Once a child has received an EHC plan, an annual review meeting is held to consider whether the EHC plan should be maintained. Everyone who is involved with the child is invited by the SENCO to the review meeting or asked to produce a report. The targets set for the past 12 months are reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are considered. The SENCO completes the appropriate annual review form and sends originals to the LA.

At Bricknell, we also set short term targets which feed into the long term targets for children with an EHC plan. These are reviewed termly so that progress is closely monitored.

When a child with an EHC plan leaves Bricknell, their documents will be forwarded within 15 days of the child ceasing to be registered at our school. The SENCO will speak by telephone or in person to the receiving school about educational provision.

Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies.

Within the overall school budget, a proportion of funding is allocated called the notional SEN budget.

At Bricknell, provision for the children who are given any one-to-one support or who are regularly supported in small group interventions is funded through this budget as well as it being used to support groups of children with additional needs. A detailed provision map of intervention is available within school. This is reviewed regularly and progress of children receiving intervention is monitored closely.

Provision

At Bricknell, we strive to meet the needs of all children within the classroom environment. Teachers carefully plan and adapt provision to support the children in achieving their full potential in all areas. There may be situations where children are struggling to effectively access their classroom provision

for a myriad of reasons. In this situation it may be appropriate for the child to access our Alternative Classroom Settings, either TEACCH 1 (KS1) or TEACCH 2 (KS2), to support their needs. Please see Appendix 2 for the Alternative Classroom Setting Rationale and Appendix 3 for the Entry and Exit Criteria.

At Bricknell, we are also very proud to have an ASD Resourced Provision on site which opened in September 2018. This is a Local Authority setting which is designed to support children with their social, emotional and communication skills whilst also challenging them academically and integrating them into the wider school setting where appropriate. This setting can be accessed through the Local Authority, by children with an EHCP outlining their social, emotional and communication difficulties. Please see Appendix 4 for more details.

Children who have an EHC Plan

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. If a child has received an EHCP, the school ensures there is appropriate provision in place to enable the children to meet all Long Term and Short Term Outcomes. This may mean that they have external agency support, bespoke resources, tailored interventions and a bespoke timetable. An EHCP does not mean that a child will receive 1:1 adult support; the child may require adult support to access aspects of the provision in place; however the focus will always be on increasing the child's resilience, independence and academic ability, whilst providing the child with strategies that they can generalise to wider aspects of their life.

Access to the National Curriculum

At all stages, children should have access to the National Curriculum. This is achieved through careful planning, matching the correct task to the child's ability level, through structured assessment activities and the organised use of non-teaching staff. It is important to encourage parents to help their children.

Links with Support Services

The Head teacher, Deputy Head teacher and SENCO will be responsible for identifying and contacting outside agencies when appropriate. All staff will liaise as necessary with the SENCO, ensuring that all concerned are aware of any relevant information or paper work.

The expertise of the following agencies may be sought:

- Educational Psychologist: visits by EP to assess children and offer advice on strategies/support children need.
- The Whitehouse Behaviour Support Service: 'Outreach Service', advice and support for children with behavioural and emotional difficulties. The PRU also provides a 'short, sharp shock,' facility for

children who display EBSD. Children also may be admitted if permanently excluded or for part of week.

- IPASS: an integrated advice and support service regarding children with physical, hearing and visual impairments
- KIDS: a parent partnership service offering support and advice to parents.
- Social Care: Advice and support as required, may involve Child Protection Coordinator.
- Speech and Language Therapy Service: Children can be referred by school, parents or health authority. Parents are responsible for taking their child to speech therapy, although the speech therapist works closely with the school and may work with a child within school. Programmes may be delivered by a trained classroom teaching assistant.
- School Nurse: Children are checked routinely on admission to school; they are given hearing and vision tests to identify potential problems. Parents are informed of any concerns and advised of further action. Parental permission must always be sought if further vision/hearing tests are required.
- Health Visitors: The nursery staff and SENCO work with health visitors on children who are cause for concern.
- Education Welfare Officer: Regular liaison with the EWO ensures that children's attendance is monitored so that frequent absence is not a contributory factor to learning difficulties.
- Northcott Special School: has an autistic outreach service which works with schools in order to provide support for schools who have children with ASD.
- Children's Community Team Learning Disabilities: based at the Children's Centre, Walker Street. They offer support to children with and the families of children with learning disabilities.
- Rising Stars SEMH Outreach support based at Francis Askew Primary School.

