



Bradbury School

Inclusion and SEN Policy

Purpose

To describe the philosophy and provision for students with Special Educational Needs (SEN) at Bradbury School.

To describe how students with SEN are identified, what provision is made for them and how the effectiveness of this provision is monitored.

Philosophy

The students at Bradbury School are the responsibility of all staff and each teacher has a significant role to play in meeting the needs of SEN students. All Bradbury School teachers are teachers of students with additional or special educational needs.

Objectives

- For all students to have access to a broad, balanced curriculum and to experiences and activities provided by the school.
- To identify and celebrate the strengths of all our students.
- To identify gaps in learning and support students to make progress.
- To raise the self-esteem of all students.
- To identify students with Special Educational Needs as early as possible.
- To keep parents fully informed of their child's progress and educational provision.
- To involve students in evaluating their progress, setting targets, and making decisions about their future provision and support.

1. Definitions

Students with Special Educational Needs include:

- *Students who have a greater difficulty in learning than the majority of students of the same age.*
- *Students who have a disability which prevents them from making use of education facilities or accessing the curriculum.*
- *Students whose potential and/or attainment is extremely high*

2. Roles and Responsibilities

(i) The Principal has overall responsibility for SEN in the school.

(ii) The Head of Individual Needs has responsibility for:

- Co-ordinating the provision for students with SEN.
- Managing the team of Individual Needs staff
- Liaising with, and giving advice to, teachers and support staff.
- Overseeing students' records.
- Liaising with parents and carers.
- Liaising with outside agencies.

(iii) Teachers have responsibility for SEN students in their class. This includes:

- Planning to meet the student's needs within the context of their normal class planning/differentiation including the use of Educational Assistants.
- Working with the student, within the class context, to help them achieve their targets.
- Implementing IEPs with the support of IN staff where appropriate.
- Keeping parents/carers informed of student progress and keeping a record of this.
- Involving the student in setting targets and reviewing progress.

3. Identifying students with SEN

(i) A referral can be made about a student by teachers, parents/carers, educational assistants and students themselves.

(ii) The referral should outline the concerns in an email to the Head of Individual Needs which will trigger an initial discussion about the concern.

(iii) A referral may be about concerns in any of the Dimensions of Learning, as defined by the ESF SEN policy (see section 8 below)



Students may enter Bradbury who have already been identified as having SEN, a disability, or diagnosed medical condition. Information received on admission will be shared with the relevant teachers and Educational Assistants.

4. SEN Register and Individual Needs Logs

When a referral has been made an **Individual Needs Log** will be opened to record the concern, the information gathered, and any agreed action.

The Log will be a record of interventions, reviews of progress, meetings with parents, involvement of outside agencies or other significant information about the child.

Diagnosis, assessment details and recommendations from outside agencies will be summarised in the Log by the Head of Individual Needs to ensure teachers have ready access to this information.

At the end of each academic year a copy of the Log is uploaded onto Gateway alongside any other SEN documentation, such as outside agency reports.

The purpose of the Log is to ensure that all staff working with students have access to up to date information about students so they can take steps to meet students needs effectively.

The Individual Needs Log is confidential and should not be shared, copied, printed or viewed by anyone other than the school staff directly involved with the student.

A register of all students with SEN will be kept using the school database Gateway.

Monitoring (M)	1.A concern has been raised, Head of IN has been contacted, information has been gathered, IN Log opened. The concern is being monitored. 2. A student has had support, has made sufficient progress to no longer needed and is being monitored for 1 term.
Level of Adjustment (LOA) 1	The student is having additional support from the IN department staff.
Level of Adjustment 2 (LOA2)	The student has an outside agency report. The students has needs in multiple Dimensions of Schooling and needs regular individualised adjustments and support. The student’s attainment is well below age related expectations. Progress is limited despite consistent additional support over time.

	<i>A student need not meet all four criteria to be at LOA2.</i>
Level of Adjustment 3 and 4	Students have a place in the Learning Support Class. (see also Section 8)

5. Meeting Students' Needs

(i) Every child is entitled to quality inclusive teaching. Teachers will differentiate a broad and balanced inquiry based curriculum to meet a diverse range of needs in their class. They will plan and teach lessons appropriate to move students on to the next step in their learning, including students with SEN.

(ii) Additional support from the Individual Needs staff is managed by the Head of IN. The current staffing is, in addition to the Head of IN, three full time and one part time teacher and six full time Educational Assistants.

6. High Ability Learners

Some students with high ability may have needs which cannot be met through the differentiated class provision described in 5(i) above in one or more areas. These students may

- have extreme abilities and potential
- excel and stand out compared to their peers
- be creative thinkers
- have advanced moral reasoning
- be underachieving

These students will be identified as described in (3) (4) above.

The gathering of information and decisions about what action will be taken will include the relevant VP, PYP coordinator and Principal, parents and students.

7. Reviewing Students with SEN

Teachers regularly review students' progress with the Head of IN where the level of support is discussed, and amended if needed. Recommendations for assessment by other professionals such as Educational Psychologist, Occupational Therapist, Speech and Language Therapist may result from these reviews. Parents and students are included in reviewing progress.



ESF provide Educational Psychology services to the school.

The school has a dedicated therapy room, “The Treehouse” where occupational therapy and speech and language therapy take place. These therapies are at cost to parents. There is close liaison between school staff and the therapists, including review meetings three times per year attended jointly by parents, therapists, class teachers and educational assistants. In order to develop their own knowledge and understanding of SEN, Staff can attend a therapy session with their student in order to observe strategies and techniques used by the therapist which can then be carried over into class. Parents also can attend therapy sessions.

8. Levels of Adjustment

ESF use Levels of Adjustment (LOA) from 1-4 to describe a student’s level of need in across the Five Dimensions of Schooling:

Thinking and Learning
Emotional and Social Well Being
Social and Communication
Speech and Language
Motor Coordination, Physical and Self Care
Medical

The needs of students at LOA 1 and 2 can be met in mainstream school with regular additional adjustments and support from Individual Needs staff.
The needs of students at LOA 3 and 4 can be met in mainstream school with daily adjustments and support from Individual Needs staff.

9. Learning Support Class Students (LSC)

Bradbury is funded to meet the needs of 21 students assessed by ESF at LOA 3 and 4. Although this provision is still referred to as the Learning Support Class, the students at LOA 3 and 4 are part of mainstream classes, with additional staffing provided to support their needs from the IN department. Students at LOA 3 and 4 have an Individual Education Plan which is reviewed four times per year.

10. Monitoring and Evaluating Provision

As part of their evaluation of school effectiveness, the Principal and Head of Individual Needs will monitor the effectiveness of the policy and procedures in meeting the needs of students with SEN. Success factors will include:

- Early identification of students with SEN.



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- Extent to which student views and opinions are taken into account effectively.
- The school and parents work in partnership
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection
- The school works in close co-operation with other agencies and fosters multi-agency working

Last Reviewed in 2017
Next review due: 2020



Supporting students with social and emotional difficulties

Purpose

This policy outlines the philosophy and approach to providing support for students with social and emotional difficulties. This policy is consistent with the School's mission statement which is:

- **Builds strong foundations in a dynamic, innovative and enjoyable learning environment**
- **Supports the needs of learners through a balanced curriculum**
- **Empowers learners to be socially and globally responsible**

Philosophy

When students are experiencing difficulties at home or in school their learning and behaviour can be adversely affected.

A student may be anxious, have friendship and social problems, lack confidence, have poor self esteem, present with poor behaviour, or have difficulty showing or dealing with their emotions.

By providing emotional support, enabling students to explore their feelings, and by providing them with strategies and tools to help them move forward, a student can feel better about themselves, build their self confidence and be more successful in school.

This support is available in the following ways:

School Counsellor; Play Therapy; Drawing and Talking therapy; support from ELSA (Emotional Literacy Support Assistant); and the Friends/Fun Friends programme.

Referral pathway

1. Concerns

Concerns raised by anyone working with a student should be followed up with a referral to the Head of IN by email, briefly outlining the concern. An Individual Needs Log is opened and the concerns are recorded. The parents will be contacted, usually by the person raising the concern, and the concern will be shared with them.

2. Gathering of information



Any information already held by class teacher, Head of IN and by VPs is collated by the Head of IN. The *Strengths and Difficulties Questionnaires* (SDQ) are completed by teacher/parents/students to provide more detail about the student's needs.

3. Pastoral Team meeting

The information gathered is discussed by the Pastoral Team (may include Principal, Head of IN, Counsellor, VP).

The Pastoral Team will recommend the next steps, such as inclusion in a school programme, referral to counsellor, referral to outside agency (see details of provision available below). A decision might be taken to monitor the student for a set period of time. Parents will be kept informed. Records of decisions and actions will be kept in the student's IN log.

4. Parental referrals

A parent requesting an appointment with the counsellor should contact the Head of IN by email. They will be asked to meet with her to discuss the concern. The Head of IN and the counsellor will discuss and prioritise. CB will keep records and share with relevant VP/class teacher.

5. Critical incidents and exceptional circumstances

Students involved in critical incidents such as bereavement will be prioritised for counselling by the Principal in consultation with the Head of IN.

6. Review

The Pastoral Team will review the student's progress every 6-8 weeks, or more frequently if required, with parents and/or student involvement where appropriate. The SDQ will be used to review progress.

Support available at Bradbury

Friends/Fun Friends

Students who lack resilience might be referred to Friends/Fun Friends. The programmes use a Cognitive Behaviour Therapy approach, giving students the tools to think positively, scale problems, learn coping strategies such as Mindfulness, and develop plans to solve problems. Students usually work in a group once per week with a trained facilitator. ***This programme is not for students who do not have any friends or have social communication difficulties.***



ELSA (Emotional Literacy Support Assistants)

ELSAs work with students usually 1-1 once per week. They set goals with the students focusing on what they would like to improve. Students who lack self confidence, have difficulties making friends, who are showing anxiety or seem unhappy, might benefit from working with an ELSA. Students who would not cope with a group approach, such as Friends, could work on the Friends programme with an ELSA individually. Each of the Individual Needs EAs are trained ELSAs. The ELSAs work with a supervisor (teacher) to set goals, timeframes, and select the right tools to support the student. The school Educational Psychologist is an ELSA mentor, and can also provide support.

Play Therapy

Child-centred play therapy can benefit children who have difficulty adjusting to changes in their lives. For example, new siblings, divorce, separation, illness, bereavement, trauma, experiencing social difficulties, shyness, bullying, or having behavioural difficulties in the classroom. One to one play therapy sessions are confidential and are held after school with the qualified, registered play therapist.

Drawing and Talking

Students who may have difficulty managing their behaviours and emotions could benefit from this therapy. Students work 1-1 once a week during school time with a trained teacher. Drawing and talking helps children express their concerns and worries through their drawings in a relaxed and non judgemental environment.

Counselling

This provides an opportunity for students to talk in confidence about things that are worrying them or interrupting their ability to learn. The counsellor, as part of the school team, focuses primarily on the personal, social and emotional development of the students. The aim of the counselling service is to professionally meet the needs of the student in a familiar, safe and secure place. Counselling supports students with issues such as: parental separation; stress; friendships; change; behaviour issues; anger management; bullying; traumatic events and bereavement.

The counselling service is parent funded. Parents enter into a private agreement with the counsellor regarding her fees and services. There is no obligation for parents to use the school counsellor and, of course, may choose to obtain these services elsewhere.

- Time used for these interventions is considered learning time. As with all interventions which require a student to work outside their classroom, adults should



take into account the student's timetable and ensure that the student and class teacher are comfortable with the agreed timings.

- Child Safeguarding: all adults working with students in these programmes and interventions should be mindful of Bradbury School's Safeguarding Procedures.
- **If a student is deemed to be at risk of significant harm from others, to others, or to themselves the adult involved will inform the Vice Principal (CPO), or Principal**
- The school counsellor is managed by the Head of IN, who will meet with the counsellor on a regular basis to discuss the service provided to students and to act as a liaison between the counsellor and class teachers if required.



Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name

Male/Female

Date of Birth

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the other side

Overall, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

No	Yes – minor difficulties	Yes – definite difficulties	Yes – severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

- How long have these difficulties been present?

Less than a month	1-5 months	6-12 months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties upset or distress the child?

Not at all	Only a little	Quite a lot	A great Deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties interfere with the child's everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great Deal
PEER RELATIONSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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• Do the difficulties put a burden on you or the class as a whole?

Not
at all

Only a
little

Quite
a lot

A great
Deal

Signature Date
Class Teacher/Form Tutor/Head of Year/Other (please specify



School Counsellor Policy

Student Feedback Form - Bradbury School Counsellor service

Please complete this form to let us know about your experience with the school counsellor.

	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not applicable
The counsellor helped me to understand my situation and my feelings.						
I would ask to see the counsellor again if I needed to.						
I was able to achieve my goal.						
I feel more able to cope at school.						
My relationships with friends have improved.						
My relationships with teachers have improved.						
My relationships with my family have improved.						
My behaviour has improved.						
I can now concentrate on tasks in and out of school better.						
I feel more positive.						
I have new strategies that I can use to cope.						

What were the best things about counselling?

It would have been better if...



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Signed:

Date:

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