

# Hawthorn Primary School



*Our mission is to provide a happy, inclusive, safe and stimulating learning environment where pupils, parents and staff feel valued and develop as individuals*

## **SEN Policy**

**2017-18**

Wales is currently in a transition phase with regard to SEN and the proposed ALNET bill, however, for the purpose of meeting current statutory duties, this policy relates to the 2002 legislation still in force, although the school has already begun to make changes in its practice to reflect the forthcoming legislation.

## **Background**

Nearly one in six children is considered to have special educational needs and successive governments have developed the statutory framework to respond to the diverse needs of individual children. Schools and early education settings have to have a written SEN policy.

The information that must be included in a policy is described fully in the *SEN Code of Practice for Wales 2002*.

- basic information about the school's special educational provision
- the school's policies for the identification, assessment and provision for all pupils with special educational needs
- the school's staffing policies and its policy on partnership with bodies beyond the school

Governing bodies must publish information about, and report on, the school's policy on SEN. This must be freely available to parents. The school as a whole should be involved in the development of the policy and it should be subject to a regular cycle of monitoring, evaluation and review.

The governing body's annual report must include information on the implementation of the governing body's policy on pupils with special educational needs and any changes to the policy during the last year.

### **Definition of Special Educational Needs**

"Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

"Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local educational authority (LEA); and
- c) are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

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

"Special educational provision means:

- for pupils of two or over, 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 LEA, other than special schools, in the area
- for children under two, educational provision of any kind."

All mainstream schools must appoint a designated teacher to be the special educational needs co-ordinator (SENCo), who will be responsible for the day-to-day operation of the school's SEN policy. He or she will co-ordinate provision for pupils with SEN, maintain the SEN register, and liaise with

parents, staff and external agencies. Hawthorn Primary School's SENCo is Mrs Karen Ghazi-Torbati, who holds the TLR for Inclusion.

### **Introduction**

Hawthorn Primary School was inaugurated in September 2008 and moved into the new building in September 2009. The school currently has 249 children on roll. Approximately 30 children are admitted to the school in each academic year.

Children are eligible to attend the Nursery after their third birthday and are admitted to school in the academic year in which they are five years old. The school has a policy of establishing links with both parents and children and any professionals working with the family before admission. Parents of new entrants are invited to school prior to admission and children are encouraged to visit to familiarise themselves with their new environment. It is within this supportive environment that parents are also encouraged to divulge any concerns they might have about their child.

Some of our pupils come from homes which have been affected by unemployment, marriage breakdown, or are from single parent families. There are several children who enter formal education from backgrounds that are linguistically deprived and this is reflected in the number of children identified as having Special Educational Needs (SEN). A small number of children come from homes where English is a second language, and whilst these children are not included in current legislation as having SEN, insufficient or no English vocabulary has a direct influence on their ability to succeed and therefore cannot be ignored.

The school provides a broad, balanced and inclusive curriculum for all children. Teachers identify and set suitable learning challenges and respond to children's diverse learning needs.

A minority of our children have particular learning requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy aims to ensure that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims**

At Hawthorn Primary School, we aim to

- enable every pupil to experience success

- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- involve pupils in evaluating and planning their learning
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

### **Relationship to other policies**

This policy should be read in conjunction with the policies on Teaching & Learning, Behaviour, Inclusion and the Equalities Scheme. The Accessibility Action Plan is also pertinent to this policy.

### **Objectives**

At Hawthorn Primary School all staff will cater for the pupils in their classes and ensure equality of opportunity in fulfilling their responsibilities as class teachers.