Transfer of Documents

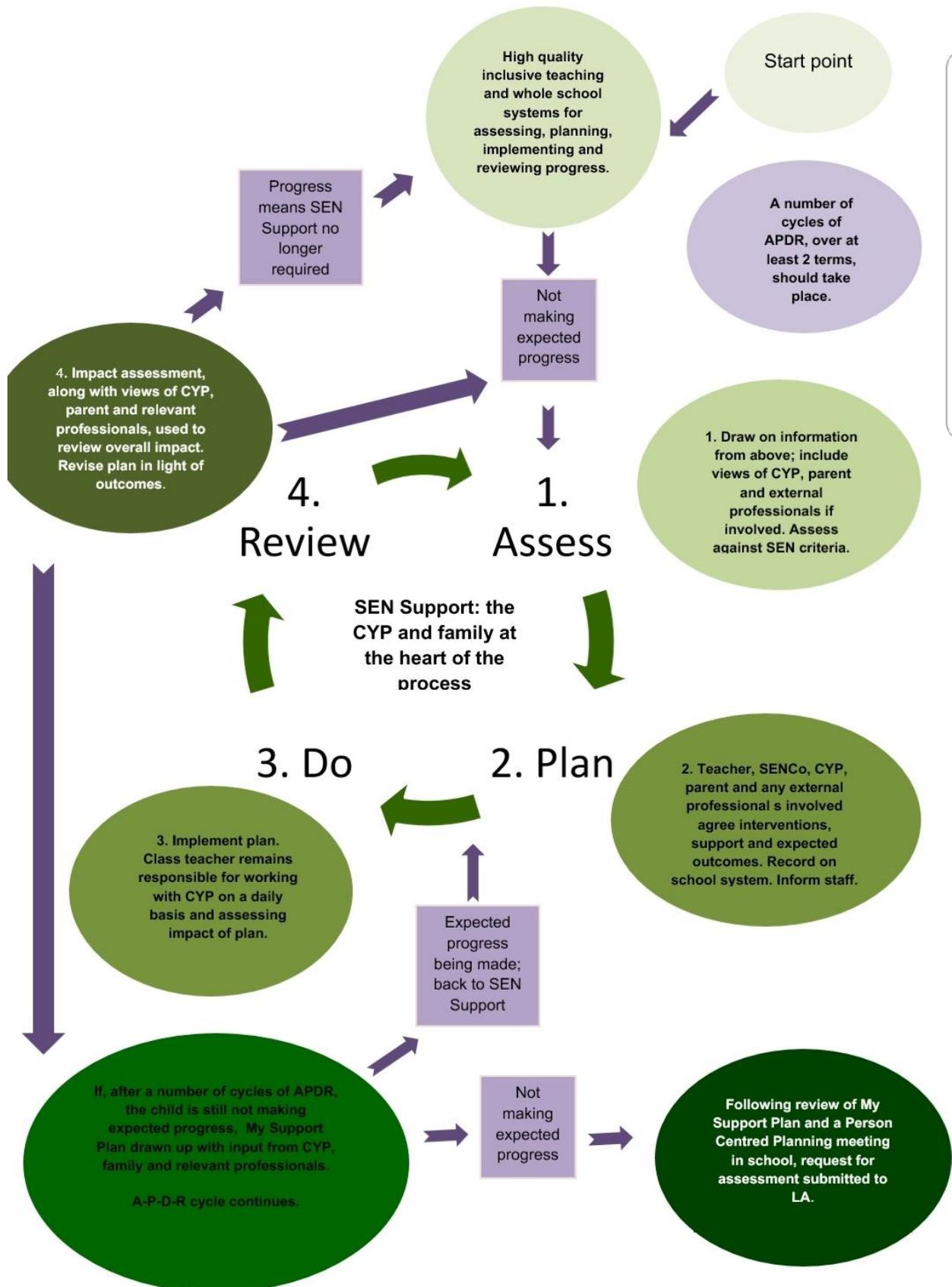
When children with SEN transfer to Secondary school the class teacher and/or SENCO will liaise with the staff of the prospective secondary schools and hand over all SEN documentation prior to the new term beginning. The secondary school staff are invited to final review meetings of the year 6 pupils. Where children with SEN transfer to another primary school SEN records will be forwarded within 15 days of the child ceasing to be registered at our school. All data handling and sharing will be in full compliance with the General Data Protection Regulation 2016(GDPR) legislation and guidelines.

Review of this Policy

This policy will be reviewed in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as the legislation surrounding SEN is updated.

