

Thorn Grove Primary School.

SEND POLICY.

Updated: March 2019

To be reviewed: March 2020

Rationale.

At Thorn Grove Primary School we aim to create an environment where all pupils will have full opportunities to develop their intellectual, social, physical, moral and aesthetic qualities in accordance with their age, aptitude and ability.

Aims and Objectives.

Aims:

We are committed to promoting inclusion, and aim to provide excellence for all individuals and groups of learners, including those with diverse and complex needs. Safeguarding the interests of all pupils and ensuring they achieve their full potential is key. All children have the opportunity to join their peers in every aspect of school life. We aim to pay particular attention to the provision for and achievement of different groups within the school. Additional resources and support are made available where appropriate.

At Thorn Grove Primary School, we aim to ensure that children with Special Educational Needs and Disabilities (SEND) receive their entitlement to a broad, balanced education that meets the requirements of the National Curriculum and enables them to become lifelong learners and responsible citizens.

Objectives:

- To enable early identification of pupils with Special Educational Needs and Disabilities and initiate support.
- To systematically and continuously assess, monitoring, recording and regularly reviewing the progress of each individual and providing an appropriate action plan.

- To integrate pupils with SEND (including pupils with Educational Health and Care plans) where appropriate.
- Through differentiation (not only by outcome) and appropriate provision.
- To develop a consistency of approach by ensuring that all staff are aware of pupils specific needs and the planning, teaching and learning strategies used in school.
- To encourage and develop pupils confidence and self-esteem.
- To work in partnership with parents/carers through discussions and practical help at appropriate stages.
- To consider involving the support of additional agencies where appropriate.
- To ensure a consistency of approach throughout all key stages especially during transition.

Criteria for Identification of Special Educational Needs and Disabilities.

Special Educational Needs are identified initially when a child meets the following criteria:

- Has significantly greater difficulty in learning than the majority of children the same age in the school.
- Has a specific learning difficulty and is experiencing problems with certain areas of the curriculum.
- Has a disability or sensory impairment which prevents or hinders her/him from making use of the usual educational facilities.
- Has emotional and/or behavioural difficulties.
- Has talents which require an enriched and extended curriculum.

Role of the SENCO/Leadership.

The SENCO in conjunction with the head teacher should be responsible for:

- The day to day operation of the school's SEND policy.
- Liaising with teachers/leading review meetings with staff.
- Leading/co-ordinating provision for children with SEND.
- Maintaining the school's SEND register and overseeing the records on all pupils with SEND.
- Liaising with parents, outside agencies and other key stage co-ordinators.
- Contributing to the in-service training of the staff and inviting experts in SEND to contribute.
- Organising, centralising and updating resources.

- Ensuring teachers are kept up to date with methods and resources used in school.
- Informing the Governing Body of any developments and changes in the SEND provision.
- Organising and managing the work of the school's teaching assistants (TAs) and any additional SEND teachers considering the needs of the pupils and budgetary implications.

The time and attention which the SENCO is able to devote to her responsibilities will depend upon the circumstances of the school.

A Raising Attainment Plan (RAP) regarding SEND provision is submitted termly by the SENCO to the head teacher. The head teacher monitors and evaluates SEND, considering numbers of pupils, procedures used to support their learning and the impact of provision within school.

Role of Class teacher.

It is primarily the responsibility of the class teacher to oversee the provision of special education for children at monitoring, SEND Support (SS) and in conjunction with the SENCO, those who receive an Educational Health and Care plan (EHCP).

When assessing a child there are core of background information the teacher needs to know:

- Relevant information from home.
- Relevant information from other teachers.

Further background information is gathered by:

- Conducting learning observations of the child.
- Working with the child individually and within a group.

When assessing a child's individual needs:

- Start from what the child can do/strengths.
- Put the assessment into a familiar setting.
- Know exactly what information/which questions you want answered and carefully consider the language you use.
- Use appropriate approaches to source the assessment enabling accessibility for a child.

