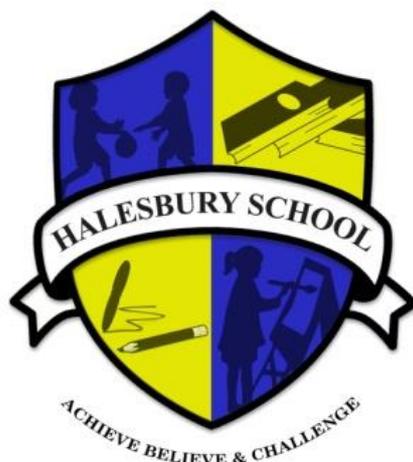


HALESBURY SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	
This version agreed	September 2020
Next review date	September 2021

P. Stevenson

Signed by: Mrs P Stevenson
Chair of Governors

Statement of Intent

This policy outlines the framework for Halesbury School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Halesbury School therefore intends to work with Dudley LA and SEN Team and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adult life equipping the pupils with the skills, knowledge and attitudes that will enable them to become self-motivated and independent learners.
- Provide the pupils with the skills, knowledge and attitudes that will enable them to live fulfilling and productive lives when they have left school.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2015)
- Supporting Pupils at school with Medical Conditions (2015)
- Keeping Children Safe in Education (2020)
- Working Together to Safeguard Children (2018)

Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age
- Disability or health condition 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.

Areas of special educational need

In line with our Local Offer and SEN Code of Practice, Halesbury School will make provision for pupils with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of Pupil Premium Grant or Pupil Premium Plus
- Children Looked After
- Being a child of servicemen/women
- EAL

Halesbury School aims to provide a full and balanced curriculum for pupils aged 4 - 18 with A.S.D, learning and/or complex communication difficulties. This includes full access to the National Curriculum wherever possible whilst maintaining a balance of curriculum delivery that addresses the pupils' primary learning deficits as a priority.

The school acknowledges that many pupils have additional problems (e.g. ADHD, physical disorders, emotional and behavioural difficulties) and also addresses these as priority needs.

Roles and responsibilities - Governing Board

The governing board has a responsibility to:

- Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff as having responsibility for coordinating provision for pupils with additional needs.
- Appoint a designated teacher for children who are "looked after" where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with additional needs.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures that can be accessed via the school website or obtained directly from the school office

In addition to these, the Governing Board also recognises that it has a responsibility to monitor the balance of the curriculum, the quality and effectiveness of teaching, and to ensure that all the pupils' needs (special or otherwise) are being met. The Governing Board has a named person responsible for Special Needs and this is reviewed annually (For 2020 - 2021 this is Jane Wright)

To fulfil these responsibilities, the Governors, meet regularly with the Deputy Headteacher.

The Governing Board also exercises its responsibilities to ensure that pupils referred to Halesbury meet the agreed Admissions criteria (see *Admissions statement*), especially in cases where the predominant special need of a pupil is an issue (e.g. where a pupil's challenging behaviour may be more significant than his or her learning disability).

The Governing Board is aware of the need to be flexible in considering the long-term future of the school and the possible changes in its pupils' needs.

The Governors strive to ensure that the organisational practices, the facilities and staffing resources are of the highest standard and are fully available to all pupils.

The school provides facilities for pupils with A.S.D, learning and/or complex communication difficulties and some more complex identified learning disabilities, with full access for the physically disabled.

Roles and responsibilities - SLT

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the class teachers and intervention leads have sufficient time and resources to carry out their functions.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils

Roles and responsibilities - Class teachers

Class teachers have the responsibility to:

- Work with Senior Leaders and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Coordinate the specific provision made to support individual children with SEN
- Advise on a graduated approach to providing SEN support
- Advise on resources needed to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide and ask for professional guidance from colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with specific additional needs take part in activities of the school together with those who do not have similar needs.
- Ensure that the school keeps the records of all pupils with additional needs up-to-date.
- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

Resources:

The school is provided with base funding for each pupil, apart from Pupil Premium and Sports Premium. There is now no additional top up funding available based on individual needs.

The Code of Practice:

The School's Special Educational Needs Co-ordinator is the Headteacher.