Appendix 1

Graduated Response: Assess, Plan, Do, Review cycle



Bricknell Primary School's Alternative Classroom Settings

TEACCH 1 and TEACCH 2

Rationale

At Bricknell Primary School we are committed to meeting the needs of all children in order to support them in achieving their optimal potential throughout their lives. Some children require support academically, some with regards to their communication and some with their social, emotional and behavioural difficulties which can create a barrier to learning within a mainstream class. Our Alternative Classroom Settings are very carefully designed to meet these children's needs whilst providing them with the tools to self - regulate, become emotionally literate and ultimately reduce and remove any barriers to success. Alternative Classroom Settings are a short-term, focused intervention for children with these particular identified needs which are stopping them from succeeding within the main classroom environment. It provides a safe, predictable environment where the unique developmental needs of each child are met. At Bricknell, our aim is to equip the children within our Alternative Classroom Settings with resilience, improved communication skills and self-regulation so that they can access the main classroom successfully; no child will remain in the Alternative Classroom Settings indefinitely.

There are a variety of ways in which we achieve this:

- All children accessing the Alternative Classroom Settings in a morning are reintegrated back into their classrooms for the afternoon. This gives them the opportunities to practise and generalise the skills that they have learned in the Alternative Classroom Settings, whilst also allowing them to continue to be part of the wider school setting.
- All Alternative Classroom Settings staff work extremely closely with the children's class teachers to share planning, resources and progress. This ensures that when the children are working within the classroom during an afternoon their work is pitched appropriately, the teachers have strategies in place to support their individual needs and there is consistency in approach, allowing the children to succeed.
- Class teachers and Alternative Classroom Settings staff work collaboratively to complete Pen Portraits of the children who access the Alternative Classroom Settings. This ensures that all staff that may come into contact with these children are aware of the strategies, triggers and resources needed to support the child.

Our Alternative Classroom Settings staff are highly trained in a variety of conditions which may affect the social, emotional and communication skills of a child. This includes: Attachment disorder, Foetal Alcohol Syndrome, Asperger's and Autism Spectrum Disorder and Oppositional Defiance Disorder as well as many more. Furthermore, the Alternative Classroom Settings are overseen by the school Special Educational Needs Coordinator as well as our Educational Psychology to ensure that provision is correct and effective for all children.

At Bricknell, we feel that there are six key principles of Alternative Classroom Settings provision which are fundamental to ensuring that the provision is effective in the setting:

- Learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of wellbeing.
- Language is a vital means of communication.

- All behaviour is communication.
- The importance of transition in the lives of children and young people.

Our Alternative Classroom Settings allows the children to access their academic learning at a developmentally appropriate level for them, in a safe, calm and nurturing environment. Furthermore, the provision ensures that key points of transition in a vulnerable child's life, such as moving key stage, are dealt with appropriately, taking their individual needs into account at all times. We understand that children are not ready to access their learning fully if they do not feel safe, able to communicate and able to regulate their behaviour, and we support them in achieving this, and therefore allowing them to achieve throughout life.

Assessment and Progress

Some children within the Alternative Classroom Settings have Education, Health and Care Plans (EHCPs) and therefore have bespoke Long Term Outcomes that they are continuously working towards. In conjunction with these, the children with EHCPs also have a Curriculum Assessment Toolkit file (CATs) which breaks down all of the objectives in the National Curriculum into small steps. This allows the teachers to identify increments of progress and identify the next step for the child moving forward.

Any child accessing the Alternative Classroom Settings, who do not have an EHCP, have their work pitched at the age appropriate level, differentiated for their ability. This allows the children to continue to work towards Age Related Expectations, whilst also having their work carefully planned to ensure that gaps in knowledge are being plugged simultaneously.

Many children accessing the Alternative Classroom Settings also receive support from external agencies. This may include: IPASS, physiotherapy, Autism Outreach, Behaviour support outreach, occupational therapy among others. Any reports and assessments undertaken feed into the children's targets and provision, ensuring that a holistic approach is taken to allow the child to progress in all areas.

Organisation

The Alternative Classroom Settings follow the TEACCH approach (Treatment and Education of Autistic and related Communications Handicapped Children) for all children. Highly structured learning is at the heart of the approach, which is designed to build the child's resilience, independence and academic ability. The children work through the cycle of independent time, choosing time and teacher time, allowing them to access social and academic tasks independently.

Appendix 3

Alternative Classroom Setting Entry Criteria

Children who may benefit from accessing the Alternative Classroom Settings may be unable to regulate their responses to stress and anxiety and get easily frustrated. This can result in behaviours which put themselves and others at risk.

They may find it difficult to:

- trust adults and build relationships;
- share resources and the attention of adults and other pupils;
- ask for help;
- have a feeling of self-worth;
- explore the world around them;
- attempt new things confidently without fearing failure.