Planning:

- Having identified concerns, teachers should plan appropriate, differentiated learning opportunities with challenge. Specific targets must be considered as part of an Assess Plan Do Review cycle reflecting the child's stage on the register.
- The class teacher should involve the Teaching Assistant (TA) in the planning where appropriate, with day to day support and reviewing of the child's work.
- The class teacher should ensure that the Teaching Assistant is familiar with all school policies and procedures relating to SEN.

Role of the Teaching Assistant (EHP pupils and some SS pupils).

Teaching Assistants (TA) are highly skilled members of the school team. Their expertise is key when supporting pupils with Special Educational Needs, and Disabilities in their learning.

It is essential that:

- The class teacher should involve the Teaching Assistant (TA) in the planning, day to day support and reviewing of the child's work.
- The class teacher should ensure that the Teaching Assistant (TA) is familiar with all school policies and procedures relating to SEND, particularly:
 - Behaviour – use of rewards and sanctions.
 - Development of self-esteem and confidence building.
 - Expectations and presentation of work.
 - Giving children full ownership of their work.

As well as supporting the pupil within the classroom, the TA may work with the pupil individually or in a group, on a programme of activities planned by the class teacher or an outside agency. The support assistant should work with children in a way which positively encourages independent learning.

Support assistants will be invited to attend any Continuous Professional Development (CPD), staff meetings and reviews designated for Special Needs.

Role of the Governors.

The Governing Body must:

- Ensure the necessary provision is made for any pupil who has Special Educational Needs and/or a Disability.
- Ensure that Special Educational Needs of pupils are made known to all who are likely to teach him/her.
- Ensure that all teachers in the school are familiar with the SEND policy and are aware of the importance of identifying and providing an appropriate curriculum and support for those pupils identified as having Special Educational Needs.
- Ensure that pupils with Special Educational Needs and Disabilities join in the activities of the school with their peers in the spirit of inclusion, so far as is reasonably practical for all concerned.
- Monitor progress of SEND pupils over time.
- Consider and monitor implications on budget of SEND provision.
- Have regard of the Code of Practice when carrying out their duties toward all pupils with Special Educational Needs and Disabilities.

Role of the Parents/Carers.

Parents will be kept informed and encouraged to be involved at all stages of their child's education.

At Thorn Grove Primary School, teachers are available most of the time for informal discussions after school. It is important that parents and carers feel welcome to come into school to discuss any worries they may have, as they often have valuable information to contribute. Staff will inform the SENCO of any parental concerns.

Parents / Carers will be involved at all stages:

- Initially when concerns first arise, parents/carers will be asked to share their views and contribute towards future action.
- Parents will be informed about the Parent Partnership Service when their child's needs are first identified, should they need it.
- Class teachers inform parents/carers of their child's stage on the register.
- Parents/carers are informed when reviews take place, are provided with copies of any reports beforehand and discuss new APDR plans afterwards.
- Parents are involved in discussions with agencies who have involvement with their child.
- Parents with pupils on the SEND register are invited to attend reviews on a termly basis.

- Parents/carers receive copies of all relevant paperwork with regard to their child.
- Whatever stage a child may be at, the SEND administrative staff will ensure the appropriate number of copies of review notes and APDR plans are made – one for the classroom file, one for the SENCO file, one to be sent to the parents and one copy for each of the relevant agencies.

Identification, Assessment, Record Keeping and Review.

Monitoring:

Should a child not be making appropriate progress according to expectations within school from tracking information and relevant data, s/he may initially be brought to the attention of the Headteacher/SENCO through Pupil Progress Meetings and subsequently 'monitored'.

Pupil Progress is given very careful consideration at SEND review meetings. Depending on progress, a pupil may move to SEN Support or be removed from the register.

SEN Support

Identification:

Triggers for intervention through SEN Support may be concerns of the teachers and parents. It is unlikely, though not impossible that additional agencies will offer support at this stage. This is underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted towards a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not resolved by the behaviour management techniques employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Gathering of information with respect to identifying a pupil's special educational need may be via:

- Liaison/information sharing between staff
- Liaison with pre-school/other settings
- Information sharing with parents/carers
- Liaison with external agencies pupils may have been known to previously

Assessment of Needs:

In order to assess a child's needs throughout the SEND process, teachers may use some of the following:

- Professional judgement and teacher knowledge
- Early Years Foundation Stage (EYFS) Learning Journey
- Uptake of phonics (Read, Write Inc. assessments)
- Pupil Progress Meeting (Class teacher and Headteacher meet to discuss progress of all individuals and set targets 3 times a year)
- Reading High Frequency Words
- Spelling High Frequency Words
- Motivational Maths assessments
- Ongoing National Curriculum Assessment and Standard Assessment Tasks (SATs)

Referral in School/Process for Action:

Upon referral to the SENCO an assessment of the pupil is undertaken by the class teacher/SENCO to identify the nature and severity of the need. Discussion takes place with parents/carers to gather appropriate/relevant information with regard to the child.

SEN Support Plan:

Considering the collated information, the SENCO and the class teacher discuss the child's needs with the parents/carers and, where appropriate, issue a SEN Support Plan. This contains details of the graduated response in a 3 termly cycle, but also evidences their strengths and needs. Should concerns be with regards to a child's behaviour, an Individual Behaviour Plan (IBP) is raised. SMART targets for learning/behaviour and the appropriate support to be provided will be indicated on the plan. There is statutory requirement to evaluate documentation termly.

Review/Evaluation:

The class teachers consider the progress of each individual every term. Information is collated and assessments completed before meetings take place. Having considered all outcomes, another APDR cycle/IBP may be formulated at SEN Support or the pupil may be discussed as to whether they need further support. Under usual circumstances a child will have been at SS for at least 2 terms before referrals to outside agencies sought. It may also be appropriate to move the child back to being 'monitored'.

SEN Support but with concerns as to progress made.

Identification:

Triggers for referrals to be made to outside agencies may be that, despite receiving an individualised programme and/or concentrated support under School Support, the child:

- Continues to make little or no progress in specific areas over a long period (usually 2 cycles at SS).
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The gathering of information in respect of the pupil's continuing special educational needs may be via:

- Information gathered from SEN Support reviews.
- Discussion with staff and parents/carers.
- Liaison with outside agencies.

Assessment of Needs:

Class teachers use the same processes to make assessments as listed under SEN Support. If more formal assessment is required the SENCO and other agencies such as Learning Support Service (LSS) teacher, Behaviour Support Service (BSS) or Educational Psychologist (EP) may be involved. This may involve staff completing a

referral form requesting input or provision from one additional agency. Should a child need assessment by or additional support from more than one agency, SENCo/Deputy may need to complete an 'Early Help Assessment' (EHA).

Process for Action and Review:

The SENCO works in partnership with class teachers and other agencies gathering information about pupil needs as an ongoing process. Progress is formally reviewed at review meetings. Class teachers consult with parents/carers as appropriate prior to the meetings and an action plan identifying targets and provision is formulated on the SEN Support Plan.

SEN Support Plan:

From the collated information, the SENCO and class teacher discuss the child's needs and consult with the parents/carers. Recommendations from additional agencies are considered.

An SEN Support plan is issued. Targets, clear strategies and appropriate support to be provided will be indicated on the APDR cycle. Should the agency be the Learning Support Service (LSS), they are responsible for raising the initial targets and class teachers will be asked for their input.

Review/Evaluation:

When possible, parents/carers and staff and outside agencies attend SEND reviews with all relevant information gathered and assessments completed. The current Support Plan/IBP is evaluated and pupil progress is considered. The next Support Plan/IBP at SS is formulated or it is collectively agreed to move back to monitoring. Outcomes are discussed with parents/carers and Support Plans/IBPs are signed.

The school follows the timetable below for reviews:

Autumn Term - Annual Reviews for all SEND pupils. Held by SENCo, with input from Sensory Support Service (if pupils has a hearing/visual impairment), Local Authority, other outside agencies, parents/carers and from class teachers.

Spring Term - Interim Reviews for all pupils. Staff will completed these meetings with parents, where Support Plans will be discussed and new targets formulated. SENCo to complete reviews for pupils with EHCP's. SENCO will also oversee all other reviews, check targets achieved by pupils and the formulation of new APDR cycles.

Summer Term - End of year reviews for all pupils. Held by SENCO, with input from Sensory Support Service (if pupils has a hearing/visual impairment), other outside agencies, parents/carers and from class teachers. These reviews form an important part of the transition process.

Statutory Assessment and the formulation of an Educational Health Care Plan.

Identification:

Should a request for statutory assessment be made with regard to a pupil, the SENCO works in partnership with a number of other appropriate agencies.

Information is collated using the Statutory Assessment Procedure from Stockport LA.

This may include:

- An overview/provision map of the school's actions for the pupil on SEN Support and the total annual spend for the pupil in support given.
- SEN Support plans for the pupil.
- Records of regular reviews and outcomes.
- The pupil's health, including the child's medical history where relevant.
- PIVATS/National Curriculum levels.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist.
- Views of the parents/carers of the child.
- Involvement of other professionals.
- Any involvement by Social Services or Education Welfare Service.

Process for Action, Record-Keeping and Review:

On receipt of an Educational Health Care Plan from the LA, the SENCO will formulate an action plan of support/provision with class teacher, TA and parents/carers.

Assess Plan Do Review cycle:

From collated information and the advice of external agencies, an Assess Plan Do Review cycle is amended by the class teacher and SENCO. The support to be provided is indicated along with targets. This cycle is shared with the parents/carers and amended to address additional ideas they have.

Annual/Interim and End of Year Review:

The SENCO gathers information from teachers, parents and other agencies prior to either an interim or Annual review. At an Annual Review pupil progress is discussed and it is recommended to:

- i) Maintain the EHCP continuing all support
- ii) Request an amendment to the EHCP
- iii) Request ceasing the EHCP and revert back to SEN Support

The school aims to include pupils with special needs into all the activities of the school as far as it is appropriate. However, there may be occasions or periods of time when it is appropriate to withdraw a pupil to deliver special intensive programmes or therapy. Parents will always be involved in discussion and decision making with regard to such situations. The pupil's welfare will be the major factor considered.

Disapplication from Standard Assessment Tasks (SATs).

Occasionally it is not be appropriate to administer SATs to a pupil with SEND during Year 2. It may be necessary to disapply the child from National Curriculum assessments. Such a decision is taken by the Headteacher in discussion with parents/carers, considering all information available. It must be carefully recorded for governor and LA, and Department for Education information.

Professional Agencies commonly involved in supporting pupils with SEND.

A range of professional agencies are involved in providing advice and support for pupils with SEN. Parents/carers are always aware should school be requesting support from any additional agency:

- **Learning Support Service (LSS)**

Currently there is one member of staff from the Learning Support Service (LSS), teaching specific SS and EHCP children for half an hour weekly. She also meets with parents /carers and attends review meetings. Her role is also to assess children and move them from monitoring to SS where appropriate.

- **Behaviour Support Service (BSS)**
 A specialist teacher comes into school weekly to work with individual children and groups and to liaise with the SENCo. She observes children in class and gives advice to class teachers/TAs and parents with regard to specific pupils. She also supports us in writing IBPs, delivers specialist interventions, such as 'circles', and attends reviews where applicable.
- **The Education Psychologist (EP)**
 Visits the school for half a day each half term, although school has the option to buy her in for additional visits. The focus of the EP is to undertake meetings with parents/carers, observe a pupils behaviour and assess learning. She then writes a report which can be used to support applications for an EHCP.
- **Speech and Language Therapists (SaLT)**
 Thorn Grove now buy into the SaLT service and we currently receive half a day support per week. We can also access the wider therapy service who will book time to visit school and plan programmes for children – usually 1/2 term at time. Time during visits may be spent with pupils, parents/carers and TAs.
- **Sensory Support Service (SSS)**
 Based in Thorn Grove's Deafbase, teachers and TAs are available from the Sensory Support Service to support their pupils through interpreting, teaching, adapting resources and loaning materials.
- **Occupational Therapist (OT)**
 The OT may support pupils with functional difficulties such as dressing, eating, toileting; sensory skills such as touch or balance; fine and gross motor skills and play and social skills
- **Physiotherapy**
 The physiotherapist assesses and manages children with movement disorders or disabilities. The therapist supports the child enabling them to reach their potential by providing physical intervention, programmes of support and guidance.
- **School Nurses**
 School nurses can be contacted through school, clinics or health centres. The team provide general support as well as completing health checks (height/weight/vision screening). They also provide training with regard to specific medical conditions such as asthma/diabetes.

Appendix 1

Characteristics of Children with Special Educational Needs

1. Characteristics of slower learners:

- Lacks confidence
- Over-active and fidgety
- Has solitary, peculiar ways/poor social skills
- Has unpredictable outbursts / behaves in an anti-social way
- Impulsive: acts without taking time to think things through
- Does not understand instructions
- Clear instructions to be repeated frequently
- Slow to respond
- Is easily confused
- Looks for ways of avoiding work
- Is easily distracted / lack concentration
- Needs frequent one to one help
- Lacks short/long-term retention/poor memory/visual and auditory
- Poor early learning / lacks preschool learning skills
- Difficulty in reading / numeracy skills significantly below that of peers
- Poor communication skills
- Poor listening skills
- Poor writing/spelling/has literacy skills significantly below those of peers
- Poor phonic/word attack skills

2. Characteristics of Gifted and Talented Pupils:

Early indications:

- Early talkers
- Early interest in language, reading, writing and numbers
- High level of curiosity
- Able to learn quickly and easily
 - Sometimes their thoughts are formulated faster than their ability to express them. This can lead to:
 - poor motor control
 - poor letter formation
 - poor sentence construction
 - work which is untidy and difficult to read

Later indications:

- Greater intellectual curiosity
- Exhibit more creativity
- Exhibit exceptional musical ability
- Day dreaming - usually from boredom. A lack of listening and participation can lead to later academic failure
- Disruptive behaviour: can be the 'class clown' because of boredom
- Fear of failure
- Superior powers of reasoning, of feeling with obstructions, of generalising from specific facts, of understanding meaning and of seeing relationships
- Broad attention spans, good concentration and perseverance in solving problems
- Superior use of language both in quality and quantity
- Works independently
- Exhibits keen powers of observation
- Shows initiative and originality in intellectual work
- Shows alertness and quick response to new ideas
- Able to memorise quickly
- Great interest in the world around
- Unusual imagination
- Follows complex instructions easily
- Rapid reader

Appendix 2

Thorn Grove Primary School: Outside Agencies contacts list.

Service	Address/Contact Number	Support Provided
<p>Behaviour Support Service (BSS).</p> <p>Martin Wilcock - School Contact.</p>	<p>Oakgrove School, Matlock Road, Heald Green, Stockport, SK8 3BU</p> <p>0161 437 4956 Opt 2</p> <p>Janette.braithwaite@stockport.gov.uk</p>	<p>Advice and support for staff and parents regarding children with behaviour issues. Support in producing IBPs. Works in the classroom with specific children and small groups on identified targets. Before direct face to face work can take place parental permission must be sought.</p>
<p>Speech and Language Therapist (SaLT).</p> <p>Tracy Gordon - Head of Service.</p> <p>Shelley Epstein – School Contact.</p>	<p>Children and Young People's Disability Partnership (CYPDisP). c/o 8th Floor, Regent House, Heaton Lane, Stockport, Cheshire, SK4 1BS</p> <p>0161 426 5200 0161 426 5201</p>	<p>Children can be referred for speech therapy if concerns are expressed by school or parents. The staff can provide assessment, diagnosis, treatment and advice concerning communication disorders. These include articulation, language development, cleft palate, swallowing and other problems. In order to make a referral a Single Agency Referral form or Early Help Assessment (EHA) is completed. In a case where more than one agency is involved an EHA must be completed.</p>
<p>Healthy Young Minds (HYMS).</p> <p>Children's Primary Mental Health Practitioner.</p>	<p>Pennine Care NHS Trust, Children's and Family Service, Treehouse Children's Centre, Stepping Hill Hospital, Poplar Grove, Stockport, SK2 7JE</p> <p>0161 419 2053</p>	<p>This is a multi- disciplinary team of professionals from health education and social services. Their service is offered to children who are experiencing emotional or behavioural difficulties or who may be suffering from a psychiatric disorder. Referrals may be made by GPs or EPs.</p>
<p>Educational Welfare Officer (EWO).</p>	<p>Stockport School, Mile End Lane, Stockport, Cheshire. SK2 6BW</p> <p>0161 483 3622</p>	<p>Their role is to enable children to achieve maximum benefit educationally and socially. Her role is to provide a link between school and the home when general welfare issues arise, e.g. attendance, being left at night, looking uncared for and not being picked up from school on time.</p>

		Members of staff should inform the EWO if they are concerned about the welfare of any child.
Occupational Therapy (OT).	Children and Young People's Disability Partnership (CYPDisP). c/o 8th Floor, Regent House, Heaton Lane, Stockport, Cheshire, SK4 1BS 0161 426 5200 0161 426 5201	To support staff in facilitating learning by providing correct equipment and environmental resources, e.g. specialized pencils, chairs etc. Referral through Single Agency referral or EHA.
Sensory Support Service (SSS). Cara Wheeler – Head of Service	SSS Enterprise House, Oakhurst drive, Cheadle Heath, Stockport, SK3 0XT 0161 474 3905/6 Text: 07891 949416 Headteacher.sensorysupport@stockport.gov.uk	To provide teachers and staff with advice and support. Direct teaching input available where appropriate. After consultation with parent referral can be made through direct telephone call and completion of proforma sent at this time via email.
Child Development Unit (CDU).	Pennine Care NHS Trust, Children's and Family Service, Treehouse Children's Centre, Stepping Hill Hospital, Poplar Grove, Stockport, SK2 7JE 0161 612 4207/8/9	Healthcare support focusing on child development. Referral through GP.
Learning Support Service (LSS) and Inclusion Co-ordinators. Cathy Fairlie – Learning Support Service Teacher – School Contact.	Learning Support Service, Cheadle Heath Centre, Edgeley Road, Cheadle Heath, SK3 0RJ 0161 428 8260 lss.reception@stockport.gov	1 day per week (Tuesday) of specialist teaching support. Providing support for staff to produce APDR cycles, testing children and identifying needs. Providing targets for agreed SS children. Referral via LSS proforma.

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Ethnic Diversity Service (EDS).	The Edgeley Centre, Cheadle Old Road , Edgeley, Stockport, SK3 9RQ 0161 477 9000	Teach and provide TA and LSA for children with EAL. Provide interpreters for parents evening etc. Referral via EDS proforma.
Educational Psychology Service. Helen Barr – School Contact.	Psychology Service, Upper Ground Floor, Stopford House, Piccadilly, Stockport, SK1 3XE 0161 474 3870 C&YPPsychology@stockport.gov.uk	Observe and test children in order to assess needs. Provide support, strategies and diagnoses of specific learning issues. EP makes recommendations to support pupil and is able to refer for Statementing process. Able to refer to CAMHS.
Physiotherapy.	Children and Young People's Disability Partnership (CYPDisP). c/o 8th Floor, Regent House, Heaton Lane, Stockport, Cheshire, SK4 1BS 0161 426 5200 0161 426 5201	The physiotherapist assesses and manages children with movement disorders or disabilities. The therapist supports the child enabling them to reach their potential by providing physical intervention, programmes of support and guidance. In order to make a referral a Single Agency Referral form or an early help Assessment (EHA) is completed. In a case where more than one agency is involved an EHA must be completed.

Appendix 3

Glossary

AD	Attention Deficit
ADH	Attention Deficit Hyperactivity
ASC	Autistic Spectrum Condition
BSS	Behaviour Support Service
CAMHS	Child and Adolescent Mental Health Service
EAL	English as an Additional Language
EP	Educational Psychologist
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
LAC	Looked After Child
LA	Local Authority
LSA	Learning Support Assistant
LSS	Learning Support Service
NLS	National Literacy Strategy
NNS	National Numeracy Strategy

OT	Occupational Therapy
SALT	Speech & Language Therapy
SATs	Standard Assessment Tests/Tasks
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulties
TA	Teaching Assistant

Appendix 4

Provision for Pupils with SEND

A brief outline of the range and type of provision that the school can offer should be included. It is helpful to include guidance about the triggers for implementing School Support. (These are outlined in the Code of Practice (January 2015))

SEN Support:

There is concern, underpinned by evidence that in spite of receiving differentiated learning opportunities, a pupil:

- Makes little or no progress, even when teaching approaches are targeting the pupil's identified areas of weakness
- Has difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually used in the school
- Has communication and/or interaction difficulties and continues to make little or no progress
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.

A range of strategies are used to support the needs of pupils with SEND at School Support including:

- Special equipment and resources, including increased access to ICT some small group support targeting specific needs.
- In-class support from an LSA

- Different learning materials or the use of a range of teaching methods
- Implementation and regular review of a SEN Support Plan
- Undertaking staff development and training

SEN Support but not making the desired progress:

Despite receiving concentrated support at SEN Support, the pupil:

- Continues to make little or no progress in specific areas over a long period (at least 2 terms).
- Continues to work at NC levels substantially below that expected of pupils of a similar age.
- Continues to have difficulties in developing literacy and mathematic skills
- Despite having an individual behaviour plan, the pupil continues to have emotional or behavioural difficulties which substantially and regularly interfere with the pupil's learning or that of the group.
- Has ongoing communication or interaction difficulties that cause significant barriers to learning.
- Has sensory or physical needs that require additional specialist equipment or regular advice or visits from a specialist service.

The strategies used to support pupils at this level are the same as those for SEN Support but in addition:

- Consultation and where appropriate intervention from Specialist Services e.g. Educational Psychologist, Learning Support Teacher.
- Small group or one-to-one support targeting individual needs.
- Increased level of in-class support.
- Further guidance and advice to class/subject teachers on fresh strategies which are to be implemented.

If concerns are expressed about a pupil, the following procedures are to be followed:

- Concerns are shared/discussed with the parents/carers
- Upon referral to the SENCo, the pupil is assessed to identify the nature and severity of the need.
- Additional information is gathered from staff teaching the pupil and any other person who is deemed to have valuable input- information gathered may include learning difficulties, strengths, emotional or behavioural difficulties, medical problems etc.

- From the collated information, the SENCo discusses the pupil's needs with the pupil and the parents/carers and where appropriate, the pupil is placed on School Support of the SEND register and an APDR cycle is planned and distributed to all concerned.

Statutory Assessment for an Educational Health Care Plan:

As outlined in the Code of Practice, "Where a request for statutory assessment is made by a school to the LEA, the pupil will have demonstrated significant cause for concern."

The school will provide written evidence of:

- Interventions and outcomes at School Support
- SEN Support Plans
- Provision maps including costings
- Records of reviews and their outcomes
- NC levels and attainments in literacy and numeracy
- Educational and other assessments (e.g. EP, specialist teacher etc.)
- Views of the pupil and the parents/carers
- Involvement of other professionals – e.g. Social Services, Education Welfare Officer etc.