

Last Updated | 01/09/2023



September 2023 – September 2024

# SEND inclusion and Information Policy



**WATERTON**  
ACADEMY TRUST®

## Contents

<b>1. Our School</b> .....	<b>3</b>
1.1 Our Vision .....	4
1.2 Our Values .....	4
1.3 Our Golden Rule.....	4
1.4 Our School Aims .....	5
1.5 Our Community.....	5
1.6 Our Academy Trust .....	5
<b>2. Policy Summary</b> .....	<b>6</b>
2.1 Policy Introduction & Rationale .....	6
2.2 Policy Aims .....	6
2.3 Inclusivity Statement.....	6
<b>3. Legalities &amp; Linked Documents</b> .....	<b>6</b>
3.1 Linked School & Trust Policies.....	6
3.2 Linked National & Local Documents .....	7
<b>4. Definitions</b> .....	<b>7</b>
<b>4. Key Responsibilities</b> .....	<b>7</b>
4.1 Headteacher Responsibilities.....	7
4.2 SENCO & IDL Responsibilities.....	7
4.3 SEND Link Governor Responsibilities.....	8
4.4 Class Teacher Responsibilities.....	8
<b>5. Vulnerable Groups</b> .....	<b>8</b>
<b>6. Key Principles</b> .....	<b>8</b>
<b>7. Communication</b> .....	<b>9</b>
<b>8. Admissions Arrangements</b> .....	<b>9</b>
<b>9. Curriculum</b> .....	<b>10</b>
9.1 Curriculum Representation .....	10
9.2 Trips & Extra-Curricular Activities.....	10
<b>10. Parents &amp; Carers with Disabilities</b> .....	<b>10</b>
<b>11. Pupil premium Funding</b> .....	<b>10</b>
<b>12. SEND Provision</b> .....	<b>10</b>
12.1 SEND Provision Overview.....	10
12.2 Nurture.....	11
12.3 TEACCH .....	11
12.4 SALT .....	11
12.5 Communication Friendly .....	12
12.6 Dyslexia Friendly .....	12
<b>13. Inclusion Overview</b> .....	<b>12</b>



<b>14. Consulting &amp; Involving Parents &amp; Pupils .....</b>	<b>13</b>
<b>15. Early Identification &amp; Assessment of SEND.....</b>	<b>13</b>
15.1 Areas of Need .....	13
15.2 Assess, Plan, Do, Review.....	14
<b>16. Levels of SEND .....</b>	<b>14</b>
16.1 Quality First Register (Q1).....	15
16.2 SEN Support (K) .....	15
16.3 Education, Health & Care Plan – EHCP (E).....	15
<b>17. Other Documentation .....</b>	<b>15</b>
17.1 One Page Profile.....	15
17.2 My Plans.....	15
17.3 Class Provision Maps.....	15
17.4 Intervention Sheets.....	16
17.5 Class Folders.....	16

## 1. Our School



### 1.1 Our Vision

**Grow. Achieve. Shine** – These are much more than words or a motto. At Churchfield Primary School we enable all children to **grow** as independent learners, **achieve** more than they ever believe they could and **shine** as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

### 1.2 Our Values



**We are proud, and work hard to be the best that we can be**



**We are determined and resilient, embracing all challenges**



**We collaborate well, treating everyone as equals**



**We are honest, kind and show integrity**



**We respect all people, property and the environment**



**We believe in ourselves and strive for our goals**

### 1.3 Our Golden Rule

## Our Golden Rule

**We keep ourselves, and each other, safe.**



### 1.4 Our School Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for every child, every time, through a highly-inclusive approach.
2. Promote a holistic view of the whole child, supporting them to become well-rounded individuals and members of society.
3. Encourage all children to develop positive relationships with, and respect for, themselves, each other, our local community and the wider world.
4. Provide a safe, welcoming and positive environment for our children and families; acting as a hub at the heart of our community.

### 1.5 Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.

### 1.6 Our Academy Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success for all is not a goal, but an expectation.



