

Special Educational Needs and Disability Policy

2024 -2025

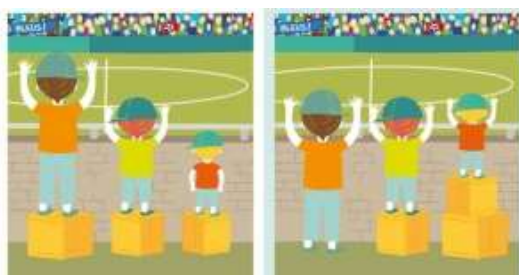


Believe in Yourself

This document is a statement of aims, principles and strategies for provision for children with special educational needs at Manford Primary School.

The Special Educational Needs policy will be linked to both Teaching and Learning and Behaviour Policies, as these form an integral statement of the principles underpinning the work of the school.

This document provides a framework of the identification and provision for children with special educational needs. It is written to benefit all members of the school community to ensure that all are aware of the principles underlying identification and provision and are committed to the agreed strategies.



1. Introduction

At Manford Primary School our guiding principle is one of inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEND policy explains how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2014 (revised Jan 2015).

2. The responsibility for the coordination of the SEN provision

This policy will be implemented by all staff in this school but the main responsibilities are as follows:

- Governing Body is fully committed to fulfilling its responsibilities in supporting SEN provision in Manford Primary School through the allocation of resources and active involvement in the school.
- The person responsible for overseeing the provision for children with SEN is Mrs. Julie Donnelly, the Headteacher.
- The person co-ordinating the day to day provision of education for pupils with SEN is Miss Gibbings (SENCO). Miss Gibbings is a qualified Primary teacher with additional SEN qualifications. She can be contacted every day via the school office, by telephoning the school (0208 500 2143) or via email to admin.ManfordPrimarys@redbridge.gov.uk

How the policy was developed:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014 particularly Section 3 paragraphs 20 & 67-69)
- Equality Act 2010: advice for schools DfE February 2013
- Special Educational Needs and Disability (SEND) Code of Practice 0-25 (July 2014)
- Statutory Guidance on Supporting pupils with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)

Related school policies include:

This policy is part of our suite of safeguarding policies and should be read alongside the following:

- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- Accessibility Plan
- Health and Safety Policy

3. Response to Coronavirus

There have been significant changes within our setting in response to the pandemic from March 2020 to July 2021. Despite the changes, the school's Special Educational Needs Policy is fundamentally the same: children and young people always come first, staff should respond to their needs and consult the SENCO for support and advice.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The Governing Body and staff of Manford Primary School are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational and physical needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Manford Primary School is committed to inclusion. At Manford, we believe that every teacher is a teacher of every child including those with SEN. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners considering their needs and experiences.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners including girls and boys, learners who need support to learn English as an additional language (EAL), learners with special educational needs, ethnic minorities, learners who are disabled or have long term illness, those who are gifted and talented, learners who are at risk of exclusion or at risk of disaffection and those who are looked after by the local authority.

4. SEND Information report

Schools have a statutory duty to publish information on their website on how they support children and young people with Special Educational Needs. This is called the 'SEN Information Report'. The information published should be updated annually and any changes made during the year should be updated as soon as possible.

Schools should ensure that the information in their report is easily accessible by young people and parents and is set out in clear, straightforward language. The report should include information on the school's SEN policy and named contacts within the school who young people or parents can contact with any concerns. It should also give details of the school's contribution to the Local Authority's Local Offer and must include details on where the Local Authority's Local Offer is published.

5. Principles

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum, which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

6. Entitlement

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

As part of our school priorities this year, we proudly begin the process of becoming a Rights Respecting School. This policy underpins four articles taken from the convention:

Article 27: Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

7. Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

8. Definition of special educational needs (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution
- Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

9. Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and interventions are put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has special educational needs. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

At this stage the SENCO will record this as a cause for concern and keep a record of meetings held, strategies tried and how successful these have been. The SENCO will also observe the child in class and work with the child if appropriate to gather more information. The child will be monitored for a term before a review takes place to evaluate strategies and next steps will be planned.

Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

Children are not regarded as having special educational needs solely because...

- The language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.
- Of attendance or punctuality
- Health and Welfare
- Being in receipt of Free School Meals/Pupil Premium Grant
- Being a Looked After Child

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a young person's behaviour should be described as an underlying response to a need which will have been clearly identified by the school.

10. SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess-plan-do-review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

(Please see Appendix 1 – Process for addressing concerns about a child).

