



SPECIAL EDUCATIONAL NEEDS and /or DISABILITIES (D) & INCLUSIVE POLICY

'Inclusive Education is a human right,
It's good education and it makes
good social sense.' (CSIE, 2000)

Updated January 2017

'All teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Teaching such children is a whole school responsibility'.

At Hallsville and Scott Wilkie Primary School, we discharge this responsibility in the following ways:

- We believe that every pupil can learn and has a right to the opportunity to make progress whatever their difficulties.
- We believe that all pupils with needs are entitled to a broad and balanced curriculum, which is appropriately differentiated, carefully planned and sensitively implemented.
- We are committed to seeking practical and effective solutions to the difficulties pupils may experience.
- We will seek to identify any difficulties as early as possible and employ appropriate strategies to support teaching and learning.
- We understand the important role that parents play in supporting their child's education and welcome them into the school. Collaboration with parents is essential.
- We follow the stages of intervention, as set out in the new Code of Practice so that resources can be appropriately allocated and applied for. This will involve accurate observations, regular monitoring and review of progress.
- We value the importance of specialist advice and will ensure that the children have equal access to these services. Equally important is the training of all staff in Special Needs issues.
- We understand the importance of the pupils' views and we take this into account when planning to meet their needs.
- We are committed to ensuring all areas of the curriculum and the school's physical environments are accessible to all pupils.

1. What are special educational needs (SEN)?

Hallsville and Scott Wilkie Primary School adopt the definition of special education needs as stated in the Special Education Needs Code of Practice (DfES, November 2001). Children 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;
- 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;
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be registered 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 provisions means:

- a. for children 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 Local Authority, other than special schools, in the area;
- b. for children under two, educational provision of any kind.

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

2. What is a disability (D)?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school. Children within the school who have special education provision made for them as a result of a disability are also identified on the school SEND register.

3. What needs do we have experience of supporting at our school?

Hallsville and Scott Wilkie Primary School are mainstream schools with experience of supporting pupils with a range of differing needs including learning difficulties, emotional, behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum condition and medical difficulties or disabilities. We do not have a specialist unit for any type of special educational need or disability.

All the teachers in our schools are teachers of children with special educational needs. As such, Hallsville and Scott Wilkie Primary Schools adopt a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

4. SEND Stages

Pupils with SEND will have their needs met at one of the following stages:

Cause for concern/ongoing monitoring

An informal stage when class teachers identify a concern about the educational needs, and/or academic progress of a pupil. Areas of concern will be identified and informal targets, as well as strategies to meet these targets, will be discussed with the SENCO and parents.

Pupils may be flagged as a cause for concern regardless of academic ability due to lack of progress. These pupils may not be considered to have SEND but informal targets and strategies to meet these targets would still be discussed with the Special Educational Needs Coordinator (SENCO) and parents.

4.1. How do we define and differentiate our support in order to meet the needs of all pupils with SEN?

4.1.1. Quality First Teaching

If a pupil is experiencing specific difficulties in areas of the curriculum, the class teacher will in the first instance differentiate work accordingly and monitor the pupil's progress carefully. If, however, despite differentiation, the pupil is still experiencing difficulties accessing the curriculum the teacher will consult the SENCO.

4.1.2. SEN support (School Action Plus)

A pupil's support status moves to this level after every effort has been made to support the pupil's learning within the expertise of the school. The SENCO will observe the pupil and update evidence of their learning needs, as well as making a detailed assessment of the efficacy of any interventions.

It is important the pupil's parents are informed of the movement to SEN support and that permission is sought before outside agencies are involved. The SENCO is responsible for the appropriate referrals.

Once referrals have been made, the SENCO will consult with external professionals regarding assessment. Following this, the SENCO will allocate support from the SEND budget. Pupils will be given appropriate support within school or via the further involvement from advisory teams.

Examples of interventions at this stage include:

- Language enrichment groups
- One to One/ group teaching
- Nurture groups
- Outside agency support

At the same time, the SENCO will lead the production of a pupil profile (PP) for all pupils requiring this level of support. The pupil profile is managed in the following ways:

- The pupil profiles are written collaboratively, and include input from key stakeholders: the child, parents, SENCO, class teacher and specialists.
- Records are kept by Class Teachers, Learning Support Staff and the SENCO.
- Reviews are twice yearly with Class Teachers, Learning support staff, SENCO and Parents.
- Parents are invited to the review meeting to discuss their child's progress.

