



SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed June 2016

COMPLIANCE

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

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Executive Head has overall responsibility for Special Educational Needs and Disability in The Prince of Wales School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Julia Bishop who can be contacted through the school. This person is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is: Paula Van Breda who can be contacted via the school office. The governor with oversight of the arrangements for children entitled to the Pupil Premium is Alan Duncalf.

This policy was developed in conjunction with members of staff, governors and was subject to consultation with parents.

Mission Statement/Ethos

We believe that all children are of equal value and should have equal access to a broad and balanced curriculum that meets their identified needs.

FUNDAMENTAL PRINCIPLES

The detailed guidance in the Code of Practice is informed by these general principles and should be read with them clearly in mind:

- a child with special educational needs and /or disabilities should have their needs met
- the views of the child should be sought and taken into account
- parents/carers have a vital role to play in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum

AIMS AND OBJECTIVES

The Prince of Wales School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into the next stage of their education.

We are committed to the principle of educating pupils according to their needs and abilities.

We aim to provide a caring, welcoming, stable and stimulating environment, encouraging each child to develop intellectually, socially, morally and physically according to their individual ability.

We aim to identify and assess children with SEND in the school at as early a stage as is possible and ensure that appropriate educational provision is made for them.

We believe that children with SEND should generally be taught within the normal class structure with children of their own age, so far as that is reasonable, practical and compatible with the pupil receiving the necessary special education provision, the efficient education of other pupils in the school and the efficient use of resources. Children may be withdrawn for special help for short periods. They may receive extra support in small groups from an assistant or teacher.

We aim to work alongside parents and involve them fully in decisions made about their children's education.

We aim to include the child in reviewing their own progress, setting their own targets and determining their own outcomes.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.
- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that our school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The following policies and action plans are published on our school website:

SEND Policy

Equality Policy and Action Plan

Accessibility Action Plan

Medical Care Policy

In addition, there is a link on our school website to our “Local Offer” for SEND on the Family Information section of Dorset For You. This explains in detail the school’s arrangements for meeting the needs of all children.

The SENCo leads a SEND team which consists of:

Paula Thompson, Senior Teaching Assistant with responsibility for children with physical disabilities and is responsible for children’s Individual Support Plans (ISPs).

Emma Hibberd, Senior Teaching Assistant for children with medical needs.

Julia Bishop, SENCo, who is the responsible person for Looked After Children and Pupil Premium children.

Maddie Biddlecombe School Support Services Manager who provides administrative support to the SEND Team.

Clare Mewett Head of School, who is responsible for monitoring the progress of all vulnerable groups in the school

ADMISSION ARRANGEMENTS

The Prince of Wales School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, The Prince of Wales School receives additional funding as a Resourced Provision for children who are physically disabled and therefore is experienced and accustomed in making appropriate adjustments to include and accommodate those who are disabled. The school works closely with National Health Service professionals such as Physiotherapists and Occupational Therapists and Speech and Language Therapists. Where adaptations are required to support physical or medical needs, the school liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority’s website. There is a link from the school’s website to The Local Offer.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan and Equality Action Plan that are monitored half termly and reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in ‘The Equality Act 2010 and schools – (May 2014)’. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Wheelchair access
- Physiotherapy room
- Hydrotherapy pool
- Disabled toilets with hoists and changing facilities
- Additional support staff dependent upon individual children’s needs.
- Assistive technology such as iPads, specialist laptops or computers, Eyegaze, individualised equipment
- Soft play room
- Sensory room
- Increased access to the curriculum and assistance during assessments
- School transport for all children within our Resourced Provision
- Close liaison with our therapy colleagues using our AIMS review and target setting process.

The school is conscious of the particular needs and difficulties of parents in coming to terms with their child’s special needs, particularly where they live away from Dorchester. It is the intention of the school to find as many ways as possible to overcome these difficulties by liaison, communication and

support. It cannot be stressed enough that a vital part of teachers' and assistants' responsibilities is to keep parents as fully informed and involved as possible in their child's education. Day to day contact, home/school books, parents' evenings are all vital.

Providing for pupils' personal priority needs: the place of therapy

Many pupils with learning difficulties will have personal priority needs which are central to their learning and quality of life. Some pupils will have therapeutic needs or require paramedical care. The range of therapeutic needs and paramedical care is wide. Provision for these needs is a legitimate and essential element of the curriculum and should be planned for. This provision enhances individual pupils' readiness to learn in many ways, for example by:

- supporting the accurate identification and assessment of individual needs in language and communication
- positioning pupils so that they learn effectively
- helping pupils to maintain good posture, appropriate muscle tone and ease of movement, and encouraging the development, refinement or maintenance of skills in independent mobility
- helping pupils to manage eating and drinking
- promoting relaxation and support to help pupils manage stress and anxiety
- providing palliative treatments for painful or degenerative conditions to ensure pupils' health and well-being
- promoting pupils' autonomy and independence through the use of specialist aids and equipment
- developing pupils' self-esteem
- allowing pupils' behaviour and alternative ways of communicating to be acknowledged and understood.

Some forms of therapy, *for example, speech and language, occupational or physiotherapy*, may be necessary to maintain physical well-being or the development of basic learning, health or emotional needs. The nature and extent of the support required for individual pupils and the best ways of providing it need to be considered carefully. Some pupils may need regular and continuing help from a specialist, while for others it may be appropriate for the school to deliver a discrete programme under the guidance and supervision of a specialist. Support from health services is generally set out as non-educational provision in a pupil's statement / EHC Plan.

The purpose of Individual Support Programmes

Our School seeks to strike a balance between flexibility and consistency in our approach to time allocation to ensure that all the needs of pupils are met. In order to provide this time, we develop individual support programmes which take into account:

- pupils' support needs in terms of staffing, resources, and equipment, *for example, mobility and communication aids*
- the management of medical and paramedical issues and personal care routines, *for example, epilepsy or difficulties with eating and drinking*
- ways of minimising the impact of sensory and physical requirements, *for example, the use of specialised lighting, positioning equipment appropriately*
- individual counselling and the management of difficult emotions and behaviour, *for example, helping pupils recognise what triggers outbursts and how to respond*
- continuing use of therapeutic treatments, *for example, intensive interaction, hydrotherapy, horse riding, physiotherapy and occupational therapy*

Effective individual support programmes build on pupil's understanding of their own support needs and the views and contributions of parents, carers, families and others. They will draw on, as appropriate, the expertise and involvement of a range of professionals from different agencies, including therapists, nursing staff, social workers and voluntary sector representatives. Individual support programmes can make a significant contribution to an effective curriculum for pupils with learning difficulties by ensuring that parts of therapeutic programmes are successfully integrated in classroom activities.

Other pupils, however, may also need ongoing, intensive work on aspects of their individual support programmes in timetabled sessions outside the classroom and in dedicated therapeutic environments.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

Every child is continuously assessed during lessons and concerns about progress will be flagged up directly with the SEND Team or via monitoring of half termly assessments by the Assessment Co-ordinator. Reading and Spelling tests and informal progress tests, as well as parental feedback and concern may trigger concern about slow progress. Children are considered for additional interventions by the SEND team and additional assessments may be carried out. Parents are kept informed at all stages and records kept in Logs of Action within a SEND file. If necessary, an Individual Learning Plan may be drawn up but it is more likely that day to day lesson planning will be used to ensure differentiation for individuals and groups within the class. SEND files are reviewed regularly by the SENCo and progress is monitored half termly by the Assessment Co-ordinator. It may be felt appropriate for a referral to external professionals such as an Educational Psychologist.

Learning needs are managed either by using additional support from within the school or by having a Statement of Special Educational Needs, soon to be replaced by Education, Health & Care Plans (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision is recorded in the school records and the child's parents / carers **must** be informed in writing that special educational provision is being made.

The SENCO and Assessment Co-ordinator will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

Systems for early identification of barriers to learning and participation

Sensitive discussion with parents in the early years of school is essential to achieve parental participation and acceptance of SEN without feeling their child is being labelled.

This is particularly important for children in Foundation Stage and Key Stage 1 with developmental delay. It needs to be stressed that a good proportion of children move *down and off* the Code of Practice Register.

High expectations and suitable targets for all children

Recognising and taking into account children's SEND does not mean justifying low expectations.

It is the approach of this school to provide intervention and support in the early years of schooling so that barriers to learning can be overcome. Children on the Code of Practice, including those with statements / Education, Health and Care Plans for SEN *must* be challenged to achieve. All children, except those with deteriorating conditions, are expected to progress. Target setting, ensuring aspiration, analysis of value added and individual progress will be measured by teacher assessment, test data and parental/pupil perceptions.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, The Prince of Wales School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

- Individualised or group planning is an expectation for all teachers to incorporate into their daily and weekly planning responsibilities.
- Fundamentally, each class teacher is accountable for the progress of every child in their class, including those with SEND, whether they receive additional interventions or not.
- It is each class teacher's responsibility to keep a child's SEND files up to date with the Log of Action detailing key input, meetings or conversations with parents.
- The class teacher is responsible for liaising and communicating with parents/carers on a regular

basis, by offering additional opportunities for consultation meetings and also to refer parents/carers to members of the SEND Team as appropriate.

- It is the SEND team's responsibility to support the class teacher and their teams, to determine if extra assessments are needed or if additional interventions such as 1:1 tuition, Learning Mentors, advice from an Educational Psychologist or other external agency is required.
- It is the SENCo's responsibility to ensure that the SEND Register is kept up to date and that it outlines provision and progress. It is also the SENCo's responsibility to monitor Quality First Teaching using our "Inclusive Teaching checklist" and to provide advice, feedback and support to class teachers and Teaching Assistants.
- Each member of the SEND Team has their own responsibilities as set out in the SEND Team "Roles and Responsibilities" document. This includes maintaining tracking systems to monitor progress and liaising with the Assessment Co-ordinator.
- Where we feel that our in school expertise is insufficient to meet a child's needs, we ensure that we seek advice or assessments from external professionals such as Educational Psychologists and through Specialist outreach services. The school is responsible for any additional costs that this might involve. This may involve referral to the Locality Early Intervention Team or using a Common Assessment Framework to ensure a multi agency approach. Parents/carers are kept informed at all times.

[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Provision for children with SEND is under constant monitoring by the SEND Team which meets regularly to discuss individual children. The designated governor often attends these meetings. The Assessment Co-ordinator monitors the progress of all vulnerable groups half termly and provides data for the SEND Team to consider. The SENCo monitors provision by lesson observations, planning scrutinies, pupil interviews, work scrutinies and keeping in touch with parents. We carry out pupil and parent questionnaires for all children annually to receive feedback from these stakeholders.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

The Prince of Wales School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that we are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

The Prince of Wales School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

We liaise closely with our on-site Pre-school and therefore have detailed knowledge of most of the children who enter our Reception class each year. Where children enter the school from other Pre-school settings we arrange visits to ascertain if there are any additional needs. We also make sure through our parent/carer questionnaire that we find out about all children's additional needs. This information is shared with the SEND Team. In some cases, information is passed to us from an external agency such as the School Doctor or Speech and Language Therapist.

At the end of each year, transfer meetings are arranged to share information about children with SEND in which teachers and support assistants pass on details of children's additional needs to the next team. It is also the responsibility of the SENCo to ensure that new teachers are informed via the up-to-date Register of all children with SEND in their class.

During the course of Year 4, we begin the process of liaising with receiving middle schools over children with SEND. This also involves our Transition Support Worker, Rowan Seymour who provides a link between the first school and middle school.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. Details are kept up to date in the Accessibility Action Plan.

The SENCo will provide information on specific needs for new staff.

The SENCo benefits from attending DASP SENCO meetings on a regular basis as well as the Inclusion Briefings organised by Dorset Local Authority.

Our SENCo, Julia Bishop has completed the national qualification for SENCos.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Special Educational Needs in which the school has experience/expertise

Dyslexia

Dyspraxia

Attention Deficit Hyperactivity Disorder

Attention Deficit Disorder

Autistic Spectrum Disorder including Aspergers Syndrome

Downs Syndrome

10q26 deletion syndrome

Visual impairment

Cerebral Palsy

Spina Bifida

Muscular Dystrophy

Elective mutism

Speech and language difficulties

Communication disorders

Incontinence

Microcephaly

Hearing impairment

Children who require alternative means of communication including Signalong, Makaton, and aided communication devices

Children with epilepsy (grand and petit mal)

SEN INFORMATION

The Prince of Wales School presents its SEN information in three ways:

- i. By information placed on the school website which can be found at www.princeofwales.dorset.sch.uk
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

The Prince of Wales School publishes its Accessibility Plan on the school website; this information can be found via the School Information link on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found by following the link from our school website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo.

The Prince of Wales School publishes its Complaints Policy on the school website.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually and will incorporate parental comments.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding / Child protection

Anti bullying

Pupil Premium information

Data protection

APPENDIX 1

THE PRINCE OF WALES SCHOOL PROCEDURES FOR SEN PRACTICE

SEND Protocol:

It is essential that lines of communication about children with SEND are clear.

If a parent shares a concern with a class teacher about their child's progress, or asks if their child has Special or additional needs, the class teacher **MUST** share this with the SENCO. All correspondence, reports, assessments from parents or external professionals **MUST** go first to the SEND Team for discussion. Class teachers and team members will be informed and will be responsible for appropriate filing of such documentation. All telephone communication must also be directed through the SEND Team. This protocol is to ensure that class teachers can be fully supported by the SEND Team and to ensure that the SEND Team is fully informed about all children. The SEND Team meets weekly and will ensure that class teams are kept informed about new information and decisions.

Please note that in the new Code of Practice there is only one formal SEN stage before statutory assessment. This "SEN Support" stage replaces the old School Action and School Action Plus. At our school, we shall also maintain a "Monitoring" stage to allow time for young children to settle, to be assessed and for differentiated planning to have an impact.

Questions to consider when a teacher first feels concern over a child's needs:

1. What is the problem?
 - > lack of progress
 - > behaviour
 - > specific learning difficulties
 - > parental concerns
 - > concentration

2. How can I find out more?
 - > observation
 - > assessment
 - > review of progress over a period of time
 - > talking with child
 - > **talking with parents?**

3. Who to inform? – **have parents been informed and involved?**
 - > SEN Co-ordinator
 - > other teachers
 - > members of the SEND Team

4. How to deal with the concern?
 - > change in learning style, eg group work
 - > individual work
 - > differentiated tasks
 - > extra time/support
 - > use of support staff
 - > parental help
 - > use of SEN Co-ordinator

- > ability grouping for certain tasks
- > The SENCO will advise you as to whether to include the child on the Code of Practice Register at a "Monitoring" stage.

5. Are the right resources available?

- > in classroom
- > in school
- (if not, inform SEN Co-ordinator or member of the SEND Team.)

6. Is the work matched to the child's needs?

- > differentiation by task
- > instructions appropriate to the child's needs
- > is the work too easy or difficult?
- > is the child ready for the next step?
- > have different approaches been tried?
- > has there been continuity/progression from the last class?

7. Review – **have the parents been involved?**

- > Does the child continue to cause concern?
- > Discuss the child with the SENCo
- > If necessary, you will be advised to discuss your concerns with parents
- > A member of the SEND Team may support you with this discussion
- > If the child is to be put on the official Code of Practice at "SEN Support" stage:
- > fill in SEN form being specific in the concerns
- > ensure that parents are aware of this form and understand what you are planning to put in place to support the child.
- > use a 'Log of Action' to monitor/evaluate progress
- > the Log of Action should record all key events, meetings, advice and also record progress and achievements.
- > It is the class teacher's responsibility to maintain SEN files including the Logs of Action in a neat, tidy and up to date fashion at all times. This will be monitored by the SENCo.

8. This process of consideration, monitoring and evaluation continues:

- > does the child need more support from other teachers or staff in the school?
- > does the child need access to a wider range of in-school resources?
- > are further observations/assessments needed/
- > is the teacher satisfied that daily planning is differentiated for this pupil, either individually or within a group?
- > continue to maintain the 'Log of Action'
- > ensure that parents are kept informed about input and progress

9. SEN SUPPORT Review – **have the parents been involved?**

- > does the child continue to need the support mentioned in 8, above?
- > Have you sought advice from the SEND Team?
- > is the support of outside agencies required? eg SENSS, Educational Psychologist, SALT, Occupational Therapist

10. **Have you discussed this with parents?**

- > does the child continue to need support as at 8 above?
- > has a referral to central/outside agencies been made?

11. If further support is needed after SEN Support stage, the child may need to access assessment by a multi-disciplinary team:
- > a more detailed multi-disciplinary evaluative assessment programme may need to be developed for some or all aspects of the child's learning development
 - > seek advice from the SEND Team

An Education, Care and Health Plan may be required to access appropriate support. This will be decided as a result of a multi-disciplinary assessment.

Parents are fully involved.

14. Does the child have a Statement of Educational Need (or in the future an Education, Health and Care Plan)?
- > a more detailed education programme will need to be developed for some or all aspects of the child's learning development
 - > has the child an Individual Education Plan developing the Statement Objectives?
 - > is the child accessing ongoing assessment and monitored learning objectives?
 - > is progress reviewed termly?

Person Centred Annual Reviews will be held.

Parents are fully involved.

APPENDIX 2

QUICK GUIDE TO COMPLETING SEN FORM AND THE LOG OF ACTION

This form is to be completed when it is decided to place a child onto the Code of Practice register.

You must discuss this with the SENCO.

You must formally discuss your concerns with parents: let them know that it will mean extra attention for their child. You may ask for support from a member of the SEND team for this meeting. The parents will be asked to sign the form to show that they know that their child is being placed on the Code of Practice SEND Register and understand what we are doing to meet their child's needs. This is not necessary if we are simply monitoring a child but you still need to keep parents informed.

The Log of Action should follow the pattern of:

Concern

Action

Review

Concern

Action

Review

Make sure you record all meetings, reports received, details of interventions planned and delivered, outcomes of any tests or assessments, advice from external professionals etc.

When you first complete the form you will be able to do a complete cycle of Concern – Action – Review, since you will be able to take account of the few weeks prior to completion.

The purpose of this form is to provide a running record over time of how this child's SEN are being met. Entries for Concern – Action – Review should therefore be in outline. Each cycle should be undertaken regularly and frequently.

If your actions and especially your differentiated planning and/or intervention strategies are not removing the concerns, you must discuss this with a member of the SEND Team. The SEND Team will take the lead in any decisions about further referrals which you will need to record on the Log of Action. This involves referral to an outside agency such as SENSS, Educational Psychologists, Locality Team, Common Assessment Framework, SALT, Occupational Therapists.

Please note that it is now the expectation that your daily differentiated planning should be providing the appropriate level of support and challenge for children at SEN Support and that Individual Education Plans are no longer necessary. However, for children with statements and EHC Plans, the SENCo will advise you as to what will be required.

The Log of Action becomes the crucial record of our support and evidence of the child's progress.

Classroom assistants are vital and all SEND issues should be shared in liaison time.

SEN FILE

Each child on the SEN Code of Practice Register has an SEN file. This may be kept together with other children's records or in a separate file.

It should be kept in reverse chronological order, ie the most recent document at the front with SEN Form

All documents should be kept in this file: referrals, advice from other agencies, letters to Special Education at County Hall, parental letters, Aims sheets, etc., all in reverse chronological order.

If a child has a Statement of SEN or EHC Plan, it should be kept at the very back of the file for easy reference, with the most recent Statement enclosing all the relevant contributions in a plastic envelope being placed furthest back.

This file is open to parents.

The file should not be stored where other children or other parents may access it. It is a personal, confidential document. It will obviously be transferred to a receiving school. It should be kept neatly and tidily and in order so that it can genuinely serve as a working document for teachers and assistants.

Appendix 3 Inclusion

INCLUSION: PROVIDING EFFECTIVE LEARNING OPPORTUNITIES FOR ALL PUPILS

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

A. Setting suitable learning challenges

B. Responding to pupils' diverse learning needs

C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

A Setting suitable learning challenges

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems such as head injuries, and those with degenerative conditions].
2. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context in planning learning appropriate to the age and requirements of their pupils.
3. For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. Teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

B. Responding to pupils' diverse learning needs

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equality legislation that covers race, gender, sexual orientation and disability.
3. Teachers should take specific action to respond to pupils' diverse needs by:
 - a creating effective learning environments
 - b securing their motivation and concentration
 - c providing equality of opportunity through teaching approaches
 - d using appropriate assessment approaches
 - e setting targets for learning

Examples for B/3a – creating effective learning environments

Teachers create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability, sexual orientation or disability.
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment, including racial harassment, are challenged
- pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

Examples for B/3b-securing motivation and concentration

Teachers secure pupils' motivation and concentration by:

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender, sexual orientation and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time

Examples for B/3c- providing equality of opportunity

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT and computing, art and design, music and physical education
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT and computing, music and physical education
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT/computing and art and design
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations. (See Overcoming potential barriers to learning and assessment for individuals and groups of pupils.)

Examples for B/3d – using appropriate assessment approaches

Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

Examples for B/3e – setting targets for learning

Teachers set targets for learning that:

- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

C Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having special educational need or disability or may be linked to a pupils' progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Pupils with special educational needs

2. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities (see paragraphs C/4 and C/5). In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A small number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement or EHC Plan of special educational need.

Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:
 - a. providing for pupils who need help with communication, language and literacy.
 - b. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c. planning for pupils' full participation in learning and in physical and practical activities
 - d. helping pupils to manage their behaviour, to take part in learning effectively and safely
 - e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Examples for C/3a – helping with communication, language and literacy

Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text and Braille
- using ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

Examples for C/3b – developing understanding

Teachers develop pupils' understanding through the use of all available senses and experiences, by:

- using materials and resources that pupils can access through sight, touch, sound, taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

Examples for C/3c – planning for full participation

Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

Examples for C/3d – managing behaviour

Teachers help pupils to manage their behaviour, take part in learning effectively and safely by:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills
- teaching essential safety rules

Examples for C/3e – managing emotions

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

Pupils with disabilities

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements.

5. Teachers should take specific action to enable the effective participation of pupils with disabilities by:
- a. planning appropriate amounts of time to allow for the satisfactory completion of tasks
 - b. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
 - c. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Examples for C/5a – planning to complete tasks

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when
- following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

Examples for C/5b – developing skills in practical aspects

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

Examples for C/5c – overcoming specific difficulties

Teachers overcome specific difficulties for individuals presented by aspects of the programmes of study and attainment targets through:

- using approaches to enable hearing impaired pupils to learn about sound in science and music
- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design.
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- discounting these aspects in appropriate individual cases when required to make a judgement against level descriptions.

Pupils who are learning English as an additional language

6. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.
7. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
8. Teachers should take specific action to help pupils who are learning English as an additional language by:
 - a. developing their spoken and written English
 - b. ensuring access to the curriculum and to assessment

Examples for C/8a – developing spoken and written English

Teachers develop pupils' spoken and writing English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading materials (for example, pupil's own work, the media, ICT, literature, reference books) that highlight the different ways English is used, especially those that help pupils to understand society and culture
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Examples for C/8b – ensuring access

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate

Appendix 4

Some examples of strategies to support children with additional needs.

The inclusion of a **child with learning difficulties** may involve:

- praising the pupil's strengths and areas of success so that self esteem is maintained and enhanced;
- using flexible grouping arrangements including ones where the pupil can work with more able peers;
- providing for all pupils experiences which will be of benefit to most pupils but particularly to the pupil with learning difficulties;
- considering carefully the use of language in the classroom and strategies to promote the learning of need vocabulary;
- setting appropriate targets so that personal progress can be tracked as well as progress towards externally determined goals;
- considering carefully the pupil's learning styles and ensuring that this is reflected in the styles of teaching; and,
- developing a partnership with the parents to support the pupil and the curriculum.

The inclusion of a **pupil who has challenging behaviour** may involve:

- addressing factors within the *class* that may be contributing to the problem – e.g. addressing teasing by using circle time as a forum for discussing teasing and how to respond to it;
- teaching the child alternative behaviours – i.e. taking quiet time in a specially designated area at times of stress;
- providing the child with a channel of communication other than tantrums – i.e. fetching another child identified as their 'listening partner', or completing a 'think bubble sheet' to identify the stressor, the accompanying feelings and his or her possible courses of action;
- using a carefully designed system of behaviour targets, drawn up together with the child, and linked to a powerful reward system which, wherever possible, involves parents/carers;
- ensuring that all staff who deal with the child have been briefed on potential triggers for outburst, and effective ways of heading off trouble at an early stage – i.e. an agreed school-wide system where the child is asked to take a colour-coded object to another member of staff as soon as the emotional temperature is rising;
- drawing up a contingency plan for what will happen if there is a confrontation in class: in conjunction with the child, identifying a key helper who will be summoned to remove the child or the rest of the class from the situation, identifying how they will know the need is urgent, and setting out what the later consequences will be for the child if this system has to be used; and
- ensuring that if there is any possibility that positive handling may need to be used to prevent injury to others or damage to property, that relevant staff have had training in appropriate techniques, that these have been carefully explained to the child, and that the circumstances under which they may be used have been recorded on a written plan agreed with and signed by the child and his or her parents/carers.
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The reasonable steps to ensure that the inclusion of a **pupil with Downs Syndrome** might involve:

- identifying a named member of staff to oversee the social and curriculum aspects of the pupil's inclusion, and liaise with parents and outside agencies;
- planning an individual and differentiated curriculum, by identifying links between the content of whole class work and the learning objectives appropriate at pre-Level 1;
- adjusting the balance of the curriculum to allow for additional time to be spent on such areas as expressive and receptive language, personal, social and life skills;
- arranging for in-class support from a teaching assistant and securing appropriate training for the teaching assistant, from the local education authority or other sources;

- training subject teachers in using teaching styles which include visual prompts to support curriculum delivery, delivering instructions in short chunks and checking for understanding, giving the pupil time to process language and respond;
- providing for alternative means of access to tasks involving reading and writing;
- ensuring access to appropriate ICT – for example, talking word processor software
- encouraging peer support – for example, by setting up a ‘circle of friends’ who have chosen to plan ways in which they can help the pupil access the curriculum and the social opportunities provided by the school;
- adhere to teaching timetables, routines and school rules explicitly, and allowing the pupil time to learn them; and
- arranging for a key worker to meet regularly with the pupil to discuss positives and difficulties, build on successes and sustain meaningful links with home.

The inclusion of a **pupil whose special educational needs mean that he/she has severe difficulties in sitting still and focusing attention** may include:

- providing a distraction-free work area on the edge of the group;
- ensuring peer support, for example by enlisting a ‘circle of friends’ who identify and use strategies to help the child sustain concentration;
- adapting the length and nature of tasks, for example, using alternatives to paper and pencil tasks, if extended periods of writing are a particular source of difficulty;
- alternating periods of concentration with the opportunity to move around and change activity;
- providing in-class support for lessons which are particularly problematic; and
- using an individually tailored behaviour management structure where the consequences of disrupting others’ work are cumulative and clear, and the rewards for concentration carefully planned.

The inclusion of a **child with an autistic spectrum disorder** who is noisy and often runs around the classroom **may** include:

- ensuring that all possible steps have been taken to ensure structure and predictability in the child’s day – for example, use of visual timetables, careful prior explanation of any changes to routine, use of closed rather than open-ended tasks;
- ensuring that the child is explicitly taught a means of communicating wants and needs using sign, symbol or spoken language;
- using a workstation outside the class in which the child can have a calm and quiet start to a session, working with a teaching or learning support assistant on a structured programme of activities designed to prepare him or her for joining in class activities – for example, using ‘social scripts’ to rehearse appropriate classroom behaviours;
- providing the child with an individual workstation in class, where distractions are kept to a minimum and everything needed for the work to be done organised in sequence;
- using a clear visual behaviour management plan in a discrete area of the classroom, for example ‘*three strikes and you’re out*’ illustrated on a velcro board, alongside an equally clear and fairly immediate visual reward system; and
- ensuring that all staff are briefed on the warning signs that may indicate potential behavioural challenge, and on a range of activities which provide effective distraction if used sufficiently early.