## 2. Policy Summary

### 2.1 Policy Introduction & Rationale

Churchfield Primary is a highly-inclusive school, with a reputation for inclusion. The Headteacher, leadership team, governors and all staff will ensure that the individual needs of all pupils are met in full, especially those from vulnerable groups including pupil with SEND, disability and minority racial backgrounds. The whole school community is be clear about the kind of provision we offer and the high expectations we achieve. All pupils at Churchfield Primary have an entitlement to equal access, equal opportunity and equal benefit from participating in every area and aspect of school life. It is the duty of all who work here to uphold and actively promote this policy. We will strive to eliminate prejudice and discrimination and create an environment where all pupil can flourish and feel safe. We work together in an atmosphere of mutual respect, peace and harmony. We will celebrate the way in which all pupils contribute to the school as a rich and diverse community. High quality teaching is that which is differentiated to meet the needs of all pupils with some requiring something additional to and different from what is provided for the majority of pupils; this is Special Educational Provision and we will use our best endeavours to ensure that this additional provision is made for all.

### 2.2 Policy Aims

This policy is underpinned by the central aims of Churchfield Primary School and the values held by the school community. This policy aims to:

- Provide information for all stakeholders on how school creates an ethos and educational environment that is person-centered and has the views & needs of children with SEND at its heart along with their families/carers.
- Provide information for all stakeholders on how school keeps a strong focus on high aspirations and on improving outcomes to enable every pupil, irrespective of SEND, ability, gender or culture, to access to all aspects of school life, and has the opportunity to reach his/her full potential
- Provide information for all stakeholders on school encourages and engages the participation of children and parents in the decision making, planning and review of outcomes to ensure quality provision
- Provide information for all stakeholders on how school meets the needs of all pupils
- Provide information for all stakeholders on how school fulfils legal requirements

### 2.3 Inclusivity Statement

At Churchfield Primary School we use an inclusive approach to all aspects of education. Our aim is to involve all children and stakeholders in all areas of the curriculum and school life. In accordance with the SEND Code of Practice, we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities.

## 3. Legalities & Linked Documents

### 3.1 Linked School & Trust Policies

This policy should be read in conjunction with the following policies and other linked policies:

- Safeguarding Policy
- Health & Safety Policy
- Anti-Bullying Policy
- Accessibility Plan



### 3.2 Linked National & Local Documents

The policy has been developed in accordance with the following legislation and guidance:

- Working together to Safeguard Children
- Keeping Children Safe in Education
- DFE Relationships and Sex Education
- SEND Code of Practice
- SEND Green Paper (Right Support, Right Place, Right Time)
- The Equality Act
- SEND Regulations
- Children & Families Act

## 4. Definitions

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Key Responsibilities

### 4.1 Headteacher Responsibilities

The headteacher will:

- Work with the SENCO, IDL and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the management and deployment of other staff in relation to SEND

### 4.2 SENCO & IDL Responsibilities

The SENCO for Churchfield Primary School is Emily Nelson; the Inclusion Development Leader is Lyn Dixon. They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance & support to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Organise additional support for staff from either internal or external services when needed
- Monitor the work and curriculum adaptations for SEND pupils in the curriculum, e.g book looks
- Oversee the deployment of support staff



- Work with the headteacher and ASC to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date
- Carry out SEND pupil progress meetings and data analysis on a termly basis
- Have an awareness and understanding of need of all SEND pupils in school

#### 4.3 SEND Link Governor Responsibilities

The governor with a responsibility for SEND is Melanie Priestley. The SEND governor will:

- Help to raise awareness of SEND issues at ASC meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the ASC on this
- Work with the headteacher, SENCO & IDL to determine the strategic development of the SEND policy and provision in the school

#### 4.4 Class Teacher Responsibilities

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Providing pastoral care for the overall wellbeing of the children and identifying where extra provision is required
- Completing relevant and required paperwork in a timely and professional manner, to a high-standard
- Communicate with parents
- Ensure that their class folder is up to date and in use

## 5. Vulnerable Groups

We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of children with other factors, such as:

- Children at risk of suspension or exclusion
- LAC/PLAC
- Minority groups
- Children with EAL
- Children eligible for Pupil Premium Funding
- Others such as those who are chronically ill, or young carer

## 6. Key Principles

- Class teachers have the responsibility to discuss individual cases, assess needs and provide appropriate provision
- The Special Education Needs Coordinator (SENCO) Inclusion Development Leader and Headteacher have the responsibility to review individual cases and refer to outside agencies where appropriate
- The school will provide a pastoral framework involving Nurture Groups (as identified through the use of the Boxall profile) and Learning Mentor support that supports the whole school community
- The school will ensure early identification of needs, specifically SEN, disability and race using a graduated Response of Assess, Plan, Do, Review





- As part of the identification of need an EHA (Early Help Assessment) may be completed in conjunction with the Well Being Manager which may then lead to TAC/TAF
- The school will ensure all statutory obligations are met and exceeded in relation to pupils with Educational Health Care Plans (EHCPs)
- All curriculum policies and planning will incorporate strategies to differentiate, in order to meet the needs of individual pupils
- The school will challenge discrimination at all levels wherever and whenever it occurs
- The school will raise awareness and understanding of inclusion groups/issues/ individual needs through INSET and training opportunities
- Teaching and learning materials will be regularly reviewed to ensure that they reflect the inclusive ethos of the school
- The school will conduct regular monitoring, evaluation and review of all policies to ensure inclusion
- The SENCO will monitor the progress of all vulnerable pupils and groups, to identify needs as they arise and to provide support as early as possible
- school will involve parents/carers in plans to meet the additional needs of their pupil though termly meetings
- school will involve the pupil (age dependent) in planning, reviews and in any decision making that affects them
- School will ensure that all pupils are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed

## 7. Communication

### How is progress monitored for my child?

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Churchfield Primary we aim to identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve to his or her full potential. We do this by regular and thorough assessments to check on progress and where expected progress is not made, we begin the process of identification. Pupil progress meetings between the Headteacher, Senior Leadership Team (SLT) and teaching staff are held three times per year to discuss any individuals or groups who have failed to make expected progress. The SENCO/ IDL will also conduct SEND-specific pupil progress meetings. Staff involved implement strategies to enable the individuals to overcome those barriers. School staff will take steps to provide differentiated learning opportunities that will aid the pupil's academic social and emotional progression enabling staff to better understand the provision and teaching style that needs to be applied. Progress is then monitored through the Assess, Plan, Do, Review process.

We engage with a wide range of outside agency professionals working collaboratively to meet need.

Parents will be made aware of any provision above and beyond that of usual quality first teaching methods. Progress will be discussed with the teacher informally or at parent's evenings. If appropriate, meetings can be arranged with the SENCO or class teacher. Termly Parent's meetings with the SENCO are offered to all parents of SEND pupil.

## 8. Admissions Arrangements

### How do I apply for my child to attend Churchfield?

All pupils will be considered for admission to the school according to the BMBC admissions policy, regardless of any specific needs that they may have. Prior to starting school, parents/carers of pupil will be invited to discuss the provision that can be made to meet any identified needs. All children joining Churchfield Primary School have a home visit from a member of the Wellbeing team (Wellbeing Manager, SENCO, Inclusion Development Leader).



Churchfield Primary School welcomes representatives from the secondary schools, to which Year 6 pupils are transferring, to meet the children and Year 6 teachers and to discuss pupils' achievements and needs. Our SENCO/IDL are present at these meetings to talk to members of staff about all pupils who are registered as having SEND as well as pupils who do not have SEND but for whom transition may be a cause of anxiety. It is standard practice that all SEND records and other relevant documents are passed on to pupils' new schools. For children with an EHC plan, transition arrangements are agreed at the pupil's Year 6 Annual Review.

## 9. Curriculum

### 9.1 Curriculum Representation

At Churchfield we believe that it is fundamentally important for children to be exposed to a wide range of topics throughout the curriculum to ensure full representation of modern Britain. The PHSE curriculum includes issues of disability, difference and valuing diversity. We aim to make optimum use of PHSE lessons and assemblies for raising issues of equality and inclusion. School resources will be regularly reviewed to ensure they include books/images/materials that reflect the range of groups identified in this policy. We also try to make sure we have positive images of pupil and adults from these groups in displays, resources, etc. around school.

### 9.2 Trips & Extra-Curricular Activities

#### Will my child be included in extra curricular activity?

We will make all trips inclusive by planning in advance and using accessible venues, and provide additional support for individual pupil as required. No pupil will be excluded from visits or residential visits based on physical or medical needs. All pupil are welcome at our after-school activities, special arrangements will be made if and when necessary. We recognise that pupils with SEND may be less likely to attend extra-curricular activities, and therefore actively encourage these families to sign up, offering support to do so when needed.

## 10. Parents & Carers with Disabilities

We make sure that all Parents/Carers of pupil within the school are fully included and activities and events are accessible to all.

## 11. Pupil premium Funding

The Pupil Premium will be used to accelerate achievement of pupils who have been eligible for free school meals within the last 6 years and pupils who are looked after in care. We track these pupils and interventions will be initiated and evaluated to measure impact on a regular basis. There will be an outline of how Pupil Premium is used on our website. All pupils will be outlined on class planning, class provision maps. The SENCO will keep a track of these pupils and what intervention they are accessing.

## 12. SEND Provision

### 12.1 SEND Provision Overview

#### What SEND Provision can Churchfield offer my child?

Through our SEND provision, we aim to:

- Develop all pupils to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum
- Identify pupils with SEND, as early as possible (early intervention) in order to support their physical, social, emotional or intellectual development



- Ensure there is a consistent, whole-school approach to the identification and provision for pupils with special educational needs throughout the school
- Involve parents in a partnership of support
- Monitor and evaluate the pupil's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of school
- Comply with the SEN Code of Practice

We aim to provide a rich and exciting curriculum, with opportunities for all, in a caring and supportive environment that enables pupil to realise their full potential, develop their confidence, determination and resilience to achieve high levels of knowledge, skills and understanding. All children have individual needs, many of which can be met within the normal environment of a classroom, through an adapted curriculum.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example: Autism Spectrum Disorder, Speech and Language difficulties
- Cognition and learning, for example: Dyslexia, Dyspraxia
- Social, Emotional and Mental Health difficulties, for example: Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or Physical needs, for example: visual impairments, hearing impairments, processing difficulties, epilepsy
- School also provides a dedicated Integrated Resource for Communication & Interaction needs, with places managed by Barnsley LA

### 12.2 Nurture

Not all children are ready to meet the social and emotional demands of school life. Research shows that a child is able to learn best when they have strong self-esteem, a sense of belonging and resilience. The overall aim is that the provision offers support developing their social and emotional development to enable them to move forwards successfully as lifelong learners. Our Nurture provision offers a short-term focused intervention which addresses barriers to learning arising from social or emotional difficulties. Using Boxall Profile there is clear baseline for all pupils attending the provision which clearly identifies the pathway of support informing next steps and planning. Our provision is led by two ELKLAN trained staff.

### 12.3 TEACCH

A number of pupils in school present complex needs requiring additional provision to enable them to access the school environment. Our TEACCH Provision is led by a trained practitioner. The provision offers a structured teaching model which enables pupils with ASD and other additional needs to understand their environments and work independently. The strategies and approaches we use are transferred into the mainstream classroom. The ultimate aim of the Provision is for all pupils to access learning in the classroom alongside their peer group. Pupils spend up to one hour per day developing the prerequisite skills required to access all areas of learning. The provision offers: Predictable environment, visual supports and cues, personalised provision, opportunities to develop independence, opportunities to transfer and generalise skills. Our aim is to connect a child and their environment to enable learning and achievement

### 12.4 SALT

A number of pupils in school require access to Speech and Language Therapy intervention. Our SALT Provision is led by two ELKLAN trained Practitioners. Working alongside Speech and Language Therapist our Practitioners deliver bespoke programmes, these are monitored and assessed by the Therapists. All teaching staff are aware of the outcomes the children are working towards and our Practitioners work closely with class teachers to ensure skills are transferred and generalised.

The SALT Provision also offers Infant Language Link which is an online, adult led standardised assessment. It looks at key areas of understanding of language for the classroom. It is used in Foundation 2 and Year One as Early



Intervention used to then track identified children. Results identify where support is needed and recommend appropriate class and small group interventions. If a child requires specialist support this is clearly highlighted and a referral to SALT is made. It provides planned and resourced interventions for a graduated approach. Recommended high quality teaching strategies and classroom resources then allow the teacher to support SLCN universally.

### 12.5 Communication Friendly

A Communication Friendly Approach is embedded across school, the approach includes:

Visual timetables in all classrooms, colour coding for all First and Then boards, structured teaching where applicable, clear structure, pupils given time to respond to questioning allowing time for processing of information, Use of Blanks Levels of Questioning. This approach focuses on the role of the environment in supporting speaking and listening skills, emotional well-being, physical development and general engagement with learning.

### 12.6 Dyslexia Friendly

School offers an inclusive classroom, where all children are given the opportunity to access the curriculum offering a supportive classroom ethos delivering Quality First Teaching. All classrooms offer: Alternative methods for recording, Word processing and the use of support packages. e.g. Clicker 7, coloured overlays, colour coding, narrative sequences, mind maps, diagrams, a range of visual supports, writing frames, cloze procedures, processing time and multi-sensory approaches to learning Additional Dyslexia friendly provision is LEXIA Core 5 a research-proven model to provide an explicit, structured, systematic, and personalised learning approach to the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Core5 also includes spelling and grammar (SPAG) practise and instruction.

### 12.7 SEND staff training

In Churchfield we have a range of teaching assistants who are trained in the Key areas of SEND to enable high quality 1<sup>st</sup> teaching support and intervention this includes: 3 ELSA trained teaching assistants (Emotional Literacy Support Assistant) 2 Language Link trained teaching assistants, 2 ELKLAN level 3 teaching assistants, 1 ELKLAN Level 2 trained teaching assistant, 1 HLTA TEACCH trained assistant, 1 Learning Mentor trained in Carol Gray Social Stories, 6 LEXIA Core 5 trained teaching assistants.

## 13. Inclusion Overview

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

- Have different educational, behavioural and socio emotional strengths, needs and aspirations
- Require a range of approaches for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Through the use of 'our best endeavours', children's individual needs will be met through a range of reasonable adjustments and differentiated (in some cases individualised) teaching and learning across all areas of the curriculum. We do this by:

- Developing positive relationships with our pupils
- Securing pupils motivation and concentration
- Responding to the diverse needs of the child
- Creating effective learning environments
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets and outcomes for learning
- Setting appropriate learning challenges
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Providing other curricular opportunities to meet the needs of individuals or groups of children



## 14. Consulting & Involving Parents & Pupils

### How will we as parents/carers be involved in the education of our children?

At Churchfield Primary, we aim to work in partnership with parents/carers to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone understands the agreed outcomes for the child
- Everyone is clear on what the next steps are
- Parents have the opportunities to play an active role in their child's education
- Parents/carers have the opportunity to discuss ways in which they and the school can help their child
- Parents are kept informed about any additional support their child is receiving.

These conversations are held informally (contact arranged), at SEN meetings and during Annual Reviews of the child's EHC plan.

As a school we involve pupils, wherever possible, in making decisions through:

- Identifying their own needs and strengths
- Individual targeting across the curriculum
- Self-review of their own progress and setting of new targets
- Creating and reviewing One Page Profiles & MyPlans
- Discussions about what is working well, and what isn't

## 15. Early Identification & Assessment of SEND

### 15.1 Areas of Need

#### How will Churchfield identify my child's needs?

High quality teaching, adapted for individual children, is the first step in responding to pupil who have or may have SEN. The SEND CoP clearly states that *'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'*

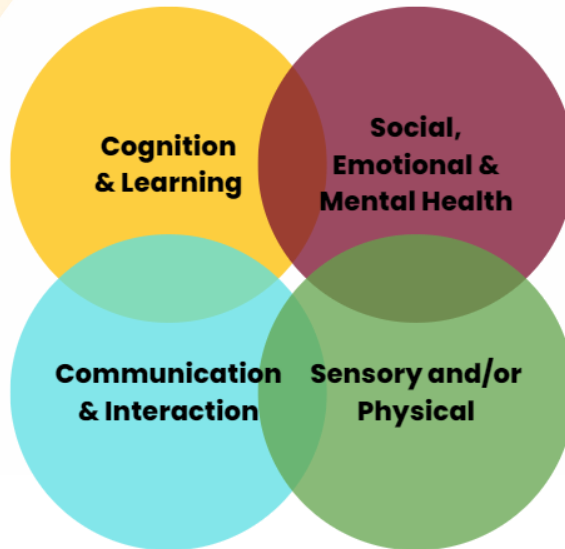
We follow the graduated approach of assess, plan, do review. Class teachers will work with the SENCO and IDL to carry out an analysis of pupil needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Previous progress and attainment
- The individual's development in comparison to their expected progress

The assessment will be regularly reviewed. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress across all areas.

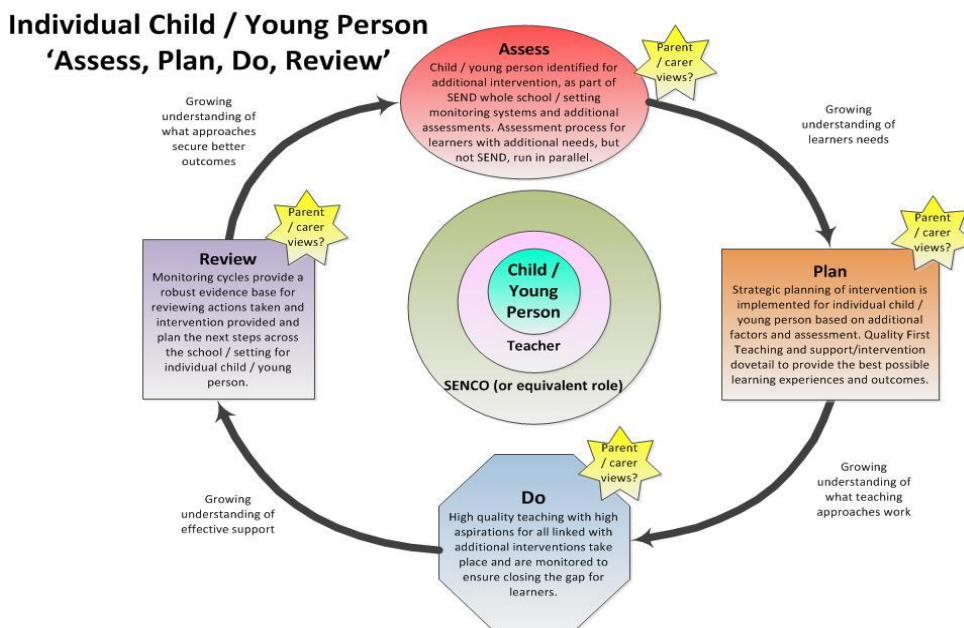
Guided by the SEND Code of Practice the following areas of Need are identified:





**15.2 Assess, Plan, Do, Review**

1. The first step in the identification process is teacher assessment, once identified appropriate provision including differentiated teaching methods, intervention, personal and individualised approaches are implemented before then reviewing the provision, evaluating its effectiveness and deciding upon next steps.
2. Initial concerns are discussed with parents
3. If despite the class teacher’s best endeavours and quality first teaching, the pupil is not making the expected progress, this is then referred to the SENCO via a Notification of Concern (NOC). This must be completed by the teacher, and uploaded to CPOMS. The SENCO will respond within 5 working days.
4. Teachers meet the pupil’s parents and the pupil will be placed on the Quality First register (QF), to enable the pupil to be closely monitored through a class provision map. Enabling the Assess, Plan, Do, Review process to continue.
5. Where a pupil does not make expected progress, despite quality first teaching and appropriate differentiation/ interventions the school will meet with parents to discuss the next steps (SEN Support)



**16. Levels of SEND**



### 16.1 Quality First Register (Q1)

A child is being monitored at Q1, with Quality First teaching consistency in place to address any additional needs and facilitate progress.

### 16.2 SEN Support (K)

A pupil receives support, which is targeted to their specific need/needs, in class and/ or in intervention groups. The pupil will now progress to a My Plan, strengths and needs will be identified and measurable outcomes are set. Pupils are rigorously tracked at this point. Parents will be offered termly meetings with the SENCO.

Outside agencies (e.g. Speech and Language, Educational Psychologist, Hearing Impaired Services etc.) may be consulted and their advice implemented. The pupil will be set at least 3 My Plans which are working documents reviewed frequently. If a pupil does not make the expected progress and provision requires more individualised/ personalized provision the SENCO will then meet with parents to discuss the next steps, which may be a request to assess need. School will request a Needs Assessment. If the Needs Assessment is agreed the Local Authority EHC Team will request information. School will add additional information to the Hub. Evidence of Assess, Plan, Do, Review will be submitted at this stage.

### 16.3 Education, Health & Care Plan – EHCP (E)

Evidence will be gathered from school and any outside agencies that are involved with the pupil to support a request for an EHCP through the cycle of Assess, Plan, Do, Review. If the request is agreed, the local authority will draft an EHCP plan from the evidence submitted, on the completion of an EHCP (containing specific, personalised long term outcomes) the pupil receives specific support to enable them to achieve outcomes. This is reviewed annually with the parents, other professionals and the pupil if appropriate.

## 17. Other Documentation

### 17.1 One Page Profile

All pupil who are monitored at SEN support, or have an EHCP, have a One Page Profile which captures all the important information about them on a single sheet of paper under three simple headings: **what people appreciate about me, what's important to me** and **how best to support me**. This allows information to be shared effectively and quickly about what strategies to use with a pupil.

### 17.2 My Plans

Children who require additional support, to make progress or to address skill gaps in their learning, are placed on a My Plan which includes a provision map. Provision Maps identify the needs and outcomes with targeted intervention/support. These are:

- Reviewed termly; (It is a working document therefore shorter term interventions are reviewed as and when)
- Specifically targeted at pupil at SEN support and EHCP
- Reviewed in consultation with teachers, TAs, SENCO and IDL, parents and professionals involved

All teachers maintain confidential records of pupils receiving additional support and the progress being made, these are stored centrally and only shared with parents, outside agencies supporting the pupil and the Local Authority on request.

### 17.3 Class Provision Maps

Provision maps offer an insight into the overview and provision provided to those learners requiring additional support. When class teachers alert the SEND Team that they have identified gaps in progress a Notification of Concern is submitted to the team. Parents are informed and the provision required is added to the class provision map. The progress, effectiveness and outcomes of the provision is closely monitored through Quality First Teaching. If and despite additional provision the pupil does not make the expected progress the class provision map is used as clear evidence for taking the pupil to the next stage of SEN Support informing next steps/outcomes.



#### 17.4 Intervention Sheets

Class Provision Maps and My Plans clearly set out the outcomes a pupil requires to achieve in order to make progress and then transfer and generalise skills across the curriculum. Provision identified is closely monitored by the class teacher and the SEND Team. A register of attendance for each intervention session is set up following this a clear description of the intervention and the expected outcome is entered on the sheet. Class teachers are expected as part of quality teaching to set a clear baseline and expected outcome. A number of interventions are available with clear entry and exit criteria allowing progress/impact to be measured

#### 17.5 Class Folders

All personal information related to a pupil is stored in online folders including; reports/provision maps/my plans/outside agency correspondence. A class Folder is available within the classroom to ensure that provision Maps and My Plans are available to all staff including teaching assistants, agency staff or staff covering PPA to ensure they are aware and understand the needs of all pupils monitored at SEN Support.