If a child is identified as having special educational needs, short-term targets are set and recorded on a 'Learner Profile' and reviewed termly at a progress review meeting. Targets are written and reviewed collectively with the SENCO, class teacher, LSA, parents and Outreach support. Children may also be involved in setting and reviewing targets where appropriate.

(Please see Appendix 2 – Child Profile').

Some pupils will make accelerated progress and cease to require special educational needs support after a period of targeted intervention. These pupils will then be removed from the school's register of pupils with SEND. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

11. Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHCP) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our pupils with special educational needs from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

12. How Manford Primary School adapts the curriculum and learning environment for pupils with special educational needs.

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the pupils with SEND in their class and know a range of strategies that can be utilised to support pupils. They are able to

draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed e.g. SEATSS, Speech and Language Therapy, Occupational Therapy.

Each child is assessed on an individual basis by either the SENCO or a professional from an outside agency. If necessary, additional equipment or resources may be suggested to ensure that you child has equal opportunity to access the curriculum. Not all resources are available for all children. They will only be provided with a resource if it benefits their ability to either access the curriculum or to make learning or interactions within the class easier.

SEATSS Support

SEATSS offer a wide range of support, advice and training opportunities for schools and settings to enable them to deliver high quality support for individual children to ensure that the people who work with them and their families are equipped to understand and meet their individual needs.

SEATSS is made up of 4 teams that will support -

- Team 1 - Autism/Social Communication
- Team 2 – Cognition and learning
- Team 3 – Physical and complex medical needs, sensory needs (including multi-sensory impairment, vision and hearing)
- Team 4 – Training and Special projects

In addition, SEATSS have Social Emotional and Mental Health (SEMH) specialist teachers in each of their teams, who work closely together delivering coordinated support through personalised approaches and interventions.

Speech and language

Some children, who have an EHC plan, receive help from a Redbridge speech and language therapist (SALT). For these children a programme is sent in for the teacher to build into their planning.

Learning Support Assistants

Learning Support Assistants (LSAs) work alongside children who may have or may be being considered for an EHC plan. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is part of an EHC plan or for a specific identified need.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate.

Three members of support staff are ELSA (Emotional Literacy Support Assistant) trained. They are able to offer interventions in the following areas - social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and managing friendships.

Specialist provision, equipment and facilities

Manford Primary School is a single storey building with step free access. It is therefore accessible for wheelchair users or people with limited mobility. We have a disabled toilet and a medical room, we have full changing facilities including fully functioning shower room.

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. Physiotherapy, Occupational Therapy, SEATSS, Speech and Language Therapy.

13. How Manford Primary School evaluates the effectiveness of its provision for pupils with SEND

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

14. How Manford Primary School assesses and reviews the progress of pupils with SEND

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress conferences are held termly, attended by the Head teacher, Assistant Headteachers, class teacher and SENCO. At these meetings, successes are shared and new strategies are identified to promote children's progress.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress. The progress of SEND pupils in relation to the outcomes in the EHC plan are reviewed annually. A child's outcomes are broken down into smaller steps and recorded on the child's Learner Profile. These shorter-term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

15. Admissions

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

16. Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole but some key individuals and groups have particular areas of responsibility:

Governing Body

The governing body monitors the provision and outcomes for pupils at school with special educational needs on a regular basis to ensure:

- that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- that parents are notified of a decision by the school that SEND provision is being made for their child
- that pupils' needs are made known to all who are likely to teach them
- that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs. This is done as far as is reasonably practical and with consideration for the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- to appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet regularly with the SENCO and conduct visits to the school on a planned programme.

The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENCO
- to seek out and share best practice with the LA and other schools

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Miss Gibbings. Her key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant designated teacher where a looked after pupil has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND

Teachers

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to complete Child Learner Profiles termly for children on the SEN Register and for those children where concerns have been identified. This should be evaluated at the end of each term and new targets set. Child Learner Profiles will be shared with parents.

Learning Support Assistants

- to support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review

17. Arrangements for training and staff development

The SENCO is released to attend courses relating to Special Educational Needs covering a variety of topics relevant to SEND at Manford Primary School and also attends SENCO Cluster Meetings arranged by the Local Education Authority, responding back to staff as appropriate. Other staff are encouraged to attend courses which may be relevant to a specific need of a child in their care.

Liaison with other schools takes place as and when necessary and we work closely with staff from the Hatton Hub situated on our school site. Particular support is given to Early Career Teachers and other new members of staff. The staff, as a whole, has had training regarding the implementation of the new SEND Code of Practice.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.

18. Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

If parents continue to have concerns regarding the provision in place for their child, they are able to contact the SEND Link Governor via the school office on 0208 5002143.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice.

19. Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

20. Storing and managing information

All information relating to the child is held confidentially in accordance with the Data Protection Act and will not be divulged without permission. The exception to this is where information received may indicate that the child is in significant harm. The school has a duty to protect the welfare of the child and in this situation the school is duty bound to disclose this information to the relevant person or agency. All records kept will be held in a secure place accessed only with the agreement of the Child Protection Co-ordinator or Headteacher.

See Manford Primary School's Data Protection Policy.

21. Links with other mainstream schools and special schools

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCOs of the Secondary Schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Manford Primary School has good links with local schools and outreach services.

22. Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCO works closely with the Educational Psychologist assigned to the school and meets with them at the beginning of each term to plan their work in the school for the term.

Other agencies and outreach services that the school works with sometimes include:

- SEATSS Outreach service (Special Educational and Training Support Service)
- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- Redbridge Service for Deaf and Hearing Impaired Children
- SERC (Special Education Resource Centre)
- Early Years Advisory and Support Service
- EWMHS (Emotional Wellbeing Mental Health Service – formerly known as CAMHS)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services

23. Complaints procedures

The schools' complaint procedures are set out on the school website. Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

24. Manford Primary School's Local Offer

Further information Manford Primary School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website:

<http://find.redbridge.gov.uk> . Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

25. Legislation and guidance relevant to this policy

- Schedule 1 of The Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice 2014 (Revised January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
- Supporting pupils at school with medical conditions Sept 2014.
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice)
- Equality Act 2010
- Education Act 2011

Useful contacts for further information

RIASS (Redbridge Information Advice Support Service) <https://redbridgeiass.org.uk/>

Tel: 0208708 8922

IPSEA (Independent Parent Special Educational Needs Advice) www.ipsea.org.uk Advice Line Tel: 0800 018 4016 *IPSEA is a national charity providing free legally based advice to families who have children with special educational needs.*

Contact a Family www.contact.org.uk Advice Line

Tel: 0808 808 3555

Coram Children's Legal Centre www.coramchildrenslegalcentre.com

Advice Line Tel: 0808 802 0008

Policy consultation with:

Date:

SLT

Governors

Teaching Staff

Children

Parent

**Appendix 1:
Manford Primary School
Process for addressing concerns about a child**

Class teacher identifies a concern with a child

Class teacher to refer to flowchart to consider what support can be put in place to address concerns.



Class teacher discusses concerns with the relevant person (i.e. phase leader/subject leader) and seeks advice and support

or

Class teacher MUST talk to the parents and child to inform and identify any barriers.



Intervention or ideas for the class teacher to support in class.
This advice needs to be seen in subsequent planning the class teacher completes.
SENCO then looks at books, assessment tasks, planning and targets. Discusses any barriers.
This support/intervention should be time limited (up to 6 weeks in the first instance).

Class teacher to review learning.
If class teacher is still concerned despite time limited intervention – class teacher to fill in a concern form.

Class teacher communicates ongoing concerns with SENCO. Within 2 weeks of concerns raised, SENCO will....
Carry out a series of assessments, look at planning, books, assessment tasks + data
Observe child within the classroom setting



Class teacher communicates concerns with parents. Suggests ideas for supporting at home. This meeting should also be minuted.
Teachers should inform parents that they have sought advice from other specialist teachers within the school.

Child is identified as having SEN or is underachieving



SEND

A Learner Profile is put in place.
Parents will be invited in for an initial meeting (they will already know there are concerns)
Child will be placed on the SEND register
A detailed Child Profile will be drawn up with additional to/different from a normal differentiated curriculum.
Children will then be tracked termly via SENCO and Phase Leaders.
Liaising SENCO will meet at least twice a year to set new targets via 'SEN Support' meetings.
These will be shared with parents.



Underachieving

Child will be placed on relevant support programme...
Lexia Reading
15 Minutes a day reading (if appropriate)
Plus 1/Power of 2 numeracy (if appropriate)
Healthy Hands/Smart Moves
Emotional Literacy Groups
Pastoral support
Language group
Attention and Listening group
Healthy Hands
Language group (Pre-teaching vocabulary)

My name is: I am in class: What I enjoy doing: What I find difficult:	Date of birth: Age: PP– Yes/No EAL – Yes/No				Language:	
		EOY Sum	Autumn	Spring	Summer	
	Reading					
	Writing					
	Maths					
	Intervention		Who will do it with me?		How often?	

What is working well for me?	What is not working well for me?
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My English targets:	Resources and strategies that will support me in class:
My Maths targets:	Resources and strategies that will support me in class:
How will I behave during lessons:	Resources and strategies that will support me in class:
My role as a parent will be to:	Evaluation of learning:

