

A policy for supporting children with **Special Educational Needs and Disability (SEND)**



Policy Document Status			
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Adoption of policy by Governing Board	18 October 2023	Executive Headteacher	Denise Garner
Inception of new Policy	19 October 2023	Staff Member Responsibility	Hayley McNamee Hannah Firmstone
Date of policy review	September 2024	Day Care Manager and SENDCo	Shelley Thursfield Katie Vernon

Special Educational Needs and Disability Policy

Aim

The aim of the Special Educational Needs policy is:

- To provide information for parents, governors, teachers and support staff about the school's philosophy and practice in relation to Special Educational Needs and Disability.
- To clarify the roles and responsibilities of Learning Support Assistants, Special Educational Needs and Disability Co-ordinator (SENDCo), Learning Support Advisory Teacher, Educational Psychologist and Governor with responsibility for Special Educational Needs.
- To formulate a way of working as a whole school.
- It also offers practical guidelines on key processes of identification, monitoring, and review in line with the graduated response outlined in the Code of Practice (2014).

Principles

The school's Special Educational Needs and Disability policy is based on the following principles:

- That all teachers are teachers of children with Special Educational Needs and Disability and have a responsibility to meet those needs with the advice and support of the school co-ordinator and external specialist professionals as appropriate
- That all children are entitled to a broad, balanced and relevant curriculum, which includes the National Curriculum.
- That needs will be identified at an early stage and progress monitored using a graduated approach (re- Code of Practice, 2014)
- Those children with Special Educational Needs and Disability will be fully included into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.
- That school works in partnership with parents.
- That parents will be informed at an early stage of any concerns that school has regarding their child's learning, and or behaviour.

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- That parents will be fully informed of the strategies to support their child's learning and development.
- That the development and management of Special Educational Needs is incorporated within the School Improvement Plan.
- That the views of the child be sought and taken into account when appropriate based on their level of maturity and particular need.
- In line with the Equality Act 2010, children with a disability will not be treated less favourably and reasonable steps will be taken to ensure access to the school locality and curriculum. (see Disability Equality Scheme)

Child Protection & Safeguarding

Children with special needs are more vulnerable to abuse and exploitation (see Child Protection & Safeguarding Policy)

Definition

Children have Special Educational Needs if they have a learning difficulty or disability which calls for Special Educational Provision to be made for them. Children have a learning difficulty or disability if:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.
- Their behaviour impacts on their learning due to Asperger's Syndrome, Autism (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Developmental Coordination Disorder (DCD) (see Disability Equality Scheme for specific adjustments needed)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Bilingual children have their fluency in English assessed on entry to school and the School's Multicultural Development Service support this if necessary.

Provision means: -

That which is **additional to** or **different from** the educational provision made generally for children of their age.

Areas of Special Educational Need and Disability

Special Educational Needs and Disability and provision can be considered as falling under four areas of need:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Mental and Emotional Health**

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4. Sensory and/or Physical

Many children have difficulties which fit clearly into one of these areas, some have needs which span two or more areas, for others the precise nature of their need may not be clear at the outset.

Resources

The allocation of funding received for children who do not have an Education, Health and Care Plan (EHC plan) will be based on a graduated approach to their needs at the discretion of the governing body in collaboration with the Head teacher and Special Educational Needs Co-ordinator.

The school is allocated a specific allowance of money for Special Educational Needs and Disability. Most of it is used to provide additional hours for the Learning Support Assistants and the purchase of Learning Support Advisory Teacher visits. On going staff development is also funded.

Management

The Executive Headteacher, SENDCO and designated Governor will be responsible for management of Special Educational Needs provision (**see Appendix 1 for Personnel**)

Roles and Responsibilities

- The SENDCO **will** be a qualified teacher working at the school.
- A newly appointed SENDCO **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- National Award **must** be a postgraduate course accredited by a recognised higher education provider. The chosen course will equip the SENDCO to fulfil the duties outlined in the Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.
- The SENDCO has an important role to play with the executive headteacher and governing board, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.
- The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that children with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after child has SEND
- advising on the graduated approach to providing SEND support

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- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND each term
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies (**see appendix 1 for services**)
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the executive headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date

The school will ensure that the SENDCO has sufficient time and resources to carry out these functions.

This will include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The Class teacher is responsible for:-

- Identifying children with Special Educational Needs
- Assessing children's needs and plan an Individual Provision Map SEN Support (**appendix 6**)
- Liaising closely with Learning Support Assistants through effective communication and a weekly plan (**appendix 8**)
- Planning and delivering a differentiated curriculum according to the needs of the children in their care
- Monitoring progress
- Discussing children's progress with parents
- Keeping the Special Educational Needs Co-ordinator informed each half term through the thorough review of IPM's.
- Liaise with other professionals if necessary

The role of the Learning Support Assistants (LSA):

- To work as part of a team, supporting children with Special Educational Needs and Disability in school.
- To help the child with Special Educational Needs and Disability benefit from all the learning activities undertaken by the other children in the class, depending upon the difficulties experienced by the child.
- To support the physical needs of the child (medicines, toilet visits, changing etc.)
- To support the delivery of the curriculum as requested by the teacher
- To respond to tasks which they have supported in a way that informs future planning e.g. evaluation of learning

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- To have opportunities to contribute to planning under the direction of the class teacher or SENDCO.
- To assist in producing support materials for the benefit of children with Special Educational Needs and Disability.
- To ensure a consistency of approach and methodology between the experiences offered by the class teacher
- To support children within the classroom – only occasionally will it be necessary to withdraw a child
- To report any concerns they have about the children, their progress or their work to the class teacher, Special Educational Needs Co-ordinator or Executive Head teacher as soon as possible.
- To monitor behaviour both inside school and as necessary outside school at playtime.
- To support the child as a member of a collaborative group and to help develop social and organisational skills to promote independence
- There will be occasions when it is necessary for the Learning Support Assistant to attend Continuing Professional Development meetings/ training (CPD)

The role of the Governing Body:

- To ensure that provision is made for children who have SEND.
- To ensure that the needs of children with SEND are made known to all who are likely to teach or supervise them.
- To ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- To ensure that a child with SEND joins with all children in the activities of the school together, so far as is reasonably practical.
- To monitor the efficient use of resources.
- To report to parents on the implementation of the school's policy for children with SEND.
- To have regard to the Code of Practice when carrying out its duties to children with SEND.
- To ensure that parents are notified of the decision of any extra provision being made for their child.

The Role of the Designated Governor:

- To meet once a term with the SENDCO to discuss SEND arrangements.
- To monitor the SEND provision in the school.
- To represent the governing board when liaising with external agencies and official visitors.
- To monitor the training of staff on SEND issues and take part in the regular review of the SEND policy.
- To be the responsible person for any parents to contact if dissatisfied with any aspect of SEND provision that is not resolved after discussion with the Executive Headteacher. Then to bring the matter to the governors' attention, if necessary.

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Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEND provision is continually monitored, evaluated and reviewed.

SEND provision is an integral part of the School Improvement Plan.

Admission Arrangements

- The admission arrangements for those children with Special Educational Needs and Disability but without an Education, Health and Care Plan (EHC Plan) are the same as for all children.
- Children who have an EHC Plan are placed by the LEA, which makes every effort to comply with child and parental preferences.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with Special Educational Needs and Disability play a full part in the daily life of the school and are encouraged to join in all activities.

Identifying needs in school

The identification of SEND is built into the overall school approach to monitoring the progress and development for all children. Where children are falling behind or making inadequate progress given their age and starting point, they should be given extra support. At this early stage, teachers may suspect that a child has SEND. While informally gathering evidence, teaching support is put into place and the child’s response to this is noted. Where a child continues to make inadequate progress despite high quality teaching targeted at their areas of weakness, the class teacher and SENDCO will assess whether the child has a significant learning difficulty. Where this is the case, there is an agreement about the SEND support that is required to support the child.

If staff have a concern about the progress of a child then they will complete an ‘Initial record of concern’ sheet and share this with the SENDCO (**appendix 4**) They will also bring to the SENDCO’s attention if a parent has noted a concern.

The SENDCO would then make observations of the child, monitor their learning and progress so far and talk with the class teacher/ practitioner and parents to discuss a plan to move forward (**appendix 4**)

The Graduated Approach- Assess, Plan, Do, Review

Once a potential special educational need has been identified four types of action should be taken to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the child’s needs and of what supports the individual in making good progress and securing good outcomes. This is known as the graduated approach; it draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

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Assess

Before identifying a child as needing SEN support the class teacher, working with the SENDCO should establish a clear analysis of the child’s needs (**see appendices 2, 3, 4**). This should draw on the teacher’s assessment and experience of the child, as well as information regarding progress, attainment and behaviour. It should also draw on the child’s development in comparison to their peers, the views and experience of parents and the child’s own views. This assessment should regularly be reviewed to ensure that support is matched to need and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals may already be involved with a child or the child may need to be referred via school with parental consent.

Plan

Where it is decided to provide a child with SEN Support, the parents must be notified (**see appendix 5**). The teacher, SENDCO, parents and child should agree the support and interventions to be put into place as well as the expected impact on progress, development or behaviour, along with a clear date for review. All staff who work with the child will be made aware of the child’s needs, the support provided and the teaching strategies or approaches that are required. This will be recorded on an Individual Provision Map (IPM) and will be reviewed on a half termly basis by the class teacher and the SENDCO (**see appendices 6 & 7**).

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility by working closely with the learning support assistants and specialist staff to plan and assess the impact of interventions. A weekly plan is implemented for children with one-to-one support (**see appendices 8 & 9**). Individual Provision Maps (IPMs) are adhered to and progress towards the targets set is monitored each half term.

Review

The effectiveness of the support and the impact on the child’s progress should be reviewed in line with the agreed date on the Individual Provision Map (IPM). The impact of the support provided, along with the views of the child and their parents, feeds back into the analysis of the child’s needs. Support can then be revised. When a child continues to make little or no progress, despite well founded support that is matched to the child’s area of need, the class teacher or SENDCO will involve specialists from outside agencies. Parents will always be involved in making this decision.

Specialists from outside agencies

Where assessment indicates that support from specialist services is required it is important that children receive it as quickly as possible. The support from various agencies can include:

- Providing advice on teaching and learning
- Specialised target setting on IPMs

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- Staff training
- Support with interventions
- Strategies to manage challenging circumstances
- Specialised assessments and intervention plans
- Ways to adapt the curriculum to meet specific needs

School request for an Education, Health and Care Plan (EHC Plan)

If, after taking action to meet the difficulties of the child, the child’s needs remain so substantial that they cannot be met effectively within the resources available to our school, the SENDCO may request an assessment of education, health and care needs following the guidelines in the Code of Practice (2014) and according to LEA criteria /guidelines.

For children who are issued with an EHC Plan, a review will be held annually.

Personal Budgets

Parents can request the local authority to prepare a personal budget for their child with an EHC Plan either when the plan is being issued or during the statutory review process. Personal budgets reflect the holistic nature of a EHC Plan and the plan sets out the details of the needs and outcomes to be met by the budget. Education funding for a personal budget should be drawn from the local authority’s high-needs block. School continues to make provision from our own budget where a child has an EHC Plan.

School request for funding or advice from the Inclusive School Forum

The SENDCO may request additional support and guidance from professionals on the panel of the Inclusive School Forum if it is felt that further resources are required to meet the child’s needs. If funding is agreed, this will be reviewed in line with the Individual Provision Plan after a year.

Special Educational Needs Partnerships

Partnership with Parents

“Parents have statutory rights to contribute to the decision making process about their child’s education including in relation to assessments of SEN, provision for SEN and the way that support is provided for SEN”. (Code of Practice, 2014)

Parents are informed at all stages of the proposed interventions designed to support their child’s learning and actively encouraged to participate by sharing information and agreeing targets. They meet regularly with the class teacher and the SENDCO to review the progress made towards each target and the graduated response is explained (**see appendix 10**).

Child Participation

Children are encouraged to participate and give their opinions about the difficulties they face and the strategies which support them best. They will be made aware of their targets on their Individual Provision Map and how they can contribute to successfully meeting these. Their voice regarding their own interests are also noted and taken account of when planning activities to meet their targets.

Partnerships with Special Educational Needs Support Services

The school works closely with all agencies involved in supporting children. See Appendix for details of personnel.

Partnership with Other Schools

Cross phase liaison with Wrockwardine Wood Junior School takes place during the Summer Term to enable a smooth transition to KS2. The SENDCO's from both schools meet to discuss each child's provision and to observe the children working within their classrooms. The SENDCO from the Junior School will also join any transition meetings with parents and our school. When children with Special Educational Needs leave, their records are passed on to the receiving school including a chronology sheet (**see appendix 11**) which details any communication with other professionals, along with an 'All about Me' passport (**see appendix 12**) with information about the child.

Complaints Procedures

Any parent dissatisfied with any aspect of Special Educational Needs provision should first seek to discuss it with the Executive Headteacher. An appointment can be arranged promptly through the school office. If concerns remain, the Governor with responsibility for Special Educational Needs will bring the matter to the Governors' attention if necessary.

Success Criteria

The school's success in meeting the Special Educational Needs and Disability of its children will be measured using the following performance indicators:-

- Baseline assessments
- Child progress in reading, writing and mathematics
- Success in meeting targets on Individual Provision Maps
- Performance in national and school assessments
- Removal from the Special Educational Needs and Disability support register
- Individual children's self esteem
- Parental satisfaction
- Child acknowledgement of progress
- Improved self regulation
- Discharge from external services such as Speech and Language therapy, occupational therapy.

Review

The SEND policy is subject to a regular cycle of monitoring, evaluation and review. It has due regard to the Code of Practice (2014).

The SEND policy should also be read alongside the following policies

- child protection
- accessibility
- disability equality scheme
- behaviour and relationships

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- equal opportunities

The Executive Headteacher includes a section on SEND in all of her reports to the Governors.

On-going Developments

- Early identification – Nursery provision
- Liaison with Governor responsible for Special Educational Needs and Disability
- Liaison with feeder school – Wrockwardine Wood Junior School
- Continued CPD for teaching and support staff on Special Educational Needs and Disability issues.

Appendix 1

Personnel

Special Educational Needs and Disability Co-ordinator	Mrs McNamee	
Designated Governor for Children in Care and SEND	Mrs Lisa Parish	
Designated teacher for Children in Care	EHT Mrs Garner	
Child Protection- Designated Safeguarding Leads	EHT Mrs Garner DHT Mrs Gascoigne AHT Mrs Prinold AHT Miss Garner SENDCO- Mrs McNamee Pastoral Support- Miss Teale	EHT Mrs Garner DHT Mrs Gascoigne DCM Mrs Thursfield HLTA Mrs Firmstone EYP Miss Vernon EYP Miss Atkinson
<u>Special Educational Needs Support Service</u>		
Educational Psychologist Learning Support Advisory Teachers Behavioural Support Team Speech and Language Therapists Occupational Therapist Educational Welfare Officer Sensory Inclusion Services Child and Family Services Strengthening Families Practitioners Health Visitor School Nurse Social Workers Parent Partnership BEAM 0-19 services		

Appendix 2

SPECIAL EDUCATIONAL NEEDS CHECKLISTS TO SUPPORT OTHER PROFESSIONALS

SPEECH AND LANGUAGE DIFFICULTIES

Name of child:

Class teacher:

Date:

		Yes	No
1	Has difficulty with the production of speech and functions at a level below that of the peer group.		
2	Has a problem finding words and being able to put them together in order to produce language others can understand.		
3	Has difficulty participating in group discussions and question-and-answer sessions.		
4	Becomes frustrated or upset at their lack of ability to communicate, with consequent behavioural difficulties.		
5	Fails to respond appropriately to the verbal input of others, so often has difficulty building relationships with other children.		
6	Unable to express thoughts and feelings adequately, so needs often go unmet.		
7	Has trouble in communicating through speech, with a consequent impact on literacy skills; may be able to make progress in other areas of the curriculum which are not dependent on language.		
8	May be thought to be ill-mannered because of inability to use appropriate social language.		
Other observations/ comments you wish to make			
SENDCO Comment			

AUTISM /ASPERGER SYNDROME

Name of child:
Class teacher:
Date:

		Yes	No
1	Has difficulty with social relationships: wants to be involved socially but has difficulty in understanding non-verbal signals.		
2	Experiences problems with communication: may speak fluently, but is unable to engage with the reactions of people and may talk on despite the fact the other person has clearly lost interest in the conversation.		
3	Has good language skills, but sounds overprecise or overliteral. 'You must pull your socks up' will be taken literally.		
4	Lacks imagination: often very skilled at learning facts and figures, but finds it hard to think in abstract ways.		
5	Develops an almost obsessive special hobby or interest, which will often involve arranging or memorising facts such as train timetables or historical events.		
6	Loves routine: will often find change upsetting, such as an alteration in the timetable or travelling to school using a different route.		
7	Unaware of social conventions and will appear ill-mannered: may interrupt lessons, or go to the front of queues.		
8	Appears clumsy and ill-coordinated.		
9	Is oversensitive to light and sound.		
10	Is insensitive to low level of pain.		
Other observations/ comments you wish to make			
SENDCO Comment			

GENERAL LEARNING DIFFICULTIES

Name of child:

Class teacher:

Date:

		Yes	No
1	Has failed to reach the desired age-appropriate performance within the EYFS or National Curriculum.		
2	Is unable to achieve the level of work expected from the objectives set within literacy and numeracy frameworks.		
3	Attainment in literacy and numeracy interferes with access to the rest of the curriculum.		
4	Assessments for cognitive ability, which may have been carried out by the school, result in a low score.		
5	Fails to reach set targets felt to be appropriate.		
6	Quality and presentation of the pupil's work fails to reflect the general standard of the class.		
7	Displays confusion in areas that most of the peer group understand.		
8	Needs extra time to complete work.		
Other observations/ comments you wish to make			
SENDCO Comment			

DYSLEXIA

Name of child:

Class teacher:

Date:

		Yes	No
1	Displays average or above-average profile of abilities and attainment in non-literacy-related areas and scores well on assessments not related to areas of literacy.		
2	Has good general knowledge and oral ability		
3	Demonstrates mismatch between spoken and written responses.		
4	Has problems with number/ letter formation.		
5	Often reverses words when reading or spelling (eg. bat/tab)		
6	Has problems sequencing letters appropriately when spelling.		
7	Shows a tendency to miss out letters regularly in words, or words when writing sentences.		
8	Takes longer than peers to complete written work.		
9	Experiences problems with discrimination between similar sounds.		
10	Has difficulty in matching correct sounds in reading.		
11	Has problems with general organisation.		
12	Has a difficulty with rote learning times tables, months of the year, the alphabet.		
Other observations/ comments you wish to make			
SENDCO Comment			

DYSPRAXIA

Name of child:
Class teacher:
Date:

		Yes	No
1	Has problems adapting to the structured school routine.		
2	Experiences difficulties with physical education: may not be able to accomplish or attempt some physical tasks.		
3	Is slow at dressing and is unable to tie shoelaces.		
4	Produces barely legible handwriting; immature drawing and copying skills.		
5	Capable of only limited concentration; poor listening skills.		
6	Literal use of language: believes you if you say 'I saw red!' and may respond, 'I can't see any red'.		
7	Demonstrates an inability to remember more than two to three instructions.		
8	Is often slow to complete classwork.		
9	Has high levels of motor activity/ restlessness; fidgets.		
10	Often flaps hands or claps when excited.		
11	Has a tendency to become easily distressed and emotional.		
12	Has a problem in co-ordinating a knife and fork.		
13	Lacks the ability to form relationships with other children.		
14	Often experiences sleeping difficulties, including wakefulness at night and nightmares.		
15	Reports physical symptoms such as migraine, headaches or feeling sick.		
Other observations/ comments you wish to make			
SENDCO Comment			

HEARING IMPAIRMENT

Name of child:

Class teacher:

Date:

		Yes	No
1	Needs to concentrate on the teacher's mouth to understand language.		
2	Shows unusually high level of frustration.		
3	Displays an inability to understand what the teacher is saying.		
4	Fails to understand verbal instructions.		
5	Demonstrates tonal changes in speech.		
6	Fails to respond to verbal cues.		
7	Experiences persistent discharge from the ears.		
8	Tilts head to maximise aural input.		
9	Shows an increased reliance on peers for understanding or responding to instructions.		
10	Exhibits emotional or behavioural problems not previously observed.		
Other observations/ comments you wish to make			
SENDCO Comment			

VISUAL IMPAIRMENT

Name of child:

Class teacher:

Date:

		Yes	No
1	Reading may be slow or hesitant.		
2	Often becomes irritable or inattentive through frustration.		
3	Squints or closes one eye when reading.		
4	Narrows eyes and blinks a lot.		
5	Often rubs eyes.		
6	Moves /shades the book when reading.		
7	Often loses place or omits lines or words when reading.		
8	Has problems with columns or numbers.		
9	Works too close to books for long periods.		
10	Has a rigid body posture when viewing a distant object.		
11	Complains frequently of headaches or eyestrain.		
12	Finds copying from the board difficult.		
13	Has difficulty trying to scan a page/ follow a worksheet that contains a lot of writing.		
14	Shows anxiety about certain physical activities or about being in the playground.		
Other observations/ comments you wish to make			
SENDCO Comment			

PHYSICAL DIFFICULTIES

Name of child:

Class teacher:

Date:

		Yes	No
1	Has difficulty rolling.		
2	Has difficulty creeping across floor on tummy.		
3	Has difficulty crawling.		
4	Has difficulty jumping with 2 feet together.		
5	Finds using the space in the hall difficult.		
6	Unable to lie still and relax.		
Other observations/ comments you wish to make			
SENDCO Comment			

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Name of child:

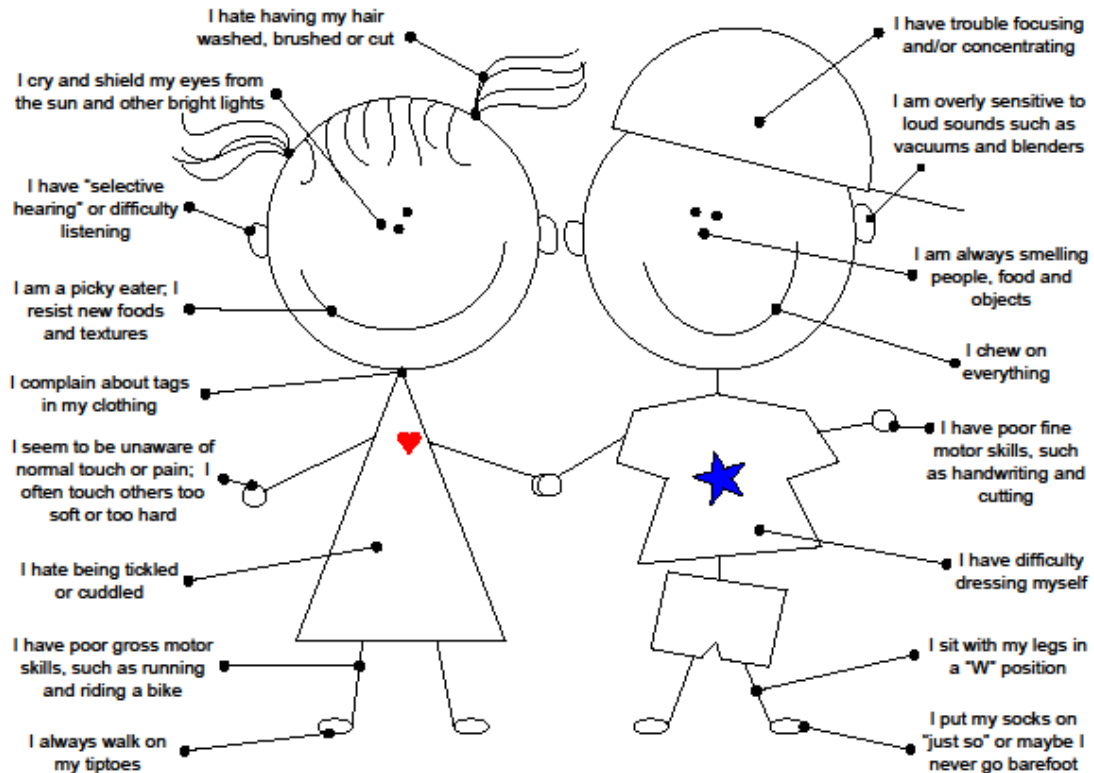
Class teacher:

Date:

Predominantly Inattentive Type – PIT		Yes	No
1	Fails to give close attention to detail and makes careless mistakes		
2	Often finds it hard to keep attention on tasks or play activities		
3	Easily distracted – from anything!		
4	Often doesn't seem to listen, even when directly spoken to		
5	Doesn't follow instructions		
6	Fails to finish work – not because they are being defiant or difficult – they just don't finish things		
7	Has problems organising anything		
8	Avoids tasks or dislikes having to use sustained mental effort		
9	Daydreams		
10	Loses things		
11	Forgets things		
Hyperactive Impulsive Type – HIT		Yes	No
1	Fidgets – hands, feet, squirms – often seen with knees up round ears or sprawling across tables or chairs		
2	Gets out of seat for no apparent reason		
3	Runs about or climbs – often both at the same time		
4	Can't play quietly		
5	Always on the go!		
6	Talks a lot		
7	Often blurts out answers – often before questions have been completed		
8	Can't take turns		
9	Interrupts others		
NOTES:			
<ul style="list-style-type: none"> • Child must display 6 or more of the symptoms from <u>either</u> PIT or HIT list. • Must be evidence of these symptoms being there before age 7 • Problems happen in two or more settings • Symptoms must interfere significantly with the individuals emotional educational or professional functioning • Symptoms must be as a result of a developmental disorder or other mental disorder • To be diagnosed CT (combined type) children must have 6 or more symptoms from PIT <u>and</u> HIT lists. 			
Other observations/ comments you wish to make			
SENDCO Comment			

Appendix 3

DO YOU KNOW ME?



I'm a Sensational Kid!

I mean, I have **Sensory Processing Disorder**. That just means that my brain can't process sensory information the right way. When my brain gets information through any of my senses — sight, smell, hearing, taste, touch, vestibular or proprioception — it doesn't always know what to do with that information and I become very disorganized and confused. Sometimes I overreact to this sensory input and sometimes I don't react enough. This makes it *really* hard for me to function at school, in public and even at home! I might have trouble learning or making friends. I might be really shy and withdraw from everyone, even my own mom! I might have trouble coping and have a lot of tantrums and meltdowns. I might be afraid of a lot of activities that kids usually enjoy. It's super tough.

So, *Do You Know Me?* Or maybe someone like me? Well, there are lots of things you can do to help me. Being patient and understanding is a great place to start! But then you need to talk to my doctor or an Occupational Therapist and they can help you to help me feel better, learn better, behave better and *get better!*

Oh, yeah! I really *am* sensational, by the way!

www.sensorystreet.com

www.eefopress.com/SensoryStuff

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Appendix 4

Initial Record of Concern sheet

Name of Child	Date of Birth:	Age																					
Date of concern:	Class:																						
Class teacher:																							
<u>Reasons for concerns:</u>																							
<u>Strengths and interests:</u>																							
Conversations with parents/carers:																							
EYFS and Development																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">PSED SR-</td> <td style="width: 33%;">MS-</td> <td style="width: 33%;">BR-</td> </tr> <tr> <td>CL L&AU</td> <td colspan="2">S-</td> </tr> <tr> <td>PD GMS-</td> <td colspan="2">FMS-</td> </tr> <tr> <td>LIT C</td> <td>WR-</td> <td>W-</td> </tr> <tr> <td>MATH N</td> <td colspan="2">NP-</td> </tr> <tr> <td>KUW P&P-</td> <td>PC&C-</td> <td>NW-</td> </tr> <tr> <td>EAD CWM-</td> <td colspan="2">BI&E</td> </tr> </table>	PSED SR-	MS-	BR-	CL L&AU	S-		PD GMS-	FMS-		LIT C	WR-	W-	MATH N	NP-		KUW P&P-	PC&C-	NW-	EAD CWM-	BI&E			
PSED SR-	MS-	BR-																					
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Key Stage 1																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Reading</td> <td style="width: 25%;">Writing</td> <td style="width: 25%;">Maths</td> <td style="width: 25%;">Phonics</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Reading	Writing	Maths	Phonics																			
Reading	Writing	Maths	Phonics																				
What's been done so far? E.g., differentiated activities, positive reinforcement																							
SENDCO review		Date:																					

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No further concerns:	<input type="checkbox"/>
SEND support:	<input type="checkbox"/>
Continue adapted activities:	<input type="checkbox"/>
Comments:	

SENDCO Observation Record sheet

CHILD'S NAME		CLASS	
DATE OF OBSERVATION			
WHAT WAS OBSERVED?	ACTIONS		

Appendix 5

SEN Support Parental Consent Form

Name:
Year group:
Date:
Reasons for concern:
Are health checks up to date? (Hearing/ Sight?)

I consent for my child to be added to the Special Educational Needs Register.
Signatures:
Parents _____
An Individual Provision Map will now be planned and implemented detailing additional support provided.
Class teacher _____
SENDSCO _____

Appendix 6

SEN SUPPORT INDIVIDUAL PROVISION MAP (IPM)

CHILDS NAME		DOB	
YEAR GROUP:	CLASS:	TEACHER'S NAME:	
SUPPORT BEGAN:	DATE OF IPM:	REVIEW DATES:	
Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
AREAS OF DIFFICULTY:			
CONTINUOUS PROVISION:			
SMART TARGETS:			

TARGETS AND INTERVENTIONS	STAFF:RATIO	WHO WILL DELIVER?	TIME Frequency/ duration	TEACHER REVIEW
				HALF TERM
				END OF TERM
CHILD'S				
PARENT'S VIEW AT THE START OF IPM (Signature & Date)				
SENCo HALF TERMLY REVIEW	COMMENT			
ANY ADDITIONAL TARGETS AT HALF TERM REVIEW (adjust IPM)				
PARENT'S VIEW AT THE END OF TERM (Signature & Date)				

Appendix 7

SEN SUPPORT GROUP PROVISION MAP

NAMES OF CHILDREN IN GROUP:			
YEAR GROUP:	CLASS:	TEACHER'S NAME:	LSAs NAME:
HALF TERM BEGINNING:		REVIEW DATE:	
AREAS OF DIFFICULTY:			

INTERVENTIONS	STAFF : RATIO	WHO WILL DELIVER?	TIME Frequ ency/ duratio n	OUTCOME OF INTERVENTION Progress made	NEXT Continue or change Intervention
SENCO HALF TERM REVIEW					

Appendix 8

Weekly plan for 1:1 support



Weekly plan for additional support

Child's name:	Funding Band:	LSA name:	
Week beginning:			
ONGOING ACTIVITIES- Daily			
Learning objectives	Activities	Assessment for Learning	Feedback from LSA
WEEKLY ACTIVITIES			
Learning objectives	Activities	Assessment for Learning	Feedback from LSA

Appendix 9

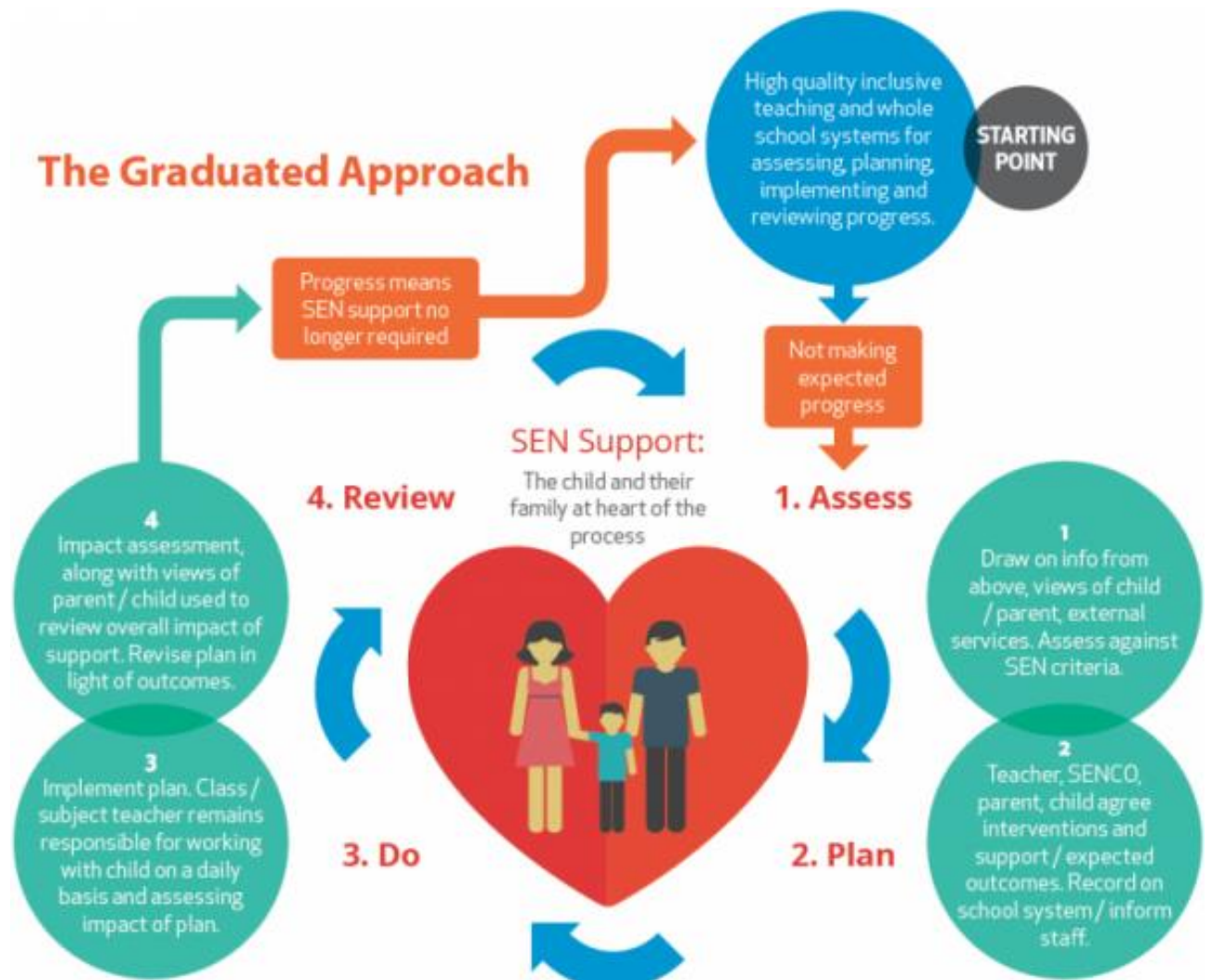
Whole School Interventions

INTERVENTION	Who will deliver?	Time Duration/frequency	Staff: Ratio	OUTCOMES	NEXT STEPS for the intervention
<p>Emotional Literacy Support Assistant (ELSA) An educational psychology led intervention for promoting the emotional wellbeing of children and young people. ELSAs work with children and young people either individually or in small groups and deliver bespoke interventions tailored to the presenting situation or need. The role of the ELSA is to develop children and young people's:</p> <ul style="list-style-type: none"> • emotional literacy • positive mental health • social skills • emotional wellbeing 					
<p>Talk Boost Early Talk Boost and Talk Boost KS1 is a targeted intervention aimed at children with delayed language helping to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine-week intervention.</p>					
<p>Cool Kids This intervention aims to improve a child's gross and fine motor skills. It aims to improve their ability to modulate their arousal levels and thereby be able to calm down and concentrate to enable them to become achievers.</p>					


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<p>Talking Maths This intervention aims to support children to learn how to use mathematical vocabulary. It targets speaking and listening skills which are crucial to develop children's thinking strategies. The intervention supports children who may show some mathematical competence but who would benefit from developing their use and understanding of mathematical language in the context of mathematics. It aims to develop children's abilities to reason, generalise, predict and recognise patterns and relationships.</p>					
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Appendix 10




Appendix 11

SEND CHRONOLOGY		 <p style="font-size: small; text-align: center;">Wrockwardine Wood Infant School and Oakenkotes Nursery Federation</p>
NAME:		DOB:
Date	Action	By Whom

Appendix 12

Our 'Passport' for transition to a new school

 <p style="text-align: center; font-size: small;">Wreckwardine Wood Infant School and Oakengates Nursery Federation</p>	<h1 style="font-size: 2em;">All about Me</h1>
My Name: Date:	
My photo:	
Agencies/professionals involved with me:	
My strengths:	Things and people that are important to me:
How best to support me:	
Other helpful information about me:	
Any additional information my parents wish to be shared:	
This information has been completed with me by my class teacher Class teacher name:	
SENDSCO:	

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