



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

FOR SCHOOLS WITHIN QUEST

**St. Peter's C. of E. Primary School, Hindley
Hindley Green Community Primary School
St. John's C. of E. Primary School, Hindley Green
St. John's C. of E. Primary School, Abram
University Collegiate School, Bolton**



September 2020
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Special Educational Needs & Disability Policy

QUEST Special Educational Needs & Disability Policy was revised during the Autumn Term 2020.

Introduction

St. Peter's, Hindley, St. John's, Hindley Green and St. John's, Abram are Anglican Primary Schools for pupils from 4 plus to 11 years and Hindley Green CP is a Community Primary school for pupils from 3 plus to 11 years. They provide a broad and balanced DREAM curriculum within mainstream education, whilst still giving due consideration to the special needs of their pupils.

The University Collegiate School is a UTC for students aged 11-19 with a specialist focus on Health Sciences and Engineering

Aims of the Schools

We hope to:-

1. create, maintain and increase the pupil's confidence in all areas of the curriculum
2. ensure pupils/students learn new skills and to reinforce those already learnt
3. encourage pupil and pupil/teacher interaction
4. encourage pupil participation in class/group situations
5. create opportunities to improve standards for all
6. enable each pupil to raise levels in literacy and numeracy moving closer to fulfilling their potential
7. prepare pupils for the responsibilities and experiences of secondary/further education
8. fulfil the legal requirements of the Special Educational Needs Code of Practice

Activities should be presented so that each pupil is able to demonstrate what they know and can do. Account needs to be taken of the difference in the current achievements, needs and interests of the individual.

Pupils/students must be given opportunities to respond to a task in a way that enables them to express their own skills and knowledge as well as possible. We must strive to meet the needs of pupils/students in terms of security, guidance and support.

Inclusion Statement

The schools are ones in which the teaching and learning, achievements, attitudes and well being of every pupil matters. We aim to achieve this through our policies, outlook and practices.

Access Statement

Every pupil is entitled to full access to the school and to a broad, balanced and relevant curriculum through the effective allocation of human, physical and financial resources. All pupils/students should understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that brings feelings of success and achievement.

Definitions of SEN & D

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them” (Education Act 1996)

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.

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

Special educational provision means:

Educational provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of their age in schools maintained by the LA or academies, other than special schools, in the area.

A child is disabled if they are blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such disability as may be prescribed (Section 17 (11), Children Act 1989).

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities (Section 1 (1), Disability Discrimination Act 1995).

Entitlement

In writing this policy, account has been taken of the Special Educational Needs and Disability Act 2001, Special Educational Needs Code of Practice 2015, Inclusive Schooling Children with Special Educational Needs Guidance 2001, Education Act 1996, Disability Discrimination Act 1995, Children Act 1989, Equality Act 2010, the National Curriculum 2013 and the philosophy, organisation and aims of the Trust documents.

This policy should be read with specific reference to the following Trust documents and policies:

- 1 QUEST Local Offer (see appendix 3)
- 2 The Equality Scheme and Accessibility Plan
- 3 The Teaching and Learning Policy
- 4 The Safeguarding and Child Protection policy
- 5 The Intimate Care Policy
- 6 The Positive Behaviour Management Policy
- 7 The Anti-Bullying Policy
- 8 The Able, Gifted and Talented Policy
- 9 The Supporting children with medical conditions Policy
- 10 The general aims of the individual schools

This SEN & D Policy is available to parents on request and on QUEST's website.

Objectives of the Policy

- 1 To identify a child's specific learning needs as early as possible
- 2 To meet the needs of a child with SEN&D through the culture, practice, management and deployment of resources in schools
- 3 To meet the special education needs of children in the mainstream setting
- 4 To see and take into account the views and wishes of the child, in the light of their age and understanding
- 5 To involve fully the parents in supporting their child's education and expect that

- parents will support the school in meeting their child's needs
- 6 To ensure that children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum
 - 7 To facilitate the highest possible standards of achievement in all areas of the children's development
 - 8 To review regularly interventions for each child to assess their impact and the child's progress
 - 9 To have close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues.

(Taken and adapted from SEND Code of Practice 2015)

Review

This policy will be under constant scrutiny to ensure that it is meeting the needs of our children. It will be reviewed:

- * Annually
- * If found to be lacking in any area
- * If Government Legislation demands it

This policy has been reviewed with due regard to the Equality Act 2010 and was presented to and approved by the Board of Directors during the Autumn Term 2020.

Signed by:

B. Anthon

Chair

Date September 2020

Management of the SEN&D Policy

The Board of Directors, the CEO, Director of Academy Excellence and Principals take overall responsibility for the Trust's SEN & D policy.

In our primary schools, the Inclusion Manager, with responsibility for the day-to-day operation of the SEN&D Policy, is **Mrs. V. Klage** who has The National SENCO Award qualification and the Diploma in Trauma and Mental Health Informed Schools (Practitioner Status).

In the UCS, the SENDCO, with responsibility for the day-to-day operation of the SEN&D Policy, is Ms. N. Hamill, who has the National Award for SEN Co-ordination and the Certificate for competence in Educational Testing (CCET) and the Access Arrangements Course (AAC).

The Director with responsibility for SEN&D is Mrs. J. Smith. Directors attend relevant courses on the SEND Code of Practice 2015 and other SEN based courses as appropriate.

Teaching staff, Learning Support Assistants and Teaching Assistants across the Trust are trained in a variety of specialisms enabling them to deliver small group/individual interventions appropriate to the pupil's needs.

Admission Arrangements

Admission arrangements are the same for all pupils/students admitted to the schools. No school within QUEST discriminates against the admission of pupils/students on grounds of the SEN&D. Each pupil is entitled to receive educational opportunities appropriate to his or her abilities. In some cases positive discrimination may occur if professional bodies considers one of the Trust schools to have the best provision for a child and this will be detailed within the EHCP

Visits by Pupils/students and Parents

Parents of pupils/students with SEN&D are introduced to the Trust policy by the Principal and Inclusion Manager/SENDSCO wherever possible, especially prior to entry on the school roll. At this time, prospective parents and pupils/students are welcome to visit the school.