5. Triggers for High Needs Funding

- SENCO co-ordinates production of necessary paperwork for submission to the Cluster Group.
- SENCO attends the Cluster Group and argues case.
- If successful, case goes to High Needs Resources Panel
- If successful, the SENCO co-ordinates the production of an individualised time table where a different plan will be carried out for the child.

Exit Criteria

- High Needs Status can be removed if the annual review recommends this.

6. Request for the consideration of the initiation of statutory assessment

The criteria for applying for statutory assessment are set by the Local Authority. Parents can request an assessment for their child by writing to the Local Authority. The school's Educational Psychologist must be in agreement with any application for statutory assessment.

The school will use reports from all of the professionals involved with the child to complete the statutory forms for assessment. All of these reports are then submitted to the Local Authority's SEN Panel where it will be granted. Parents' /carers' views and feelings are also sought throughout this process.

If a statutory assessment is granted, then the Local Authority's SEN Panel will request detailed reports from all the professionals involved about the child's development, progress and the difficulties being experienced, with details of what has been provided to support the child up to this stage.

If the SEN Panel are in agreement, an Education Health Care Plan of Special Educational Needs will be drawn up, which will detail the child's specific special educational needs and required provision. The EHCP will also detail the school placement for the child.

The SEN Panel may make a recommendation as part of the process as to the best placement of the child in light of their special educational needs.

It must be pointed out to parents that not all requests for a statement are successful and that this decision will be made by Local Authority SEN Panel.

Where the Statement is not issued, the school will continue to provide support for that child at SEN support and decisions will be made about gathering evidence for a further request to be made if this is deemed appropriate/necessary.

While the Local Authority makes its decision about whether a statutory assessment is necessary, and whilst any subsequent assessment is being made, the child continues to be supported at SEN support.

7. Consideration for Statutory Assessment (the outcome of which might be an Education, Health and Care Plan)

For some children with complex needs even the wide range of services available in school is not enough to help them achieve their full potential. If your child is still not making progress, even with support from school, you can ask the local authority to assess him or her for an education, health and care (EHC) plan.

An EHC plan is a legal document which describes your child's needs. It sets out the education, health and care services needed to meet those needs and the type of educational place that would best suit your child. Your child could have a plan from birth to 25 if he or she stays in education, and the plan will change and develop as your child gets older.

The plan brings together in one place all the information we need to help us support your child. There can be a lot of organisation needed and the plan is a single clear guide to providing services to meet your child's individual needs.

If your child already has a statement or a learning difficulties assessment, then he or she will automatically get an EHC plan to replace it. The Local Authority will make the change at an appropriate time, for example when your child reaches Year 5 and is looking for a secondary school place.

By the time we will consider a pupil for a statutory assessment, there will be written evidence, which may include:

- The action that we have taken through the Code of Practice
- Pupil profiles
- Records of regular reviews and outcomes
- National Curriculum levels attained

- Attainments in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- Views of the pupil and parents
- Involvement of other professionals
- Any involvement by Social Services or Educational Welfare service
- The pupil's medical history (where relevant)

When an Education, Health and Care (EHC) Plan is issued, support is provided in school according to the targets and provision outlined within the document.

7.1 Review Process

Annual reviews for pupils with EHC plan are carried out in accordance with the revised Code of Practice.

At Hallsville and Scott Wilkie Primary School, we use this time to bring together all the professionals involved, as well as the parents/carers, to consider the progress the pupil has made over the previous twelve months. This group will also consider whether any amendments need to be made to the description of the pupil's needs, or the provisions of the EHC plan/Exceptional Needs Report. The pupil's view is taken into account prior to the meeting. We will ensure that we make every effort to invite parents and all relevant professionals to this annual review.

A review meeting might recommend amendments to an EHC plan or Exceptional needs report if:

- Significant new evidence has emerged which is not recorded on the ECH plan.
- Significant needs recorded on the EHC plan are no longer present.
- The pupil's needs have changed/new targets need to be set.
- The pupil changes schools, either at the point of transfer between phases, or when a pupil's needs would be appropriately met in a different setting.

For pupils who are in Year 5, the annual review is used as a means of declaring the secondary phase provision required.

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

8. The SEND Team

The Special Educational Needs Co-ordinator (SENCO)

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. The SENCO will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

SEND at Hallsville is led by Ivie Okwuegbuna and Joanne Edwards is the lead at Scott Wilkie. The SENCO works with pupils, staff, and parents and outside agencies.

SEND Governor

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. Our named SEND governors are Mrs Rebecca Darko and Mrs Shirley Magwenzi.

The Role of the Class Teacher

The class teacher is responsible for:

- Identification of a need;
- Taking account of the pupils' and parents' views;
- Planning - individually and with other adults, for the differentiation of the curriculum, activities and teaching assistants;
- Classroom management;
- Providing lesson instructions, including learning outcomes, for Teaching Assistants;
- Assessment and record-keeping to demonstrate progress and attainment;
- Devising targets at School support, SEN support and for EHC Pupils.

In fulfilling these duties, staff should be supported by the SENCO, colleagues who have TLRs and, in some cases by visiting advisors from the support services

The Role of the Learning Mentor

The role of the Learning Mentor is:

- To raise the self-esteem of disaffected and introverted children so that they can participate in lessons appropriately and improve their literacy and numeracy skills;
- To reduce the number of exclusions, especially at lunch-times and teach pupils to play appropriately;
- To oversee the running of out-of-hours school clubs for KS1 and KS2;
- To target Year 6 border line pupils;
- To ensure smooth transition from Year 6 to secondary school.

The Role of Teaching Assistants

Teaching assistants are part of the whole school team and are valued for their important contribution to the progress our pupils make. For a definition of the Teaching Assistants role see the Teaching Assistants Job Description.

The role of the Teaching Assistant is:

- To be supported in their role by all teaching staff;
- To be line-managed by the SENCO who provides direct support and access to training;
- To attend termly training for all school Inclusion INSET;
- To work with the class teacher to facilitate all pupils having full access to the curriculum;
- To be involved in the planning of PUPIL PROFILE targets and use their working knowledge of the pupil's progress in order to support the class teacher's record keeping;
- To be encouraged to show initiative. For example, when particular therapies or lessons are modelled by specialists, the TA will deliver them and share new knowledge with the SENCO, class teachers and other teaching assistants;
- To make learning resources.

Morning sessions

- Teaching Assistants will be used to teach reading / RML.
- In literacy and numeracy lessons Teaching Assistants will be rotated daily to a different group so SEN / lower attaining children have a chance and are expected to work independently.

Afternoon sessions

- In the afternoons Teaching Assistants will be for 1:1 intervention unless they are being used to cover PPA.
- Teachers need to ensure they know their SEN/1:1 children well. The teacher takes responsibility for their learning and plans carefully for their sessions.

9.0. SCHEDULE OF MEETINGS

The table below highlights the meetings at school that support the implementation of our SEND Policy.

| Who attends | Frequency | Content |
|--|------------------------------|--|
| SEN Governor +SENCO | Termly | Discuss SEND issues in School and raise The profile of SEND with Governors. |
| Head and SENCO | Weekly | Any issue relating to SEND |
| SENCO, Learning Support Asisstants and teachers | As required or on request | Discuss provision and highlight ways forward. |
| SENCO and Learning Support Assistants | Weekly or on request | Continuing Professional Development including from outside agencies. |
| SENCO and Learning Support Assistants. | Weekly | Information sharing |
| SENCO and class teachers | As required or on request | Any Inclusion issues |
| Teacher, parent and child and when necessary SENCO | Twice a year | Review current targets and set new targets. |
| All teaching staff and SENCO | Twice a year | Give in-service training on current initiatives |

10. Relationships with Parents/Carers

- We recognise the value of parents' /carers' knowledge of their children and will seek to use that information in planning support for pupils. Parents' /carers' are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.
- Class teachers will meet with parents' /carers' twice a year to discuss general progress of all pupils including those with SEND. The SENCO will also meet the parents of children on the SEND register to discuss progress in relation to existing targets and discuss new targets moving forward. If children are SEN support or have an EHC Plan these meetings may also include a representative from outside agencies that maybe involved with the target setting and review process for that child. Class teachers are invited to review meetings with support agencies where possible.
- Throughout all stages of support, parents' /carers' are kept informed.
- The SENCO or class teacher will contact parents to discuss referrals to outside agencies, such as Learning Support Service, Speech and Language Therapy, Educational Psychology etc. Parental permission is always sought before any referral is made.
- We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher, although parents can also make an appointment to meet with the SENCO directly.
- The school can provide information about the Parent Partnership Service to all parents of pupils with special educational needs and/or disabilities. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.
- Parents are always welcomed into the school.