- The needs of pupils will be met through a Graduated Response to provision for all pupils registered with SEN
- Class teachers will differentiate classroom tasks, resources and materials and strive to match work to pupil need. This will be reflected in all levels of planning
- All pupils, where appropriate, participate fully in assessment for learning through self assessment and personal target setting according to the school's ethos
- Focused individual programmes (IEPs/IBPs) are in place to support individual need and provide attainable targets for children with SEN in the key areas of communication, literacy, numeracy, behaviour, social skills and medical conditions
- According to the Code of Practice, effective support will be provided by advice from the SENCo and support from Teaching Assistants (TAs) in conjunction with the support of all teachers. All staff are provided with opportunities to access training to develop the skills required to promote effective learning.

### **Short Term Objectives**

#### Areas for development relating to SEN

- To provide additional support for pupils presenting with difficulties in Writing through the implementation of the Rapid Writing programme, Direct Phonics and targeted spelling and phonics support
- To provide additional support for pupils presenting with difficulties in Reading through the implementation of the Rapid Reading Programme, SAIL and STARS type interventions and the ORT Dyslexia Programme and class based additional and differentiated support
- To implement the Handwriting Motorway programme as appropriate across the school to support pupils presenting with difficulties in fine motor control
- To ensure that pupils with SEN show an awareness of targets and begin to self evaluate progress
- To monitor classroom provision for pupils with SEN to ensure that differentiation in place reflects IEP targets
- To use data to identify reasons for under attainment

This policy aims to outline the procedures and strategies used to identify, assess, monitor and review SEN pupils in the school. It aims to ensure that

- every child is provided with opportunities to help them achieve their full potential in a pleasurable, happy and supportive environment
- an environment is created that meets the special educational needs of each child
- that the special educational needs of children are identified, assessed and provided for
- the expectations of all partners in the process – staff, parents or carers, external agencies and the child – are made clear
- the roles and the responsibilities of staff in providing for children's special educational need are clearly defined
- all children are enabled to have full access to all elements of the school curriculum
- differentiation in the classroom takes into account the individual pupil's SEN in relation to grouping, pace of work, clear teaching and effective learning
- targets and resources adopt a 'small steps' approach where appropriate
- this is reflected in the Schemes of Work and all levels of planning
- parents are regularly informed of their child's level of attainment and advised how to support at home
- resources associated with SEN are developed and audited as appropriate
- liaison with SENCO and Primary Cluster Schools is developed
- any reports/records received and maintained from previous settings and external professionals are considered.

## **Inclusion**

**‘children with special educational needs should normally be educated in mainstream schools so long as this is compatible with receiving the special educational provision that their learning difficulty calls for; the efficient education of other children and the efficient use of resources’**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children’s needs by:

- providing support for children who need help with communication, language, literacy and numeracy and social skills
- planning to develop children’s understanding through a multi-sensory approach and different strategies for learning
- planning for children’s full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning safely and effectively
- helping individuals to manage their emotions, particularly trauma or stress, and to participate in effective learning

## **Special Educational Needs**

Children with special educational needs have learning difficulties that impact on effective learning and call for special provision to be made. All children may have special needs at some time in their lives. Schools are statutorily instructed to distinguish between the different stages of assessment. The revised Code of Practice 2002 has identified School Action (Early Years Action) as the school based stage and School Action Plus (Early Years Action Plus) and Statement as multi professional assessment stages which require the support and expertise of outside agencies.

## **Roles and Responsibilities of Headteacher, Staff and Governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher’s responsibility to provide for pupils with SEN in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual’s special educational needs and for following the school’s procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in partnership with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor, the governor for Disability and Equality who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for

- the management of all aspects of the school's work, including provision for pupils with SEN
- Informing the Governing body about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy through the annual report to parents
- they have regard to the requirements of the *SEN Revised Code of Practice (2002)*
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- they, and the school as a whole, are involved in the development and monitoring of this policy
- SEN provision is an integral part of the school improvement plan
- the quality of SEN provision is regularly monitored.

**The named governor for Disability and Equality who has the responsibility for overseeing SEN is Miss Rachel Carr.**

The **special educational needs co-ordinator (SENCO)** is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for and managing the responses to children's special needs
- liaising with and advising other staff



- working in partnership with class teachers to identify pupils with SEN and advise on appropriate support
- contributing to the development of joint and detailed assessments and observations of pupils with specific learning problems
- ensuring class teachers maintain the records of all children with special educational needs
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs/IBPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising with parents of pupils with SEN, as appropriate, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, completing documentation and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year TA intervention records and standardised tests
- contributing to the in-service training of staff and presentations to governors
- Evaluating the impact of teaching assistants' delivery of interventions
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- Inclusion of pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- Maintaining records of all children with SEN
- Devising strategies, drawing up Individual Education Plans (IEPs/IBPs), setting targets appropriate to the needs of the pupils, and planning for use of appropriate resources and materials for use with pupils with SEN

- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- Keeping the SENCO informed of any changes to SEN Provision
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

SEN issues are regularly discussed at staff meetings as it is recognised that the responsibility of children with SEN is that of all staff.

Teachers and SENCO meet regularly to determine appropriate planning and provision. IEPs/IBPs are written collaboratively, and using advice from other agencies, as appropriate. The parents are discussed with the parents at a review meeting to which parents are invited.

#### **Teaching Assistants** (see TA and SEN provision maps)

- are fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

#### **Admission Arrangements**

The admission arrangements are in line with the Equality Act (2010) and admission for pupils with SEN is the same as that for other pupils.

#### **Allocation of resources**

- Provision is mapped and costed to ensure efficient and effective use of resources
- The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including coordinating the provision for children with statements of special educational needs.
- The headteacher consults with the governing body on how the funding is best deployed to support special educational needs.

Appropriate resources for children with additional learning needs support all areas of the curriculum.

#### **Assessment**

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation to support learning.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.
- The SENCO works closely with parents and teachers, TAs and external professionals (as appropriate) to plan a programme of intervention and support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment and learning into smaller steps in order to aid progress and provide detailed and accurate indicators.

#### **Assessment resources in School (to be utilised as appropriate)**

- County Guidance Criteria
- Incerts
- Field Notes and subjective assessments made by class Teachers
- Foundation Phase Profile
- KS1 Teacher Assessment
- KS2 Teacher Assessment
- Handwriting Motorway Assessment
- Welcomm Assessment
- Salford Reading Test
- NFER Mathematics
- WAG Literacy & Numeracy standardised tests
- Language Link Screening
- Speech Link Screening
- Talkabout Assessments
- Nippers Assessments
- Nelson Individual Placement Test
- Youngs' Parallel Spelling Test
- Edinburgh Picture Test
- BSTS Spelling tests
- BPVS
- Salford Reading Test
- Assessment could also include Miscue Analysis, Concepts about Print Test, Writing Vocabulary, Reading Vocabulary – high frequency, Words and Oxford Reading Tree keywords, Sound /Letter and phonic analysis and writing sample. British Ability Scale Reading Test.

There is, of course, ongoing assessment for all children throughout the school year eg teacher assessments, reading records, field notes etc. Any child presenting with difficulties would be further assessed and monitored carefully by the SENCO, classteacher and external professionals (as appropriate). We are keen to respond to children's difficulties promptly and whenever they become apparent as we recognised the value of early intervention – thus SEN assessment is at any time and on-going. IEPs/IBPs are written and evaluated each term. IEPs/IBPs are also updated if a child has achieved a target before the review date.

### **School Action**

The SENCO and class teacher collaboratively gather information and coordinate the child's SEN provision.

A child might be moved to School Action as a result of

- performance monitored by teacher as part of ongoing observation and assessment
- outcomes from baseline assessment results
- lack of progress in literacy or numeracy
- standardised screening or assessment tools – pupils scoring less than SS85 in WG English and Maths tests would be put on the SEN Register
- Behavioural, Social or Emotional Difficulties etc

The SENCO will, in consultation with the class teacher liaise with outside agencies, as appropriate. The class teacher will write, in consultation with the child and their parents / carers, write an IEP or IBP.

The IEP/IBP sets out the nature of the child's difficulties, any special provision, resources involved, frequency and type of support, nature of parental involvement, targets to be achieved, success criteria and a date for review. School Action IEPs/IBPs are reviewed three times per year.

Support should primarily be provided by class teacher differentiation although there may be individual or group withdrawal for a time limited intervention, in-class support, or additional monitoring and supervision (eg BESD).

### **School Action Plus**

- At this level, the teacher and the SENCO are supported by outside agency involvement.
- The child's attainment at School Action level is monitored and reviewed.
- The child continues to make little or no progress and continues to have difficulties in acquiring key skills and concepts
- The child has emotional or behavioural difficulties which regularly interfere with child's own learning or that of peers
- The child has sensory or physical needs requiring specialist input and resources

- has ongoing communication or interaction difficulties which impede the development of social relationships and cause substantial barriers to learning

The SENCO, after consultation with class teacher and parents, may request external specialist support to assess the needs of the child and provide appropriate support and advice.

The SENCO provides, with parental permission, external specialists with all relevant information on the child. Advice from support services is shared with parents and may be used to draw up a new IEP/IBP. Support may again be individual or group support, withdrawn or in-class support and class teachers will continue to differentiate work appropriately.

Reviews are arranged three times per year to monitor targets. Parents and external agencies, as appropriate, are invited to participate in the review, along with the SENCO and class teachers and TAs. Action as a result of a review might involve another IEP/IBP at School Action Plus; a reversion to School Action with appropriate IEP/IBP or consideration for the need for statutory assessment.

### **School Action Plus Plus / Formal Assessment**

The needs of the majority of children should be met by School Action and School Action Plus. In a small number of cases, however, the LEA will need to make a statutory assessment of special education needs and then consider whether or not to issue a statement. If a statement is not issued they may consider to register the child at School Action Plus Plus which gives access to further resources for the child.

The child may be brought to the Local Authority's attention as possibly requiring an assessment through school request with relevant evidence and assessment data or a request by the parent under Section 328 or 329 of the Education Act 1996 or a referral by another agency (eg Health Professionals or Children's Services)

### **Statement**

A statement provides additional resources for the child and a precise educational prescription based on an accurate and detailed analysis of needs.

Parental involvement and views are encouraged and welcomed.

Statements are reviewed annually with school, parental and multi-agency participation.

Hawthorn Primary School carefully monitors underachievement and medical conditions. We consider that early identification and acknowledgement of concern is vital and thus, we keep detailed notes on all children, in particularly those who, whilst not meeting the criteria for School Action, are of concern.

### **Access to the Curriculum**

We are an inclusive school. All our children are entitled to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and to experience level of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning. We work collaboratively with Teaching Assistants and external agencies to ensure that appropriate provision is identified for each child with SEN and this provision is planned and evaluated weekly.

Individual Education Plans / Individual Behaviour Plans, which employ a small steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEN register have an appropriate IEP / IBP or both.

We endeavour to support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To maximise learning, we deliver SEN provision in a range of environments; the children work in small groups, or in a one-to-one situation outside the classroom, or in-class support is given. At all times we try to ensure that the environment chosen is that most appropriate to effective learning. Specialised programmes within the school that are use with SEN pupils include SAIL, STARS, Direct Phonics, Letters & Sounds, Wellington Square, Rapid Writing, Rapid Reading, Handwriting Motorway, Welcom, Talkabout, Language Link and Speech Link.

### **Partnership with Parents**

At all stages of special needs provision, the school keep parents fully informed and involved. They are invited to all reviews and are actively encouraged to work in partnership. We take account of the wishes, feelings and special knowledge of parents at all times. We encourage active parental contribution by involvement in setting targets and discuss ways to support at home. Parents are informed of all outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs. Should parents not attend a review meeting, a copy of the IEP / IBP is sent home with an

invitation to make an appointment which may be more convenient. We ask parents to sign the IEP/IBP.

### **Involving the Child**

“Children who are capable of forming views have a right to make known and receive information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.” (Articles 12 and 13, The United Nations Convention on the Rights of the Child). At Hawthorn Primary School it is our policy to involve the pupil as much as possible in implementing any individual educational programme. Pupils need training and encouragement to help them participate and become involved in their own decision making. Children are involved in their own assessments. Where practicable, children are involved in setting the targets for their IEPs so they are aware what they have to do in order to achieve them. They also collaborate in setting their own classroom targets. By involving children in the decision making and monitoring procedures it is possible to boost self-esteem and self-confidence as well as encourage independent learning.

### **Arrangements for Monitoring and Evaluation**

The success of the school’s SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- Meetings between SENCo and SEN Governor
- school self-evaluation
- the governors’ annual report to parents, which contains the required information about the implementation and success of the SEN policy
- the school’s SEN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for monitoring provision in the school
- visits from LEA personnel and Estyn inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs/IBPs and targets, revise provision and celebrate success.

### **Complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher’s comments, should ask to speak to the SENCo. For a problem that might need

time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the Headteacher, Mr A Dinsmore or the Chair of Governors, Mr Roger Brind if they prefer.

*The policy is to be **reviewed** during the whole-school review as part of the school's development plan unless principles or practice change during the interim, in which case the review will take place immediately.*

*The headteacher is responsible for **monitoring** the policy to ensure that it is applied.*

*The policy applies equally to all pupils in the school community regardless of gender, ethnicity, social circumstances and prior attainment.*

A Dinsmore  
Headteacher

R Brind  
Chair of Governors

November 2017



## **Human Resources for Children with SEN – with SEN experience /training /qualifications**

### **School Based**

*SENCO, Karen Ghazi-Torbati*, BA (Hons), PGCE, MSc (Econ), Reading Recovery Certificate, TESOL Certificate (RSA), Cert (SEN), Team Teach Accredited, SAIL trained, Speech & Lang Masters' Level Accreditation, Behaviour Management Masters' Level Accreditation, Dip (SEN); PECS, ASD in Mainstream classes, Talkabout, Speech Link, Language Link

### *Class Teachers*

*Mrs S Bebb* - previous secondment to BESD Advisory Service – one term

*Mrs S Dugdale* – ALN in Foundation Phase PECS, ASD in Mainstream FP class

*Mrs G Kellam* – ALN in Foundation Phase, Support Teacher at previous school (inc EAL pupils)

*Mrs V Hill* – ALN in Foundation Phase

### Teaching Assistants

*Mrs J Turley* HLTA Thinking Skills; Guided Group Reading, ALN in Foundation Phase, Talkabout, Speech Links, Language Links

*Mrs E White* SAIL Guided Group Reading, ALN in Foundation Phase (Supports Statemented Pupil)

*Ms B Shillabeer* Guided Group Reading, ALN in Foundation Phase, Rapid Reading, Welcom, Speech Links, Language Links

*Ms B James* ALN in the Foundation Phase PECS, ASD in Mainstream FP class

*Mrs J Fishlock* HLTA, Team Teach accredited ALN in Foundation Phase Supporting Underachievement in Mathematics, Welcom

*Mrs M Owens*, STARS

*Mrs K Jones*, Rapid Reading, Rapid Writing

All Teaching Assistants have been trained in County Advisory Service modules in Writing, Reading, Phonics and Spelling. All teachers have had the same training in Writing and Phonics. All staff have done County based training in ASC Awareness and are TeamTeach accredited.

## Useful contacts

BECTa  
Gives advice regarding IT for children with SEN  
Milburn Hill Road, Science Park, Coventry, CV4 7JJ  
0247 641 6944  
<http://inclusion.ngfl.gov.uk>  
<http://www.becta.org.uk>

Diabetic Association  
Quebec House, Castlebridge, Cowbridge Road East  
Cardiff, CF11 9AB  
029 2066 8276  
<http://www.diabetes.org.uk>

Director of Education  
County Hall, Atlantic Wharf, Cardiff  
029 2087 4000

Dyslexia Association  
1<sup>st</sup> Floor, 12 Cathedral Road, Cardiff  
029 2066 6626

Dyscovery Centre  
4a Church Road, Whitchurch, Cardiff  
029 2062 8222  
<http://www.dyscovery.co.uk>

Eczema National Society  
0207 388 4097

Education Welfare Officer  
029 20 629800

Mencap (Wales)  
169 City Road, Cardiff, CF2 3JB  
029 2049 4933

National Assembly for Wales  
<http://www.wales.gov.uk/education>  
It is also possible to download the Revised Code of Practice 2002 from this site.

National Association of Gifted Children  
08707 703217  
<http://www.nagcbritan.org.uk>

National Association for the Education of Sick Children  
0208 980 6263

Latch  
West 1, The Bungalow, Llandough Hospital, Llandough  
029 2071 2217  
latchcharity@aol.com

National Asthma Campaign  
0207 226 2260  
<http://www.asthma.org.uk>

School Nurse, Mrs Jane Dyson  
Health Centre, 11a Park Road, Whitchurch  
029 2062 5603

Scope  
The Lodge, Gwaelod y Garth, Cardiff  
029 2076 1655  
<http://www.scope.org.uk>

SNAP (Special Needs Advisory Project)  
45 Penarth Road, Grangetown, Cardiff  
029 2038 4868  
<http://www.snapcymru.co.uk>

Wales Council for the Disabled  
Llys Ifor, Crescent Road, Caerphilly, CF8 1XL  
029 2088 7325

Wales Council for the Deaf  
Maritime Offices, Woodland Terrace, Maesycod  
Pontypridd, CF37 1DZ  
01443 485687

Wales Council for the Blind  
3<sup>rd</sup> Floor, Shand House, Newport Road, Cardiff  
029 2047 3954  
<http://www.wcb-ccd.org.uk>

## Special Needs & I.C.T.

### **ICT Resources**

The following pages details ICT resources available within the school for children with SEN. The resources are divided appropriately between each classroom. We use a multi sensory approach to children's learning and recognise the value of ICT in effective learning; appropriate resources are thus made available for SEN children in each classroom by the class teacher. SEN children and the SENCO also have access to non-classroom based computers iPads and together enjoy a range of activities including interactive worksheets, phonic activities, recording activities using word processing programs and the internet. ICT resources are tailored to both promote learning at the child's zone of proximal development as well as provide reinforcement activities.

All classrooms have an interactive whiteboard and/or tv screen. All classes also have iPads and a number of either PCs or laptops. All these devices have specific apps which promote the development of skills as determined by the DCF and the LNF.

At Hawthorn Primary School, we use the Cardiff County ICT Scheme **Computing Unlocked** to develop skills within the DCF and apply them across the curriculum in Topic work.

### I.C.T. and the Development of Key Skills Across the Curriculum

Activities can be differentiated, according to the ability of each child, by means of:

- \* Graded levels in the word-processing program, Talking First Word
- \* Differentiated vocabulary banks – those already within the program or others prepared by the teacher.
- \* The “speaking “facility in Talking First Word, so that the child has immediate confirmation of success by hearing the character, word or sentence he/she has written, or is able to correct a mistake.
- \* Assistance from the support teacher or other helper.
- \* CD-Rom Programs to support development of listening, reading, spelling & writing skills & interest & motivation to succeed in language.
- \* Interactive programs, such as My World to develop co-ordination & visual discrimination skills.
- \* Simple programs which encourage skills in comprehension & research.
- \* Graded graphics programs to support development of co0rdination & visual discrimination skills.
- \* Programs which support development of mathematical & scientific skills and concepts.

Many of the programs support the simultaneous development of a range of skills. As children develop or extend their I.C.T. skills, their auditory, visual, manipulative & cognitive skills also develop.

### Integrated Learning Systems

This will integrate educational content in a developmental system, which provides a range of activities suitable for individual or groups of children. The systems control the activities presented to each child, monitoring progress & adjusting the delivery of subsequent activities. They also provide the teacher with detailed information on the child's performance, so that appropriate activities can be planned.

### The Internet

Children will be given support as needed. More children will be encouraged to extend their skills. A robust e-safety policy is in place.

ICT resources available. These are mostly cross curricular in nature and can be used to support learning and developing skills across the curriculum. There are several apps / programs focussing on particular skills, such as literacy, phonics, numeracy skills, but most can be applied to classroom and topic work in cross curricular contexts.

Nursery / Reception:	Year 1 / 2:	Key Stage 2:
<b>iPad Apps:</b>		
Hairy Letters 2Simple 2Create a Story Sorting Game Tiny Hands Sorting 1 – 3 Doodle Buddy PicCollage BeeBot	Hairy Letters 2Simple 2Create a Story PicCollage Puppet Pals PuppetEdu Tellegami Chatterkid BeeBot iMovie Daisy the Dinosaur	PicCollage Puppet Pals PuppetEdu Tellegami iMovie TS Studio Tynker Alex DyslexiaQuest
<b>PC &amp; On-line resources</b>		
Computing Unlocked resources for specific DCF skills (links within units for each year group) Talk Maths (Years 2 – 6) Abacus differentiated practise Maths games Hwb+ resources (to be introduced)		

## Useful Contacts

BECTa

Gives advice regarding IT for children with SEN

Milburn Hill Road

Science Park

Coventry

CV4 7JJ

0247 641 6944

<http://inclusion.ngfl.gov.uk>

<http://www.becta.org.uk>

Diabetic Association

Quebec House, Castlebridge, Cowbridge Road East

Cardiff CF11 9AB

029 2066 8276

<http://diabetes.org.uk>

Mr Chris Jones, Chief of Schools Officer

County Hall, Atlantic Wharf, Cardiff

029 20872000

Dyslexia Association

14 City Road, Cardiff,

029 20666626

Eczema National Society

0207 388 4097

Education Welfare Officer

029 20629800

Mencap (Wales)

169 City Road, Cardiff, CF2 3JB

029 20494933

National Assembly for Wales

<http://www.wales.gov.uk/education>

It is also possible to download the Revised Code of Practice 2002 from this site.

National Association of Gifted Children  
08707 703217

<http://www.nagcbrtain.org.uk>

National Association for the Education of Sick Children  
0208 980 6263

Latch

West 1, The Bungalow, Llandough Hospital, Llandough  
029 20712217

[latchcharity@aol.com](mailto:latchcharity@aol.com)

Nation Asthma Campaign  
0207 226 2260

<http://www.asthma.org.uk>

School Nurse, Mrs K Lloyns  
Health Centre, 11a Park Road, Whitchurch,  
029 20625603

Scope

The Lodge, Gwaelod y Garth, Cardiff  
029 20761655

<http://www.scope.org.uk>

SNAP (Special Needs Advisory Project)  
45 Penarth Road, Grangetown, Cardiff  
029 20384868

<http://www.snapcymru.co.uk>

Wales Council for the Disabled  
Llys Ifor, Crescent Road, Caerphilly, CF8 1XL  
029 20887325

Wales Council for the Deaf  
Maritime Offices, Woodland Terrace, Maesycloed  
Pontypridd, CF37 1DZ  
01443 485687

Wales Council for the Blind  
3<sup>rd</sup> Floor, Shand House, Newport Road, Cardiff  
029 20473954