Children with these difficulties may find it extremely difficult to access any learning in a mainstream classroom and therefore will not make the academic progress that they potentially can.

Furthermore, children who have complex Special Educational Needs, and therefore need more bespoke provision in order to meet their full potential, may find this difficult to access in a mainstream classroom setting.

These children will be assessed using the following means, in order to determine whether the Alternative Classroom Setting is more of an appropriate setting to meet the children's needs:

- Academic assessments to determine whether the children are WB, WTS, ARE or working at a GD
- Gap analysis assessments
- External Agency observations and assessments
- Holistic assessments e.g. Engagement Profile and Scale
- Pupil Voice questionnaires
- Teacher observations and discussions
- SENCo Observations

Following these assessments, it may be determined that the Alternative Classroom Setting would be appropriate to support the child, if:

- The child has significant SEMH needs which manifest in behaviours which may become a dangerous or disruptive to themselves or others, therefore hindering learning;

- The child is significantly below ARE and therefore would benefit from using the CATs curriculum to assess progress and identify next steps;
- The child has significant speech, language and communication difficulties, requiring consistent targeted interventions;
- The child has an identified need, e.g. ASD, and requires the structure, routine and resources which the Nurture Room can offer.

Alternative Classroom Setting Exit Criteria

At Bricknell Primary School, we aim to provide an inclusive, engaging and challenging education for all children. This inclusivity is particularly prevalent within our Alternative Classroom Settings, as the aim of the setting is to equip the children with the academic success, resilience, communication skills and confidence to access their mainstream classroom effectively.

All children who access the Alternative Classroom Settings, reintegrate into their classrooms in an afternoon. This is a good indicator of how the child will cope when they are back within a mainstream classroom with all of their bespoke strategies in place to support their learning. This information is then collated and shared with the SENCo, class teachers and Alternative Classroom Setting staff in order to determine how effective a reintegration into class more permanently would be. If deemed appropriate, then the child will gradually build their time back in the classroom up, with the adults around them consistently reflecting upon the success and ways forward of this reintegration. This process has allowed many of our children to learn in their classrooms full time, without the need for Alternative Classroom Settings any longer.

These children will be assessed using the following means, in order to determine whether a planned transition back into their classroom full-time is appropriate:

- Academic assessments to determine whether the children are WB, WTS, ARE or working at a GD
- Gap analysis assessments
- External Agency observations and assessments
- Holistic assessments e.g. Engagement Profile and Scale
- Pupil Voice questionnaires
- Teacher observations and discussions
- SENCo Observations
- CATs assessments

Following these assessments, it may be determined that the child has the skills to access their mainstream classroom, if:

- The child is accessing the bespoke resources effectively to support learning independently;
- The child has made progress with their speech, language and communication skills, and can convey their thoughts and ideas;
- The child has developed self-regulation strategies and is able to de-escalate a situation either independently or with some adult support;
- Appropriate and effective resources and strategies have been identified for this child, and they can now access these back in the classroom setting;
- The external agency support is effective and the correct plans and provision are in place to support their needs.
- The gap has narrowed between the child and their peers academically, and the child is ready to access age appropriate objectives.

Appendix 4

The Launch Pad Autism Resource Base Provision at Bricknell Primary School

About us

The Launch Pad is a ten placed resource based provision for KS1 and KS2 pupils with a diagnosis of Autism. All pupils have an Educational Health and Care Plan (EHCP) and places are allocated by the Hull SEND team. Pupils cannot access places through Bricknell admissions.

The Launch Pad works collaboratively with Bricknell Primary School to promote an inclusive environment where all pupils, families and staff are respected as valued members of the school community.

The full range of National Curriculum subjects are taught in the Launch Pad, with opportunities embedded throughout the day to work on specific outcomes identified in pupil's EHCPs.

All the pupils have an individual timetables outlining how the curriculum and interventions are organised in order meet their specific needs so that they can achieve their fullest potential.

Opportunities for integration are carefully planned to ensure successful and outcomes for all. A carefully tiered programme for integration has been set out in the following steps:

- Pupils feeling safe in school and having clear and embedded routines within the Launch Pad.
- Developing positive relationships with key staff across the school and know the key areas around the school.
- Developing positive link with pupils in the mainstream class through the development of friendship groups/social skills groups.
- Opportunities to play and interact with mainstream peers either in the Launch Pad playground or mainstream playground.
- ASD Provision Lead liaises with class teachers to share pupil passports and plan opportunities for pupils for pupils to join in sessions (if appropriate).
- ASD Provision Lead to discuss plans with parents and pupils (where appropriate).
- Plan supported transition visits to mainstream class.
- ASD Provision Lead Teacher to monitor and review on-going opportunities for integration in conjunction with Launch Pad staff and mainstream staff.

Our Curriculum

- Our approaches to teaching and learning are underpinned by specialist Autism strategies, tailored to meet the individual learning needs and reduce barriers to learning.
- Pupil's EHCPs form the basis for the interventions and strategies incorporated into their daily timetable.
- CATS Small steps is used to track progress individual pupil progress within the curriculum.
- Autism Education Trust Framework is used to track progress in areas outside of the curriculum (Communication, Interaction, Emotional Understanding, Self-Care, Independence)
- Individual Social Communication and Interaction targets are embedded throughout the curriculum.
- Our curriculum and learning environment is designed based on principles of TEACCH so that pupils can make sense for their learning, are self-motivated and can become as independent as possible.

Assessment:

All pupils follow a personalised learning programme in order to ensure pupils make accelerated progress towards their academic and social targets as identified in their Individual Educational and Health Care Plans.

Individual short-term targets (at least termly) are taken from the following sources:

- CATS curriculum: Literacy, Math's and PSHE
- Autism Education Trust Progression Framework to monitor progress in areas outside the curriculum: Social Communication, Interaction and Imagination; Emotional understanding; Sensory processing, and Personal independence
- Therapy targets set by outside agencies - Educational Psychology, SaLT, Ipas

Pupil folders contents

Section 1: Summary of needs

Pupil One page Profile

Section 2: Summary of ECHP Long and Short Term Outcomes

Section 3: Progress summary reports

CATS profile – baseline assessments and progress summary for Maths, English and PSHE

Autism Education Trust Progress (AET) Framework- baseline and progress summary

Section 4: Outside agencies

Communication Plans (SaLT)

Ipas

Educational Psychology

Section 5:

Sensory Assessment taken from Autism Education Trust

Section 6: Autism Education Trust and therapy targets grids

Current short term targets grids taken from AET framework, therapy target and PSHE targets.

Section 7: CATS curriculum

PSHE

English –

Reading

Writing

Maths 1 – The number system

Maths 2 – Calculations

Maths 3 – Shape, Measures, Position, Statistics

Marking work and tracking pupil progress

Evidence of pupil's small steps of progress can be found in the following sources:

Pupil books

Learning journals – saved on Shared: Provision: Learning Journals

Observations – kept in section 7 CATS curriculum or Section 6

Target grids for AET, therapy, PSHE (from section 6 of pupil folders)

Reading Records

Pupil Books

An overview of current targets taken from the CATS curriculum for Maths and English are stuck in the front of pupil's workbooks for Maths, Guided Reading and Writing.

Individual pieces of work marked according to the marking code as set out in the school marking policy. The code is placed next to the pupils learning outcome at the top in order to inform planning for the subsequent day. A copy of the code is also placed into the grid at the front and dated. When pupils have mastered an objective, it will be highlighted in green in the CATS curriculum in Section 7 of their folder.

Marking code:

✓	I have mastered this.	
I	I completed this work independently.	
C	I need to check my work.	
S1	I needed visuals.	
S2	I needed verbal prompts.	
S3	My teacher modelled the activity.	
.	Let's try this a different way.	

Learning Journals:

The PowerPoint learning journals are used to put photos/videos of pupil achievement across and around the curriculum (CATS, AET, therapy targets)

The learning journals are divided into the different areas of learning.

Each photo added will include an I can statement and is dated.

Observations:

Observations collected on pupils learning and achievements are placed with the Section 6 (AET framework and therapy targets) or Section 7 depending on the area of learning it is addressing. For example, an observation of a child during circle time when they have successfully predicted the next part of the story would be placed in the reading section the CATS curriculum. Observations must be dated and initialled.

AET and therapy Target grids:

The following areas of the weekly timetable are focused on the AET and therapy target grids:

Food technology

Out and about in the community

LEGO club

Friendship groups

Creative

Relax

Personal care routines (PE, toileting, Lunchtime)

Snack

Circle time

A summary of targets are found in the target grids in section 6, but are also found in labelled on key work areas and weekly planning.

The same marking code to show pupil achievement (unless otherwise stipulated by outside agency) in the session are placed in the grid and dated.

Observations and photos will also be collected and placed in the relevant areas.

Reading records:

Pupil's current targets are kept in the guided reading books and writing books. Reading records must be completed in books each time you read with the pupils. The marking code is also applied in the grid.