11. How we have worked with parents since the introduction of the new Code of Practice

Since the New Code of Practice, we have worked to foster parental partnership. We actively invite involvement with parents, to further support pupils who have Special Educational Needs and Disabilities. Specific actions that we have taken to support this are:

- We aim to invite parents, of children receiving high needs funding, in to school to watch staff working with their child. Any resources we use will be duplicated where possible for parents to use at home;
- We aim to provide regular updates in the school newsletter signposting parents for further information on SEND;
- We aim to display useful information given by the local parent support group in the school reception area.

12. Assessment, Intervention and Review Processes

The identification, assessment and review of pupils with SEND are carried out in accordance with the Code of Practice (2014). The identification process is an important part of a class teacher's work. Once a pupil has been identified to be experiencing learning difficulties, information gathering and assessment is crucial.

Information is gathered from a range of sources:

- Termly assessments
- Transfer and baseline assessments
- Samples of school work
- Teacher observations and progress tracking.
- Parental concerns.

We then use this information to make a planned intervention aimed at catering for the pupil's learning needs, and to improve their access to the curriculum. In line with *The Code of Practice 2014*, for external purposes, we use the new category of pupils with *Special Educational Needs* to cover all pupils who need additional support.

However, to ensure that all our children with SEND have access to appropriate support, for internal tracking and monitoring purposes, we use the terms of SEN support to categorise and monitor the progress and complexity of pupils' needs.

13. External Support Agencies and Teachers

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND, e.g.

- The school receives regular visits from the Educational Psychology Service. The school purchases time from this service and the SENCO prioritises the children to be seen for observations and assessments each term, in order to give insight into the best way forward for supporting these children.
- **The school purchases time from the Dyslexia Service and this service helps SENCO identify children who have specific literacy difficulties and if Dyslexia is identified as their disability the service will write an individual programme for that child.**

- In addition, the school may seek advice from the Local Authority's specialist advisory services for children with learning difficulties (Learning Support Team), language and communication difficulties (Speech & Language Support Service), behavioural, emotional and social difficulties, sensory impairments (PIMIS - Physical Impairment and Medical Inclusion Service) and autistic spectrum disorder (ASD) (Language Communication Interaction Service).

14. Links with Health Services, Educational Welfare Services and Voluntary Organisations

The School Nurse makes regular visits to school to carry out health assessments and is available to offer advice and find out information where needed.

Social Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

15. Allocation of Resources

Resources are allocated in light of our principles of early identification and intervention. Priorities are constantly being updated as it is of the utmost importance to address needs immediately and to prevent them from developing further, whilst ensuring the balance of equal opportunities is maintained.

16. The School Building

The school complies with the Disability Discrimination Act, though ensuring equal access to both the school's building and curriculum. At present there are wheelchair accesses into the building. The school has disabled toilets.

17. Admission and Inclusion Arrangements

The schools admissions criteria does not discriminate against pupils with special educational needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the current admissions criteria as laid down in the Newham Local Authority admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Children with physical disability will be admitted provided the facilities are sufficient at that time to allow full access to all areas necessary for that child's education to be fully provided. Parents and carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that consultations can take place.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs must do so through the Newham Local Authority's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

18. Record Keeping

Pupil Profiles

The pupil profiles are kept in the SENCO's filing cabinet and class teacher's SEN Folders. Teaching assistants and parents/carers also have a copy.

- All pupil profiles are written by the class teacher aided by the pupil, TA, outside agency advisors, where appropriate and the SENCO.
- Copies of information and forms should be kept in the teacher's SEN Folder.
- The pupil profile is a working document; therefore teaching assistants or teachers who work with SEN pupils should document details of pupil progress or further concerns continually.

A new pupil profile will have:

- Fresh strategies
- Implemented in part / as far as possible in normal classroom setting
- Delivery of pupil profile interventions continues to be the responsibility of the class teacher.

For an example of our pupil profile format see Appendix C.

19. Annual Reviews

An annual review must be held for all pupils who receive high needs funding from the Local Authority and any pupils who have an EHC plan.

The SENCO will be responsible for calling and coordinating the annual review. Progress is discussed, future pupil targets are identified and any recommended changes to the statement are forwarded to the Local Authority.