All pupils who enter the school usually have an EHCP (see *Admissions* policy) and a detailed assessment has already been completed. The needs of the pupils have been identified as part of this assessment and general targets identified.

Within two months of any pupil's entry to school a meeting is held by the class teacher, to which are invited the parents/carers (and professionals from any other agency involved if required). At this meeting a report is presented by the pupil's class teacher, reporting on the pupil's settling in period, the work completed thus far, and setting long term educational targets for the forthcoming year.

The parents and other professionals are invited to comment, add or amend these targets in conjunction with the class teacher and/or Headteacher, and to discuss any other issues regarding the overall progress of the pupil. All pupils, if deemed appropriate, are invited to comment.

The pupil's progress is then formally reviewed in a further twelve months, when new targets will be discussed and set. In the meantime, parents are invited to Parents Evenings every term to discuss their child's progress, and to visit the school at any mutually convenient time if they have any concerns.

The long-term targets form the basis of each individual pupil's learning goals, which are broken down into specific small step targets for all elements of English and Maths which are reviewed at least half termly.

Annual Reviews

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the Code of Practice. At Halesbury, we use this time to bring together all the professionals

involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the EHCP. The child's view is taken into account prior to the meeting wherever possible. A review meeting might recommend amendments to the EHCP if:

- Significant new evidence has emerged which is not recorded on the EHCP.
 - Significant needs recorded on the EHCP are no longer present.
 - The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
 - The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.
- To decide the pupils needs for Post 16 and whether they are suitable for Halesbury Post 16

During the annual review we record the views of any people involved with the child. The evidence received, comments on the evidence, together with an account of the review meeting form the basis of the report.

Disapplication:

No pupil will be disapplied from sections of the National Curriculum without an Annual Review meeting taking place with the parents, the SEN Case Officer and a member of the Governing Board. Such a decision would only be taken in the most extreme circumstances.

Monitoring Pupil Progress:

The Governors delegate to the Headteacher the task of monitoring the progress of the pupils.

To ensure continued progress, Halesbury School:

- Assesses each pupil's current skills and levels of attainment on entry.
- Makes regular assessments of all pupils to ensure that teaching/intervention:
 - Ensures that the child's progress is similar to that of their peers starting from the same baseline.
 - Matches or betters the child's previous rate of progress.
 - Aims to close the attainment gap between the child and their peers.
 - Prevents the attainment gap growing wider.
- Provides extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assesses whether a pupil has any additional significant learning difficulties where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Current arrangements are as follows:

In light of recent curriculum changes and the withdrawal of national curriculum levels, progress and assessments at Halesbury are measured against DAPA (Dudley Attainment and Progress Assessment). In line with recent government guidance, pupils working below the standard of the national curriculum and non-subject study at KS1 or KS2 will also now be assessed using the DfE Engagement Model.

Halesbury has worked alongside a number of cluster schools to create this robust and meaningful way of assessing SEND pupils and, in November, DAPAv3, which now also encompasses Pre Key Stage 1 and 2 Standards, will be shared with mainstream colleagues/SENCOs.

DAPA is well embedded at Halesbury and moderation both internally and externally has taken place and will continue to do so, to ensure judgements made are accurate and consistent across the school and in other similar schools using DAPA.

Individual DAPA records are kept on all English and Maths skills/areas by class teachers and are updated on an ongoing basis. These are formally reviewed by Senior Leaders at least every half term, as are all other subjects. These records are monitored by the Senior Leadership Team and pupil progress meetings between the Senior Leadership Team and class teachers take place to ensure that standards are kept consistently high and to discuss specific problems that may be highlighted by the records (e.g. lack of progress in specific aspects of the curriculum).

Where a pupil continues to make less than expected progress, despite evidence based support matched with interventions (targeted support) addressing areas of need, it may be necessary to involve specialists

in the school or from outside agencies (specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent may be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk.)

An Individual Learning Plan (ILP) is drawn up and appropriate targets set. The plan is reviewed termly. It records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in small group) put in place to enable the child to achieve these targets. Senior leaders have responsibility for monitoring these plans, however, they are used on a daily basis by the class teacher, teaching assistant, or specialist assigned to undertake the specified intervention. Targets for children are deliberately challenging in the attempt to close the attainment gap between the individual child and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the Senior Leadership Team who monitor the impact of the intervention. Leaders will consider the following questions:

- What are the pupil's current levels of attainment relating to ILP targets?
- What progress has the pupil made towards meeting the overall objectives set out in the ILP or EHCP?
- What are the parents'/carers' views of the pupil's progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set?
- Have there been any significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's individual needs and therefore, do they need targets to be adjusted accordingly?
- How will the pupil's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- What are the pupil's current levels of attainment in literacy and numeracy?
- What progress has the pupil made over the past year, especially in relation to each EHCP outcomes?
- Are any amendments to the EHCP necessary?

Admissions

The Local Authority is responsible for the Education Health and Care Plan and retains the responsibility for deciding whether to name Halesbury School in the plan, based on the individual needs of the child and any representations made by parents. The Local Authority is required to consult with Halesbury School before naming the setting in a plan. The Headteacher will look at a range of information provided by the LA to make an informed decision. The Headteacher has 15 calendar days in which to respond to the formal consultation. A request for a place at Halesbury must be agreed by the school and LA SEN panel. If a place is not agreed, the LA have an appeals process in place.

The procedures for the admission of any child includes the collection of all the relevant information about a child from their previous school or setting (where applicable) which helps us to allocate resources or contact relevant support services. A new entry assessment is usually completed within the first few weeks of a child's admission, which also helps to indicate any missed issues which we can then act upon swiftly.

Examinations and access arrangements

Applicable pupils have access to concession time, a scribe, a reader and rest breaks, if required. The Assistant Head has the PAPAA qualification to make decisions for pupils. The Assistant Head/ Assessment Lead and class teacher, work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests.

Transition

At Halesbury, transition is strategically planned so that children experience the minimum of anxiety or upset. When children approach transition from classes and/or key stages they are involved in a number of "transition sessions" when they spend time in their respective classrooms being taught by their "new" teachers. Children who may find transition more difficult will have additional support in place along with strategies to help them cope with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new classroom/ teacher/ peers to look at over the school holidays.

Supporting Pupils at School with Medical Conditions

At Halesbury, we cater for children with a range of medical needs. In line with local and national guidance, the school aims to meet these needs through detailed medical / care plans. Whilst Halesbury is not adapted to meet severely complex medical needs, every effort is made to overcome constraints imposed by the limitations of the school building.

When we are made aware of a medical need, this is passed on to the class teacher by the Headteacher upon admission. A medical / care plan is then drawn up with the help and guidance of medical specialists where appropriate.

Training and Resources

SEN funds from the school budget and Pupil Premium are used to support SEN by:

- Purchasing resources
- Training teaching staff
- Paying salaries of support staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the individual needs of pupils.

Our school operates the following training programmes:

- Individual training in response to need.
- Whole staff training and INSET.
- Networking with local Special Schools
- Accessing training through different agencies.

Termly Special School Headteacher meetings

- Lunchtime Supervisors receive training in response to children who they help support at lunchtime.
- Senior leaders attend relevant SEN courses, SEN meetings and facilitate and signpost relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The Headteacher, with the senior leadership team, ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management.

Teachers are expected to keep abreast their knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties.

Additional Special Needs

Although all pupils at the school usually have an EHCP, it is recognised that some pupils may have additional needs in the long or short term. These may be medical, emotional, behavioural or related to specific learning difficulties, and have previously been unrecognised or have developed because of extraneous circumstances.

In the event of a pupil being identified as having additional Special Needs, over and above those specified in his/her EHCP, the procedures are as follows:

- the class teacher notifies the Headteacher and discussions are arranged with parents
- a programme of intervention is implemented and parents/Headteacher kept informed
- if the intervention programme is successful the parents are informed
- if the intervention programme is unsuccessful, the situation is reviewed with parents and the Headteacher, and additional resources (if appropriate) are made available as part of a revised programme.
- if the revised programme is unsuccessful, external advice is sought from the appropriate agency and an Annual Review meeting is arranged to discuss further action and support.

Storing and Managing Information

The following records are kept:

- Annual Reviews - These are completed at the review meetings with parents and the class teacher. They are a record of the impact of provision and teaching approaches on pupil learning and progress.
- Education and Health Care Plans - These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents. If the review recommends any changes to the plan, the local authority SEN team will issue the school and parents with the documents.
- External agency reports/notes - these are used to support recommendations for support and may contain recommendations to be used in updating ILPs/EHCPs.

Confidentiality:

All current pupil curriculum records are kept by the class teacher. All EHCPs and Annual Reviews are kept electronically and in secure cabinets in the school offices. All known medical details and personal details are also kept in secure cabinets. The files are only available to professionals within the LA working with the pupils and to the legal guardians of the pupils.

Halesbury will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal with parents' appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
 - To Ofsted inspection teams as part of their inspections of schools and local authorities.
 - To the principal (or equivalent position) of the institution at which the pupil is intending to transfer to another school
- The school's policy on Data Protection is available to view on the school website.

Complaints:

If an issue can't be resolved by discussion and liaison, a parent will be directed to the school Complaints Policy and supported to follow this guidance.

Parents:

Parents are specifically seen as an integral part of any development programme devised for their child. The school operates on the premise that parents are the best placed people to encourage and support their children in all aspects of their development, and welcomes any support they can give to academic programmes of work. Parents are encouraged to be part of the process at all stages, especially in assisting to set and to achieve the targets in the Annual Reviews.

Because of the nature of the school, specifically because of its wide catchment area, there are few parents who are able to assist in the school on a regular basis. All parents are invited and encouraged to help, either generally in the school as well as with work for their own children. Parent helpers are recognised as a valuable resource within the school and the Governors welcome any support they can give.

Integration:

It is the view of the Governors that segregated special education provision has drawbacks as well as strengths (e.g. less access to a broad social spectrum, less awareness of different teaching styles, etc.), and the long-term effects of being in segregated provision can make it very difficult to return to mainstream schools or units should the opportunity become available. They therefore support the concept of regular mainstream contact for as many pupils as possible within the constraints of the available resources.

Pupils moving to other special schools, support units or back into full-time mainstream education are supported by a member of the Senior Leadership Team. Their task is to ensure that any transition is made with the full academic and pastoral support of the receiving school, the emotional and social support of the

parents and the correct procedural elements are fulfilled by Halesbury and the LA.

Accessibility

Duties have been placed on schools since September 2002 in relation to pupils with disability. In order to meet this legislation Halesbury school continues to:

- Not discriminate against disabled pupils.
- Take responsibility for taking reasonable steps to include pupils with a disability.

Staff are aware of the distinction between the definition of a pupil with SEN and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities'.

For further details, see our Accessibility Plan, available on the school website.

Other agencies and professional bodies:

The school enjoys excellent inter-departmental relationships with a wide range of agencies. The Governors acknowledge that to provide a first-class education for pupils with special educational needs, the full co-operation of many other bodies, be they statutory or voluntary, is essential.

As part of the resources available to the school, we can call on the expertise of external agencies to help us establish and meet the needs of our pupils. These include the following:

- Speech and Language Therapist Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Specialist Services Visually Impaired Service
- Hearing Impaired Service
- Physical and Sensory Team
- Autistic Outreach
- Connexions (Careers)
- CAMHS
- School Nurse
- LACES Team
- MASH Team (Multi-Agency Safeguarding Hub).
- Early Help team based at neighbourhood family centres.

Monitoring and review

The SEND policy will be reviewed and revised through day to day delivery and minor amendments will be made annually where necessary.

The Governing Board will monitor and review the Special Educational Needs and Disability policy every year or sooner if required. If the policy appears to need modification, then the Headteacher will report any information and recommendations to the full Governing Board.

Date of review: September 2020
Date of next review: September 2021

Appendix A: Classroom Organisation and Planning for Special Needs

This section is concerned with organising classrooms and teaching to prevent and/or overcome learning difficulties or other problems connected with learning.