Pupils who will start in Reception class will be invited to school on several induction days in the summer term prior to September entry as part of the 'INSPIRE' project.

Students who start at the UCS will be invited to attend induction days prior to September entry. They will benefit from individual meetings with the SENDSCO and other relevant key staff. Students will be able to get to know the school building and can access an online tour of the school and introduction to the teachers via the school website.

Access to the School

a) Building

St. Peter's, St. John's, Hindley Green and St. John's, Abram are on one level, and have ramps to every door and a toilet where wheelchairs are easily accessible. There is also a shower room accessible by wheelchair.

Hindley Green CP is a new two storey building with a lift and hygiene room.

University Collegiate School is a three storey building with a lift, a medical room and a hygiene room.

b) General Life of the School

All pupils/students, regardless of SEN&D, are given full access to playtimes, lunchtimes, PE/Games, day and residential visits and social activities with amendments/exceptions as appropriate to the needs of the pupil. To aid this integration adults may be allocated to pupils/students where appropriate. This may take the form of a LSA/teaching assistant/lunchtime organiser or similar. In certain cases, in order to support pupils/students with a higher level of need, access to a Small Learning Community may be required.

Access to the Curriculum

General curriculum development and planning takes account of pupils/students with SEN&D through increased **differentiation**. Curriculum objectives, context, learning activities, teaching methods and resources are varied to cope with the range of experience of our pupils/students. **Our aim when differentiating in the classroom is to ensure that all pupils/students maximise their full potential.**

Pupils/students who come to school feeling confident and with a positive self-image will perform to the upper limits of their ability. We believe that this feeling of well-being is enhanced through meaningful learning experiences in the curriculum which ensure continued success.

Differentiation informs all our curriculum planning by rethinking ways in which learning experiences are organised and presented to the pupils/students as a whole class. Our starting point is to view individual needs as a challenge to explore ways in which we might need to adjust, extend and enhance learning opportunities on behalf of the pupils/students.

We recognise that successful differentiation does not rest on pupil ability alone, but should reflect aspects which have implications for grouping of learners, for pace and for type of learning activity.

We aim to improve access to the curriculum by considering different:

- Aims
- Content
- Learning contexts
- Breadth
- Depth
- Pace
- Language
- Materials to support activities
- Forms of teacher/pupil interaction
- Forms of pupil recording
- Forms of pupil grouping
- Teaching styles
- Forms of classroom organisation
- Uses of support staff
- Forms of assessment
- Kinds of marking
- Resources for self-directed learning
- Reinforcement
- Feedback
- Levels of motivation
- Levels of motor skills

- Levels of confidence in oral work
- Levels of maturity of response
- Four methods of task differentiation are used to provide variety in the ways of working.

Differentiation by task

Different tasks are given to different children either on a group basis or an individual basis. These tasks may all be related to the same topic but differentiated according to attainment or they may be on different topics. Some children may be given tasks which involve new teaching points others may be given reinforcement or consolidation tasks.

Graduated Follow-up Tasks

Pupils/students are given the same starting point but have a planned range of follow up tasks of different levels of difficulty leading to some teaching points appropriate only to the more able children.

Differentiation by Support

This can be either physical or material such as in literacy through the use of word lists, dictionaries or through the allocation of adult help to an individual/group.

Differentiation by Outcome

All pupils/students are given the same 'open-ended' starting point and they each respond at their own level. The teaching points taken up will depend upon what each pupil does.

Disapplication from the National Curriculum

Only in extreme cases would disapplication be sought.

Modifications/Concessions to the National Curriculum

Extra time, amanuensis and readers are allocated to pupils for the end of key stage SAT's.

At KS4 and KS5, Access Arrangements for GCSE, A-level and BTEC examinations are awarded in line with JCQ Access Arrangements regulations. The centre appoints an appropriately qualified assessor to carry out all Access Arrangements testing.

At other times modifications are made to enable pupils/students to experience as broad, balanced and relevant a curriculum as possible.

Concerns about Progress

Any worries are seen as a cause for concern and all parents who wish to be seen are usually accommodated within a 24-hour period - the same day if at all possible.

Queries should, in the first instance, be addressed to the teacher concerned. If it cannot be resolved, then the Trust Inclusion Manager / SENDCO / Principal should be contacted. The Director of Academy Excellence and/or CEO and lastly the Board of Directors should be involved if a satisfactory solution to the problem cannot be reached.

We inform and involve parents from the earliest stages ensuring that they are aware of their legal rights and obligations.

Transfer/Transition

All records will be forwarded within 2 weeks of the child leaving with the Trust Inclusion Manager/SENDCO liaising with the appropriate person in the new establishment. This will preferably be done in a face/face consultation.

Absences

Short term absences - when pupils/students are absent for short periods, the Pastoral staff member with responsibility for attendance/Attendance Officer at UCS will ascertain the reason and inform the teacher.

Long term absences – In the Primary Schools, these will be dealt with by Wigan's Start Well Team who has special responsibility for long-term absences. At UCS these will be dealt with by Bolton Early Intervention Team.

Allocation of SEN Resources - Financial

Delegated funding for SEN & D and top-up funding from the LA for those children with Educational Health Care Plans is allocated to cover the cost of LSAs/teaching assistants and resources needed to enable SEN & D pupils/students full access to the curriculum. The CEO informs the Board of Directors of how funding allocated to support SEN&D has been deployed.

Arrangements for SEN&D In-Service Training

This can take place in a variety of ways.

Trust Inclusion Manager/SENDSCO/Staff In-Service Training

1. INSET provided by the Trust Inclusion Manager/SENDSCO as determined by the School Improvement Plan, staff meeting agenda and regular monitoring of staff needs in SEN.
2. LA courses and other external courses
3. School based courses

The INSET has to be planned carefully to comply with the School Improvement Plans and consultation should always take place between the staff concerned and the senior leadership team.

Roles and Responsibilities for Co-ordinating SEN & D Provision

The **Board of Directors** is responsible for

1. Developing and monitoring the Trust's SEN&D policy
2. Ensuring they are up-to-date and knowledgeable about the Trust's SEN&D provision, including how funding, equipment and personnel resources are deployed
3. Ensuring SEN&D is an integral part of the School Improvement Plans
4. Ensuring the quality of SEN&D provision is continually monitored and evaluated
5. Reporting annually to parents of the school's policy on SEN&D
6. Ensuring that the necessary provision is made for any pupil who has special educational needs and disabilities
7. Ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs and disabilities, those needs are made known to all who are likely to teach them.
8. Ensuring that teachers are aware of the importance of identifying, and providing for, those pupils/students who have special educational needs and disabilities
9. Ensuring that a pupil with special educational needs joins in the activities of the school together with pupils/students who do not have special educational needs and disabilities, so far as is reasonably practical and compatible with the pupil receiving the special educational provision their learning needs call for and the efficient education of the pupils/students with whom they are educated and the efficient use of resources
10. Reporting to parents on the implementation of the school's policy for pupils/students with special educational needs
11. Having regard to the SEND Code of Practice 2015 when carrying out its duties toward all pupils/students with special educational needs
12. Ensuring that parents are notified of a decision by the school that SEN&D provision is being made for their child

The **CEO, Director of Academy Excellence and Principals** are responsible for

1. Deciding on the Academy Trust's general policy and approach to meeting pupils/students' special educational needs for those with and without EHCPs
2. The day to day management of the SEN&D provision
3. Informing fully and regularly the Board of Directors about the Trust's SEN&D provision
4. Working closely with the Trust's Inclusion Manager/SENDSCO

The **Inclusion Manager/SENDSCO** is responsible for

1. Overseeing the day to day operation of the Trust's SEN&D policy
2. Monitoring and evaluating the implementation of the Trust's SEN&D policy with reference to the school's monitoring and evaluation policy
3. Co-ordinating provision for pupils/students with special educational needs and disabilities
4. Liaising with and advising fellow teachers
5. Working with class teachers and support staff to plan and review individual education plans and provision maps
6. Organising and attending annual and transitional review meetings for pupils/students with an Education Health and Care Plan.
7. Ensuring resources are available, updated and effectively allocated
8. Managing the performance of some learning support assistants, teaching assistants and HLTA's.
9. Overseeing the records of all pupils/students with special educational needs and

- disabilities
10. Liaising with parents of pupils/students with special educational needs and disabilities and ensuring their full involvement and co-operation in decision making about their child
 11. Contributing to the in-service training of staff
 12. Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
 13. Liaising with and providing regular reports to the Principal Partnership Board and Board of Directors

The **class teacher/subject teachers/form tutors** are responsible for

- Informing the Principals and Trust Inclusion Manager/SENDSCO of any pupil they assess as having special educational needs and disabilities
- Incorporating the requirements of any IEP/IBPs into curriculum planning
- Monitoring a pupil's progress in relation to the IEP/IBP to ensure it is comparable to their peers, relative to the child's starting points.
- Providing a provision map to show support for all pupils/students with additional needs, to remove barriers to learning and to support educational developments appropriate to need.

Responsibilities of school staff are:-

1. Teacher identifies a pupil's potential special educational needs and/or potential disability
2. To liaise with and inform Parent/Carer to enable support for pupil and engagement with professionals
3. Report the initial concerns to the Trust Inclusion Manager/SENDSCO and any recommended school-based assessment is carried out with parental support and consent
4. Class teacher/subject teachers/form tutors and support staff implement possible ways to meet the pupil's needs, e.g. increased differentiation, in-class support, withdrawal for small group work etc.
5. At primary level, the class teacher is responsible for informing the parents of the initial concern and arranging a meeting to:
 - share perceptions of the pupil, e.g. strengths, areas of difficulty, motivation, approach to learning, social and emotional development
 - consult parents about the nature of any provision which could be made and seek their consent
 - agree approaches and targets, including ways in which parents may be able to help

At secondary level, the SENDSCO (maybe supported by form tutor and/or Key Stage Leader) is responsible for informing the parents of the initial concern and arranging a meeting to:

- share perceptions of the student, e.g. strengths, areas of difficulty, motivation, approach to learning, social and emotional development
 - consult parents about the nature of any provision which could be made and seek their consent
 - agree approaches and targets, including ways in which parents may be able to help
6. At primary level, an Individual Education Plan (IEP)//individual behaviour plan(IBP) may be written by the class teacher, including the child and shared with parents. At secondary level, an Individual Education Plan (IEP)//individual behaviour plan(IBP) may be written by the SENDSCO, including the child and shared with parents.

7. The Trust Inclusion Manager/SENDSCO includes the child on the school's SEN&D support
8. The Trust Inclusion Manager/SENDSCO is responsible for co-ordinating the Individual/ Education Plans.
9. The Trust Inclusion Manager /SENDSCO is responsible for informing the parents of the LA parent partnership services which should ensure that the parent has access to information, advice and guidance relating to the educational needs of their child
10. At primary level, the class teacher and Principal are responsible for organising the transfer of information on a termly basis to support staff and review pupils'/students' progress.
At secondary level, the SENDSCO is responsible for organising the transfer of information on a termly basis to support staff and review pupils'/students' progress.
11. At primary level, the class teacher is responsible for reviewing a pupil's progress with the parents at twice yearly parents' evenings or by appointment.
At secondary level, the SENDSCO/form tutor is responsible for reviewing a student's progress with the parents at twice yearly parents' evenings or by appointment.
12. The class teacher/subject teachers/form tutors/Key Stage leaders are responsible for informing the Trust Inclusion Manager/SENDSCO of any problems that may arise between reviews.

Where a pupil continues to make little or no progress, despite well-founded support that is matched to the pupil's area of need, the school may consider involving specialists, including those from outside agencies. Possible triggers for this may be:-

1. Continues to make little or no progress in specific areas over a long period of time
2. Continues to work at levels substantially below those expected of children of a similar age
3. Continues to have difficulty developing literacy and numeracy skills
4. Has social, emotional and mental health difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
5. Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
6. Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

In this instance, the responsibilities of staff are:-

1. The Inclusion Manager/SENDSCO in collaboration with the class teacher/subject teachers/form tutor/Key Stage Leader may recommend the direct involvement of an outside agency e.g. The Educational Psychology Service, the School Link Teacher.
2. The Trust Inclusion Manager/SENDSCO is responsible for informing parents about the role of support services/outside agencies and seeking parental permission for their involvement
3. The Trust Inclusion Manager/SENDSCO is responsible for co-ordinating the writing of Individual Educational Plans/Group Educational Plans /individual behaviour plan with the class teacher/subject teachers/form tutor/Key Stage Leader in consultation with the pupil, pupil's parents, literacy and numeracy co-ordinators, support staff and any outside agency involved
4. The Trust Inclusion Manager/SENDSCO is responsible for organising and conducting review meetings on a termly basis to review a pupil's progress and to plan targets and action in consultation with the pupil, pupil's parents, the class teacher, support staff and any outside agency involved.

5. The class teacher and Trust Inclusion Manager/SENDSCO share responsibility for completing all relevant paperwork for the LA. The Trust Inclusion Manager / SENDSCO is responsible for ensuring that relevant paperwork is forwarded to the LA and copies are stored in the child's SEN file.
6. The class teacher/subject teachers/form tutor/Key Stage Leader will continue to support the child, incorporating any possible extra help and resources as specified by the IEP, attend reviews, where appropriate, and take account of the advice of the outside agencies involved.

Responsibilities of Parents/Carers are:-

QUEST recognises the key role that parents/carers play in enabling pupils/students with SEND to achieve their full potential and parental involvement is valued and encouraged. All parents of pupils/students with SEN&D will be supported to play an active role in their child's education.

Resources - Specialist SEN&D Provision within the school

The schools provide a support system which flexibly offers in-class and withdrawal help to pupils/students with special educational needs. Areas are set aside for small group work. This also serves as a resources area for special educational needs materials and equipment. The schools have developed expertise in meeting the needs of a range of pupils/students with specific learning difficulties.

Experienced, fully trained teaching assistants provide learning support for pupils/students with SEN&D and are involved in assessment and offer advice and support to teachers. The emphasis is very much on a team approach when planning and meeting the needs of pupils/students with SEN&D. LSAs/TA's are trained in behaviour modification to help with children with social, emotional and mental health problems.

Within the schools there are HLTA's and all learning support assistants/teaching assistants are trained to at least NVQ Level 2. The LSAs/teaching assistants have upgraded their skills by undertaking specialist training courses. Some staff provide support to children on a one-to-one basis.

The support system operates within the context of the school's curriculum and recognises that all teachers are responsible for the individual needs of the pupils/students in their class. It is one of the Trust's aims that all pupils/students have access to the balanced, broadly based and relevant DREAM curriculum in primary schools and the relevant specialist curriculum in the UCS. Differentiation informs curriculum planning at all stages. The main aim when differentiating in the classroom is to ensure that pupils/students achieve success and feel their learning experiences have been worthwhile.

The schools acknowledge the wide range of talents and abilities among its pupils/students and provides opportunities for our most able, gifted and talented pupils/students (see policy for Able and Talented children).

The Trust recognises the importance of early identification of pupils/students with social, **emotional and mental health difficulties** and will keep its approach under regular review. The Trust will supplement its own expertise, where appropriate, by drawing on advice from outside agencies, eg EPS, health and social services.

Example of Intervention strategies that may be used in our schools

Communication and Interaction

Talking Partners

An intervention designed to improve pupils'/students' speaking and listening skills, ensuring accelerated progress and improvement in the classroom and beyond

Reciprocal Teaching- a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading.

R Time- a structured programme for Primary Schools that develops positive relationships between children

Therapeutic LEGO

a child-led and peer based social skills and communication group intervention using LEGO.

Social Stories/Social Skills/Comic Strip Conversations

Talking Tables – language and communication programme for Early Years

Talking Ted -language and communication programme for Early Years

Talking Mats – A practical tool to help children to communicate effectively about things that matter to them.

Cognition and Learning

Sounds-Write

A quality first phonics programme which can accelerate learning in a highly structured and systematic way

Phonological Awareness

Maths Recovery

Numicon- A specific resource to support mathematics

Toe by Toe – a highly structured, multi-sensory reading manual.

Fresh Start Reading Programme – a phonics intervention programme.

Touch typing group – a group aimed at increasing tough typing speeds for students.

Social, mental and emotional health

Team Teach (Positive Handling)

Team Teach promotes the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies.

There is a rolling programme in place ensuring that all designated Staff across the Federation are trained in Team Teach.

Boxall Profile

The Boxall profile is an assessment tool that can be used to support children with social, emotional and behavioural difficulties.

Kids Skills

A solution orientated problem solving approach for children focusing on how to turn a 'problem' into a 'skill to be learnt'

Positive behaviour management

Attention Deficit and Hyperactivity Disorder (ADHD) awareness

Autism Awareness

Therapeutic Stories

Sensory and /or physical

CO-OL /Motor Skills United - Co-ordination and learning programmes

Multi- Sensory Learning

Clever Fingers - gross and fine motor skills programme

Squiggle While You Wiggle -fine motor skills/handwriting programme for Early Years

Dough Gym (fine motor skills)

Dough Disco (fine motor skills)

Doodle Sticks (gross and fine motor skills)

Identification/Assessment of Pupils/students with SEN&D

We are at all times striving to identify pupils/students with SEN&D at earlier stages by:-

1. Information from parents and induction visits
2. Expression of concern (from the pupil, parents or an outside agency/Nursery/Primary school)
3. Teacher observation (behaviour and performance indicators)
4. Close links with Health Service via school nurse/doctor
5. Information from other schools/primary schools
6. Foundation Stage Profile
7. Diagnostic teaching
8. Standardised screening and assessment tools
9. Boxall Profile
10. Considering progress against the objectives specified in the English and Math Curriculum
11. Performance against the level descriptions within the National Curriculum at the end of a key stage

Although standardised tests are an aid in identifying a need, more often a pupil's needs are recognised by the class teacher/subject teachers/form tutor. These needs will be discussed with the parent/carer, the Trust Inclusion Manager/SENDCO and with the Principal at pupil progress interviews/through the UCS SEN referral form.

Once a pupil has been identified and placed on school SEN&D Support, procedure, as set down in the Code of Practice 2015, is carefully followed. All registered pupils/students have access to the National Curriculum along with their peers, working at the appropriate level for their identified learning, behavioural and social needs.

School Based Procedures

It is recognised that there is a continuum of need and that the great majority of pupils/students who have special educational needs and disabilities can be met effectively under the school-based strategies, without statutory involvement of the LA.

The Trust adopts a graduated approach to the identification, assessment, planning and review of pupils/students with special educational needs, which has regard to the recommendations proposed in the Special Educational Needs Code of Practice 2015.

Early Years/Foundation Stage

Transition from Nursery to statutory schooling should be as seamless as possible. The Trust will follow all forms of liaison to ensure that a pupil's needs are identified. If not prior to formal schooling, as soon as possible after joining the Trust. Transition is essential to support this process effectively. Pupils in receipt of early years additional resource funding will be discussed at an individual transition meeting in the Summer Term prior to starting Reception. Pupils with additional needs are identified as early as possible so that appropriate intervention strategies can be implemented.

Indicators that pupils in Early Years may need to be placed on the SEN&D Register are:

- Early Years Additional Resource Funding (EYAR)
Where a pupil has already received a minimum of 2 terms of EYAR funding in their early years setting, additional funding may be considered in readiness for the pupil moving into formal statutory education ie. Reception class. There should be no assumption that EYAR funding will be agreed in all cases where funding has been provided during the Nursery year.

The severity of the pupil's needs, their responses to previous appropriate intervention, and the progress made, will also be taken into consideration. Where agreed, EYAR support may be provided until the Summer Term of the Reception year.

- Involvement of outside agencies- where outside agencies eg Speech and Language Therapy Service are already working with the pupil.
- On entry information suggesting that a pupil may be starting Reception at a level significantly below that of their peers.
- Teacher Observation- when a teacher observes that a pupil is functioning significantly below their peers in one of the prime areas; communication and language, social, emotional and mental health and physical development
- Pupils who need additional support within the specific areas of learning
- Pupils who are not yet 'school ready'.

Year 1-Year 6

The possible triggers to place the child on school SEN&D support may be when the pupil:-

1. makes little or no progress when teaching approaches are targeted, particularly in a pupil's identified areas of weakness and strategies with parents/carers are not yet making impact
2. shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
3. presents persistent emotional or behavioural difficulties which are not improved by behaviour management techniques usually employed by the school
4. has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
5. has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Year 7-Year 11

The possible triggers to place the child on school SEN&D support may be when the pupil:-

1. transitions to secondary School with an EHCP in place
2. transitions to secondary school at SEN support on the primary school SEN register
3. makes little or no progress when teaching approaches are targeted, particularly in a pupil's identified areas of weakness and strategies with parents/carers are not yet making impact
4. shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
5. presents persistent emotional or behavioural difficulties which are not improved by behaviour management techniques usually employed by the school
6. has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
7. has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Education Health and Care Plans

1. Where there is evidence that a pupil's learning difficulties may be particularly complex or intractable, the Trust Inclusion Manager/SENDSCO will consult with the pupil's parents and request the LA to conduct an assessment of education, health and care needs. The pupil will continue to receive support whilst awaiting the outcome of the request and the Trust Inclusion Manager/SENDSCO will continue to be responsible for organising and conducting review meetings on a termly basis.
2. If appropriate, the LA will issue an Education Health and Care Plan (EHCP) and arrange, monitor and review provision in conjunction with the family, child and other professionals involved. The Trust Inclusion Manager/SENDSCO will be responsible for ensuring that the objectives specified in the EHCP form the basis of the pupil's IEP. The Trust Inclusion Manager/SENDSCO will also be responsible for arranging annual reviews of the EHCP and completing an accurate record of the review meeting.
3. All EHCP's will be reviewed on at least a 12 monthly basis but obviously if there is any development within this period it will be acted upon.
4. Documentation is undertaken by the Trust Inclusion Manager/SENDSCO and class teacher in accordance with the EHCP statutory and LA requirements. The class teacher/subject teacher/form tutor/appropriate support staff/Key Stage Leader, pupil and parents will be consulted
5. As for all pupils/students with SEN&D, Individual/Group Education Plans for pupils/students with EHCP's are evaluated and reviewed termly.
6. IEPs and all other records are stored securely in the correctly marked files. Each class teacher/subject teacher/form tutor/Key Stage Leader, appropriate teaching assistant and the parents have a copy of the relevant IEPs/GEP's.
7. If an EHCP is made on any child the recommendation will be implemented and it remains the class/subject teacher's responsibility to ensure that the EHCP "advice" be implemented, including the supervision of HLTA's and LSAs/TAs in the implementation.

Monitoring and Review of SEN&D pupils/students

Formal and informal assessments are carried out to monitor progress. IEPs are reviewed at least termly and more frequently for pupils/students with greater needs. IEPs and provision maps are reviewed, developed and monitored to take account of a pupil's progress.

(a) An IEP/IBP should include information about:-

1. The short term targets set for or by the pupil
2. The teaching strategies to be used and parental support required
3. The provision to be put in place (including the school staff involved) and at home, if relevant
4. When the plan is to be reviewed
5. Success and or exit criteria
6. Outcomes (to be recorded when the IEP/ is reviewed)

The IEP should record that which is **additional to** or **different from** the differentiated curriculum plan, which is in place as part of provision for all pupils/students. The IEP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the pupil's needs.

Targets will represent what the pupil might be expected to achieve in a particular area within the time specified and with the support outlined in the IEP/GEP.

Targets need to be:

Specific
Measurable
Achievable
Relevant
Time bonded

Parents will be informed and given opportunities to contribute to the review process. IEP targets will be shared with parents/carers in order that they may fully support their children at home. Where appropriate, they will be invited to attend meetings with external professionals and other agencies. Parents are expected to respect and support the professional judgement of staff working with their children and fully engage as appropriate.

Opportunities are available for parents to attend consultation evenings and see teachers by appointment throughout the year.

It is recognised that pupils/students should be encouraged to participate in decisions about provision to meet their special educational needs and that they will need opportunities to express their views and wishes, to understand that these are valued and take some personal responsibility for their own progress.

Record Keeping – SEN&D Support

In addition to the school's electronic tracking of each pupil, pupils/students with SEN&D are monitored via the school's SEN Support. This shows an overview of the pupils/students who are receiving SEN&D support, EHCP's, referrals and levels of support year by year.

At primary level, all record documents are passed on to the next class teacher before the start of the new academic year.

An end of year report is written for each pupil with SEN&D as for all pupils/students and sent to the pupil's parents.

Annual Review Meetings

A pupil's EHCP is formally reviewed on an annual basis and is a statutory procedure.

The LA initiates the Annual Review, the Trust Inclusion Manager/SENDSCO convenes the meeting and prepares all the documentation prior to and following the review. The Review considers both the pupil's progress over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the educational provision specified in the EHCP. It is a way of monitoring and evaluating the continued effectiveness and appropriateness of the EHCP. The review also sets educational targets for the following 12 months. The LA then decided whether or not to continue or to amend the EHCP. Review meetings are held on or as close as possible to the anniversary of the EHCP being issued. Parents, all staff as appropriate and able, and outside agencies involved with the pupil are invited to attend.

Parental Role/Expectation is that Parents of pupils/students with a Education Health Care Plan are expected to attend an Annual Review Meeting for their child and additional meetings with external professionals as appropriate.

A transitional review for pupils in Year 6 due to transfer to secondary school will be held in the Autumn term prior to their leaving the following August. It is convened by the Trust Inclusion Manager /SENDSCO and attended by the class teacher, parents, external agencies involved and a representative of the secondary school.

The move to secondary school will initially be considered at the review meeting in year 5. At this time it should be possible, in most cases to give clear recommendations as to the type of provision the pupil will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same or similar timescales to other parents.

In a very few cases the options may not be clear at the year 5 review, in which case it may be necessary to hold an interim or early annual review in the Autumn of Year 6.

Very rarely a pupil's needs may change after the year 5 review to such a great extent that the recommendations as to the type of provision will need amendment. This should take place through an interim or Y6 review.

The pupil's EHCP must then be amended accordingly in the light of the recommendations of the annual review, the parents' views and preferences and the response to consultation by the LA with the school. All the amendments for a pupil's placement should be completed no later than the beginning of March before transfer. It is important for placements to be finalised as early as possible in order for any advance arrangements relating to that placement to be made and to ensure that parents and pupils/students feel confident and secure about the arrangements in question.

It is good practice for the Inclusion Manager of the receiving school, where possible, to attend the final review in primary school of pupils with EHCP's for whom the particular school has been named. It will then be possible for the receiving school to plan a differentiated response and an appropriate IEP to start at the beginning of the new school year.

It will also enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

It is recognised that an important aspect of the education of pupils/students with special needs is a whole team approach and review meetings are attended by the parents and the specialists, support staff and class teachers involved with the pupils/students where possible. It is also necessary for the Trust Inclusion Manager/SENDCO to liaise on an informal but regular and often spontaneous basis with the class teachers/subject teachers/form tutors/Key Stage Leaders and outside agencies involved with the pupils/students.

Evaluating Success

This is done by:-

1. Meeting with all staff on a regular basis through staff meeting time and termly to review and write Individual/Group Education Plans.
2. Liaising with LSAs/teaching assistants to monitor children's progress. This is done formally on a 1:1 basis with the Trust Inclusion Manager/SENDCO and is planned on a termly basis. Informal liaison also takes place as issues arise.
3. Reviewing the policy on an annual basis.
4. Monitoring the rate and level of progress in reading, spelling, Literacy and Maths through standardised tests for Years 1-6. Monitoring the rate and level of progress in a number of areas such as reading/spelling through standardised tests and monitoring academic progress across the curriculum for Years 7-13.
5. Monitoring the time pupils/students are receiving SEN Support.
6. Monitoring movement on to and off the register.
7. Feedback from parental consultations and reviews, pupil's view, teacher's view, Directors, OFSTED and Best Value view also indicate success.

Critical success factors are:-

1. A pupil's specific learning needs have been identified early.
2. The needs of a pupil with SEN & D have been met.
3. The special educational needs of pupils/students have been met in the mainstream.
4. The views and wishes of the pupil have been, where appropriate, considered.
5. The parents have been fully involved and engaged.
6. The parents have been fully supportive of the school by allowing them to act in the best interests of their child and by active delivery of support at home.
7. Full access to a broad, balanced and relevant education has been provided to pupils/students with SEN & D.
8. Intervention has been reviewed regularly.

Partnership with External Agencies

At primary level, the school Link Teacher visits the school regularly. Their role is to carry out assessments with pupils who have failed to progress at SEN Support and to provide support and advice on the most appropriate action and provision to be taken.

At secondary level, the Ladybridge link teacher visits the school regularly. Their role is to provide support and advice on the most appropriate action and provision to be taken for students at SEN support.

They also act as an advisor on many aspects of the SEN&D provision in school and on ways in which to secure LA SEN funding. They can be contacted directly by the Trust Inclusion Manager/SENDSCO or Principal as appropriate.

The **Educational Psychologist** visits the school.

Their role is to assess pupils/students deemed eligible for statutory assessment, and to offer advice and support about all matters of SEN. They can be contacted directly by the Trust Inclusion Manager/SENDSCO or Principal for advice and support.

Both the Link Teacher and the Educational Psychologist are involved in a planning meeting set up half-yearly to determine levels of SEN provision and action needed.

Other agencies include:

1. SEN&D support services (learning support team, behaviour support team, reintegration service)
2. Sensory Services (Service for Visually Impaired, Service for Hearing Impaired)
3. CAMHS (Link worker allocated to each school)
4. Parent Partnership/mediation/Conciliation Services
5. Educational Welfare Service
6. Travellers Service
7. Social Services
8. Advisory Service
9. Health Authorities (Speech Therapist, Paediatric Occupational Therapist, Family Psychiatric Unit, School Doctor/Nurse, Health Visitor, Community and Mental Health Services)
10. Hospital Teaching Service
11. LA's Access Officer
11. Virtual Schools Team (Support for Looked After Children)

Parental Involvement

We encourage open, positive and regular contacts with parents to provide information, advice and practical help. The experience, knowledge and views of parents are invaluable in helping us to meet a pupil's special educational needs. Parents are consulted once a pupil has identified needs and are included and informed about any SEN&D provision made. Parents are invited to parental consultations throughout the year, but are encouraged to make arrangement to see members of staff whenever there is concern. Parents are invited to contribute to annual reviews and to meet class/subject/form teachers at parental consultation evenings. Parental engagement is highly desirable to ensure that each child is given the opportunity to reach their full potential.

The Trust Inclusion Manager/SENDCO and teaching staff are happy to arrange meetings with parents at more frequent intervals when there is a need. At primary level, immediate and pressing concerns can be conveyed by phone but for day-to-day matters the use of a home link book can be encouraged. At secondary level, immediate and pressing concerns can be conveyed by phone or e-mail.

All meetings will be minuted and conversations noted.

A time is set aside to meet parents of reception in the summer term prior to September entry to school. Any initial concerns can be communicated to the Trust Inclusion Manager/SENDCO and class teachers at this stage. Close monitoring of each reception pupil's progress is made throughout the year by the class teachers and any concerns communicated to the Trust Inclusion Manager/SENDCO.

Pupil Involvement

The pupils/students actively participate in writing their IEPs which are set in a child friendly format. Where appropriate the views and wishes of a pupil are taken into consideration prior to the annual review of EHCPs.

Partnership with other staff

The schools adopt a whole team approach to the education of pupils/students with special educational needs and creates opportunities for specialists from outside agencies, support staff, Trust Inclusion Manager/SENDCO and class/subject/form teachers to liaise on a regular basis and to co-ordinate action and advise. Staff involved in supporting pupils/students with SEN contribute to curriculum planning.

Partnership with other schools

Close links are established with feeder schools and transitional schools and every effort is made to ensure a smooth transfer for all pupils/students including those with SEN & D.

Practical classroom guides to maximise learning for pupils/students

The Special Educational Needs Code of Practice 2015 states;

‘Teachers are responsible and accountable for the progress and development of the pupils/students/students in their class, even where pupils/students/students access support from teaching assistants or specialist staff....’

“High quality teaching, differentiated for individual pupils/students, is the first step in responding to pupils/students who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of pupils/students/students can make progress through such teaching.”

The following checklists are designed as a guide for classroom practitioners to ensure that high quality teaching ensures maximised learning for all children.

At QUEST we know that parents/carers are key teachers of their child also. **The highlighted statements are ways we expect parents/carers to support learning at home.**

Area of need: Speech Language and Communication	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • Rules of good listening (good sitting, good thinking, good looking, good waiting) taught, modelled and regularly reinforced with use of prompt cards, displays, symbols • Children aware of pre-arranged cues for active listening (e.g. symbol, prompt card, verbal cue) • Key words emphasized when speaking • Use of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, story props, role play, gesture • Positive reinforcement • Instructions broken down into manageable chunks • Sequential instructions given in order of actions • Checklists and task lists used (with visual symbols) to ensure pupils/students know what to do and what equipment they'll need. • Information and instructions simplified if necessary • Give information one step at a time and check it is understood. • Child encouraged to explain what they have to do in order to check understanding • Children are given a demonstration of what is expected • Children understand how to use a system of visual feedback (thumbs up/down, traffic lights) to show if something has been understood • Built in waiting time when questions asked (10 secs) • Prompt cards (who, where, what happened) • Talking buddies • Teaching assistants used effectively to explain and support children to understand and answer questions • Access to quiet, distraction free workspace if needed • Pre-teaching of key vocabulary • Less education speak and more ordinary language 	<ul style="list-style-type: none"> • Programmes advised by Speech and Language Therapy Service • Talking Partners • Nurture Talk • Social Stories/Social skills groups • Receptive language activities e.g. Black Sheep • Talking Tables • Talking Ted • Communication groups • WellComm • Therapeutic LEGO • Rebound Therapy

Area of need: Specific Learning Difficulties	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • Make sure you know the level of difficulty of any text you expect the pupil to read • Key words/vocabulary emphasized when speaking • Instructions broken down into manageable chunks • Sequential instructions given in order of action • Teaching sequencing as a skill • Visual timetables/ checklists • Children encouraged to explain what they have to do in order to check understanding • Children are given a demonstration of what is expected • Children understand how to use a system of visual feedback (thumbs up/thumbs down, traffic lights) to show if something has been understood • Access to a quiet, distraction free workstation if needed • Pre-teaching of key vocabulary • Colour coded word walls • Alternative ways to demonstrate understanding (charts, labelled diagrams, matching activities, talking tin lids, i-pad, clips) • Provide and teach use of a range of writing frames • Alphabet strips/word mats • Writing marked for content • Opportunities to work with a scribe • Use of ICT to reinforce basic skills • Hi –lo reading books • Songs/rhymes • Extra time for tasks/tests 	<ul style="list-style-type: none"> • 1:1 teaching from a specialist teacher • 1:1/ small group multi-sensory support programme eg Soundwrite/Letters and sounds • Daily 1:1 reading • Fischer Family Trust programme • 'Better Reading' programme • Reading recovery/Maths recovery programme • Numicon

Area of need: Attention Deficit Hyperactivity Disorder (ADHD)	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • 'Catch' the child being good and emphasise the positives in front of other pupils/students and staff • Give the child a classroom responsibility to raise self-esteem • Refer children regularly to classroom code of conduct, whole class targets and use consistently- ensuring that supply staff apply same consistency • Play calming music where appropriate • Give breaks between tasks e.g. brain gym • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources • Use interactive strategies • Make expectations explicit for behaviour and learning by setting clear targets with clear explanations • Use a visual timer to measure/ extend time on task • Use post it notes for questions and ideas rather than interruptions • Provide alternative seating at carpet time 	<ul style="list-style-type: none"> • Nurture group support to develop concentration and emotional skills • Kids Skills programme • Small group work to develop listening, attention and turn taking • Regular sessions with Learning Mentor/trusted adult • In class support to facilitate access to the curriculum

<ul style="list-style-type: none"> • Give a set time for written work and do not extend into play time to 'catch up'-the pupil will need these breaks • Allow the child to use a 'fiddle toy'/wobble cushion • Use child's name and give eye contact before giving instructions • Chunk instructions and support with visual cues • Personalise teaching where possible relating work to child's interests • Communicate in a calm, clear manner • Listen to the child giving them the opportunity to explain their behaviours • Keep instructions, routines and rules short, precise and positive. • Provide visual timetables and task lists • Have a range of simple, accessible activities that the child enjoys to use as a calming exercise • Ensure that groupings provide positive role models • Take time to find child's strengths and praise these-ensure child has opportunities to demonstrate their skills to maintain self-confidence 	
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Area of need: Autistic Spectrum Condition (ASC)	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • Use child's name before giving instructions • Some children will benefit from having an individual work station for some activities • Give clear, explicit instructions in the order in which they are to be done. Sometimes may need to give 1 instruction at a time • Ask the child to explain the instruction to ensure understanding • Visual timetable • Visual checklists • Now/next charts • Do not use phrases such as 'would you like to.../shall we...be explicit • Use visual cues to make verbal information meaningful • Give examples of completed work so that the pupil knows what the finished article looks like • Use pre-teaching, T.V programmes/computers/ i-pads to make abstract concepts more tangible • Make initial eye contact but do not expect to maintain it • Allow the child time to think and process information • Have clear, predictable routines • Minimise the use of abstract language • Some children will benefit from having a card which allows them to signal that they need to leave the classroom when stressed to go to a pre-agreed place • Ensure that preferred methods of communication and language are known by all staff within school 	<ul style="list-style-type: none"> • Small group/1:1 work to develop social skills e.g. Socially Speaking/ 'Talkabout' books (Alex Kelly) • Support/ alternative provision for breaktimes/lunchtimes • Nurture group support to develop social skills • Support at times of particular stress e.g. P.E/beginning or end of the day • Regular sessions with Learning Mentor/ trusted adult • Social stories written for particular areas of difficulty • Comic strip conversations work to develop understanding of situations • In class support to facilitate access to the curriculum

Area of Need: Co-ordination Difficulties	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • Consider organisation of classroom/house to allow free movement. • Allow the child plenty of space to work-where space allows place next to a free desk if appropriate • Ensure that left and right handed pupils/students are not sitting next to each other with writing hands adjacent • Seating should allow the pupil to rest both feet flat on the floor • Desk should be at elbow height • Sloping desk provided if necessary • Pencil Grips • Wobble cushion • Encourage different ways of recording work as an alternative to writing • Lined paper with wider spaces to accommodate child's handwriting • Mark starting point on each line with a coloured dot • Attach paper to desk with tape • Cue cards/checklists • Can the Learning Objective be written for the child? • Use planner/ dairy/lists • Additional time to complete tasks • Access to computer • Teach keyboard skills 	<ul style="list-style-type: none"> • Programmes and strategies recommended by the occupational therapy service • Co-ol Project/Motor Skills United • Clever Fingers • Doodle Sticks • Dough Gym • Dough Disco • Squiggle While You Wiggle • Use of voice recognition software

Area of Need: Hearing Impairment	
Quality First Teaching	Possible Interventions
<ul style="list-style-type: none"> • Careful seating that allows the child to see the teacher clearly and also see other speakers (back to the window is good) • Gain child's attention before giving important information/instructions • Keep background noise to a minimum • Slow down speech rate a little, but keep natural fluency • Do not limit use of rich and varied language-trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning • Allow more thinking and talking time • Model and teach careful listening along with signals when careful listening is required • Repeat contributions from other children-their voices may be softer and speech more unclear • Check that oral information has been understood • Face the child when speaking • Keep hands away from mouth • Key words on board to focus introduction and conclusion • Divide listening time into short chunks • Use visual symbols to support understanding 	<ul style="list-style-type: none"> • Equipment and resources as recommended by the Sensory Support Service/audiologist e.g. Sound ranger system, loop system, hearing aids • A language programme such as 'Time to Talk' may support language development for a hearing impaired child by offering a quiet, small group forum • Sign-a-long

Adapted from ' Inclusive Quality First Teaching or Additional to/different from' a practical classroom guide to maximise learning for pupils/students-Targeted Education Support Service July 2013.