20. Looked-after Children

The school acknowledges the need to promote the education of Looked-after children. To this end we:

- Have a dedicated person to coordinate their education
- Prepare Personal Education Plans (PEP) to ensure individual children get full access to all the school's activities.
- To liaise with the relevant outside agencies and foster carers involved with individual children

21. Transition Arrangements

- The SENCO liaises with the school nursery staff and staff at feeder nurseries before each new intake.
- All pupils in Year 5 who are supported by a Statement or Exceptional Resource funding will have their transitional review meeting arranged in the summer term.
- For Year 6 pupils, SENCO, Home School Liaison Officer and Learning Mentor liaise with the staff of the various secondary schools.
- Where appropriate, particular pupils have transition programs to facilitate their transfer. These involve extra visits and familiarisation with staff.

22. Staff Development and Training

The school endeavors to promote good practice by raising the awareness of good inclusive practices and providing appropriate INSET delivered either by the SENCO or by outside agencies. Wherever possible, staff receives specialist training appropriate to their own needs and those of the pupils with whom they work. Members of the teaching staff are also encouraged to attend courses that relate to the needs of special needs pupils.

For Teaching Assistants we arrange:

- Access to a range of courses offered by the Tunmarsh Centre.

- Either NVQ or City and Guilds training during their first year.
- A business meeting and training for all teaching assistants is held weekly.
- Specific training is given in response to new initiatives. e.g. Ruth Miskin Literacy, Numicon, Autism, Talk Partners and Medical needs e.g. Epipen training.

Also:-

- The need for in-service training for Teaching Assistants is recognised by all staff. Details of all TA training are recorded in the SENCO file.
- Teaching Assistants are encouraged to attend other courses.
- Teaching Assistants observe best practice of other T.As once a term e.g. observing trained learning support assistants in Autism or behaviour management.
- Teaching Assistants also attend school Inset days for training both on their own and with the rest of the school staff.

All Teaching Assistants are given a copy of the Staff Handbook on starting with us.

23. Social Inclusion Strategies

At Hallsville and Scott Wilkie Primary School, we aim to celebrate difference and diversity. We pride ourselves on the fact that everyone is made to feel welcome. There is mutual respect across the school for all involved in the school community.

We seek to remove all barriers to learning and strive to achieve access for all.

We utilise any outreach support to reduce the need for placements in other schools and offer participation in self-esteem and co-operation groups to support pupils with emotional and behavioural difficulties including the Reintegration into Education Team (RIET).

- As part of our funding from the Pupil Premium grant, we endeavour to offer after school clubs to support and maintain social inclusion.

Signed: Ivie Okwuegbuna, SENCO Date: 6/01/17
 Joanne Edwards SENCO Date: 6/01/17

Due for review: Spring 2017

Appendix A

Current Staff

Assistant Head Teacher

ECC teacher

Learning Mentor

Teaching Assistants:

Hallsville

Ivie Okwuegbuna

Nadia Ahmad

Madeleine Lee

Angela

Jonathan

Shaun

Pauline

Geneta

Sue

Kim

Nikki

Roheema

Joanne

Lyn

Joyce

Leigh

Rose

Elisha

Ramune

Maysun

Peju

Bimpe

SENCO

Scott Wilkie

Joanne Edwards

Kelly Clarke

Rachel

Denise

Husna

Naz

Eunice

Sharon K

Saheda

Sarah

Sue

Sharon

Carol

Fozia

Jeanette

Neelem

Rebekah

Nicola

Emma

Margaret

Katie

Jamie

Lucy

Chrissy

Amanda

Lunchtime Play Leader
Sports Coach

Ian Evans
Kenielle Roach

Sumaayah

Appendix B



My Pupil Profile



| | | | | | |
|-------------------|--|---------------------|--|-------------|--|
| My Name is | | I am in Year | | Date | |
|-------------------|--|---------------------|--|-------------|--|

| Code of Practice: My Needs | Additional Arrangements/Support |
|-----------------------------------|--|
| | |



| My learning targets | I will achieve my targets by: Pupil voice | Start date | End date | I like/get pleasure from/can tolerate | I dislike/can't tolerate |
|---------------------|---|------------|----------|---------------------------------------|--------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| My behaviour targets | My medical needs | My personal care | My Attainment levels | | |
|----------------------|------------------|------------------|----------------------|--------|--------|
| | | | | Autumn | Summer |
| | | | R | | |
| | | | W | | |
| | | | M | | |

| When I am.... (angry/upset/bored/excited) | I may... | Things that make me feel this way are... | Things that help me to calm down when I feel this way are... | |
|--|----------|---|---|--------------------|
| | | | What I do... | What you can do... |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Appendix C

Cause for Concern

| | | |
|--------------------------------|--------------------------|-----------------------|
| Name: | DoB: | Class: |
| Person making referral: | Date of referral: | Home Language: |

Area of Concern

| | | | | | |
|------------------|--|------------------|--|-------------------------------|--|
| Learning | | Behaviour | | Attendance | |
| Emotional | | Social | | Fine/gross motor | |
| Sight | | Hearing | | Medical | |
| Speech | | Language | | Other (please specify) | |

Parents views.