Factors to Consider

Classroom layout:

- Easy access to materials without congestion

- Defined routes for movement

- Defined working areas

- Easy access to teacher

- Appropriate and clearly labelled furniture and storage

- Established systems known by children for storage/retrieval of resources

- Clear view of, and for, the children

Effective grouping:

Grouping can be helpful as a way of individualising the curriculum and in managing a variety of levels of learning (differentiation) but it can be counterproductive if pupils feel labelled or left out of activities. Here are some positive reasons for grouping:

- Simultaneous teaching

- Practicing a new skill

- Providing good models

- Co-operative learning

- Contributing to a group task

- Social skill development

- Shared home language for bilingual development

- Shared preferred learning style

Flexible grouping is the key to organising for effective learning and the reason for the grouping should relate to the task/target you have chosen. Remember that group work is not always a co-operative endeavour - it may be that children are sitting in a group because they are on the same task but that task may well be an individual one. Be clear about your aims and objectives of group work in your planning.

Place and position:

Some children have problems, which have implications for where they sit in the classroom:

- Handedness - don't sit a left-hander to the right of a right-hander - they'll jostle!
- Hearing - make sure the child can hear instructions clearly and is sitting in a quieter part of the room. Can the child hear with one ear better than the other? Is she/he placed to maximize this fact? Can the child see your face clearly?
- Vision - a child with a vision problem needs to have a clear view of work sheets, the board, visual aid etc. Try to ensure that lighting is adequate and that glare and reflections are minimal.
- Distraction - some children are more easily distracted than others. Sometimes isolation can help but make sure this is for particular tasks and the reason

for the temporary isolation is made clear to the child. Try sitting the child with a calm, settled group as a help.

Materials:

Make sure these are:

- Suitable to age/ability/needs
- Real, relevant and realistic
- Stimulating and motivating
- Give early chance of success
- Clearly written/easily understood
- Suitable length
- Offering varied approaches - games, puzzles etc
- Easily accessible
- Well organised and ordered
- Cross-curricular when possible
- Informative of daily routines, eg visual timetables

Teaching Methods:

- Plan the structure of the day in order to give individual and group help as appropriate.
- Match child and task very carefully.
- Have additional extension material available.
- Build success into task to give confidence and reduce any risk of failure.
- Introduce new skills in small stages.
- Proceed in steps from the 'known'.
- Use practical demonstration where possible.
- Ensure generalisation of skill to other tasks where appropriate.
- Make sure attention has been gained before trying to teach a new skill.
- Keep careful records to ensure continuity and progression.
- Set realistic time targets for completing work.
- Praise and reward often - make rewards relevant to the child.
- Provide feedback immediately and in a positive way.
- Evaluate and review the work set and the achievement made.
- Accommodate different learning styles.

Ethos:

The learning environment should be:

- Encouraging and friendly.

- Purposeful and positive.
- Fair and consistent.
- Self-motivating and confidence boosting.
- Relaxed and non-stressful.
- Secure and stable.

Make sure that:

- Rules and routines are clearly explained and displayed.
- There is consistent use of praise and rewards to reinforce good behaviour - focus on the positive.
- The teacher labels behaviour not the child.
- Wherever possible, problems are anticipated and dealt with discreetly.
- Children's work is seen to be valued.
- Children's feelings are respected.
- Children are encouraged to be self-reliant.
- The teacher sets a good role model - a positive approach.
- There is time to listen to children.
- The success of children is shared.
- There is open and positive communication amongst staff.
- Parents are involved appropriately.
- Children are encouraged to be enthusiastic in their learning, building confidence in a supportive atmosphere.

Additional help and support

What help is available and how can it be used?

- Support in planning and evaluating lesson content.
- Support in planning a learning programme.
- Support in delivering a planned programme.
- Support by withdrawal for specific teaching input.
- Support in assessing and identifying need.
- Support from colleagues working collaboratively.

Who might help?

- Teaching Assistants
- Parents
- Other colleagues
- Other pupils
- External agencies

Safety

The utmost safety of all children must be considered at all times. If children are withdrawn from lessons at any time they must be constantly supervised by an adult.