Pupil views.

| | | |
|-------------------------------------|--------------------|----------------------|
| Outline of strategies tried: | Successful? | Unsuccessful? |
| 1. | | |
| 2. | | |
| 3. | | |

Action to be taken

| | | | |
|--|--|-------------|--|
| Continue successful strategies and monitor | | SEN support | |
| Other comments/observations | | | |

Class teacher _____ Date __/__/__

PLEASE COPY AND HAND TO INCLUSION

HALLSVILLE/SCOTT WILKIE PRIMARY SCHOOL
RESTRAINT OF PUPILS – INCIDENT REPORT
RECORD OF POSITIVE HANDLING OR INTERVENTION

DATE OF INCIDENT:

TIME OF INCIDENT:

NAME OF PUPIL:

Is there a Behaviour Management Plan in place for the above named pupil? **YES / NO**

BRIEF DESCRIPTION OF INCIDENT:

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

- | | | | |
|-----------------------------|-------------------------------------|------------------|-------------------------------------|
| Verbal advice and support | <input checked="" type="checkbox"/> | Negotiation | <input checked="" type="checkbox"/> |
| Reassurance | <input checked="" type="checkbox"/> | Time out offered | <input checked="" type="checkbox"/> |
| Calm talking | <input checked="" type="checkbox"/> | Transfer adult | <input checked="" type="checkbox"/> |
| Time out directed | <input checked="" type="checkbox"/> | Other | <input checked="" type="checkbox"/> |
| Choices/limits/consequences | <input checked="" type="checkbox"/> | | |
| Distraction (likes etc) | <input checked="" type="checkbox"/> | | |
| Planned ignoring | <input checked="" type="checkbox"/> | | |

JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:

- | | | |
|-----------------------|------------------------------|-------------------------------------|
| To prevent/interrupt: | A criminal offence | <input checked="" type="checkbox"/> |
| | Injury to pupil/staff/others | <input checked="" type="checkbox"/> |
| | Serious damage to property | <input checked="" type="checkbox"/> |
| | Disruptive behaviour | <input checked="" type="checkbox"/> |
| | Pupil absconding | <input checked="" type="checkbox"/> |
| | Others (please specify) | <input checked="" type="checkbox"/> |

PHYSICAL CONTROLS USED AND DURATION:

Standing sitting Kneeling Duration

Single elbow Walking Wrap

RESPONSE AND VIEW OF THE PUPIL:

DETAILS OF ANY RESULTING INJURY: (Injury to whom and action taken as a result, e.g first aid, medical treatment)

ANY OTHER RELEVANT INFORMATION:

NAME OF SENIOR
PERSON NOTIFIED:

TIME/DATE:

HALLSVILLE/SCOTT WILKIE POSITIVE HANDLING PLAN

Name of child **DOB**..... **Year group**.....

Date plan started **Date plan discontinued**

Is it reasonable, proportionate and necessary?

Have de-escalation strategies been used?

Behaviours/Situations likely to result in Physical Intervention; *What is the behaviour like? When does it occur? Where does it occur?*

Strategies to be used (where possible) before Physical Intervention:

| | | | | | | | | | |
|--------------------|--|------------------------|--|---------------------------------------|--|------------------------|--|---------------------------|--|
| Give Time | | Distraction | | State Alternative/consequences | | Repeat request | | Language of choice | |
| Give Space | | Reassure/Remind | | Other staff intervene | | Remove stimulus | | Other: | |
| Talk Calmly | | Give a count | | Instruct other pupils | | | | | |

Preferred Handling Strategies to be used :

Friendly Hold Single Elbow Figure of Four Double Elbow Wrap

Walking

Standing

Chairs



Who will hold:

Debrief process required after Physical Intervention e.g. Space, talk through etc :

Signatures :

Parent/Carer :

Teacher :

Inclusion Manager:

Head teacher: