

Primrose Hill Primary School



Special Educational Needs and Disabilities Policy and Procedures

May 2016

Review date: May 2017

INTRODUCTION

This policy details Primrose Hill Primary School's individual approach to supporting children with Special Educational Needs or Disabilities (SEND), and outlines the School's commitment to fulfilling the responsibilities outlined in the SEND Code of Practice 0 – 25 (September 2014) 3.65. This policy also takes into account the following guidance and documents: Equality Act 2010; Advice for Schools (DfE Feb 2013); Schools' SEN Information Report Regulations 2014; Teachers' Standards 2012. This document was created by the School's SENDCo Syra Sowe and our SEND Governor Ophelia Field, in liaison with the Inclusion Leadership Team (ILT). It should be read in conjunction with our 'School Local Offer', which provides information to parents about the specific support that we offer children with SEND in our School [[available on our website](#)]. You can also find information on the SEND services and support provided by the Local Authority at www.localoffer.camden.gov.uk.

At Primrose Hill Primary School, we believe that:

- Every child has a fundamental right to education and is entitled to the opportunities that allow them to achieve and maintain good levels of learning;
- Every child should have access to a broad and balanced education, including the provision of an appropriate curriculum in terms of both the Foundation Stage and the National Curriculum;
- Every child has unique characteristics, interests, abilities, and learning needs;
- Every teacher should be able to teach children with SEND;
- Parents have a vital role to play in supporting their child's education.

Our School Governors and our Inclusion Leadership Team (ILT), comprising the Head teacher, the Assistant Head teacher with responsibility for Children in Need and those with a Child Protection plan, the Leader of learning for children with Social, Emotional and Behavioural Needs (LoL SEBN), the Leader of Learning for Children, Families and Community, Leader of Learning for Differentiation and SEN Support (LoL DSS) and the SENDCo (Special Educational Needs and Disabilities Coordinator), are fully committed to making Primrose Hill an inclusive school community through the provision of appropriate resources, and through planning and teaching that addresses the varied needs of all our pupils.

We recognise that this commitment reflects international human rights standards as expressed in the UN Convention on the Rights of the Child and a commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships, in line with the Equality Act 2010.

The SENDCo at Primrose Hill, **Syra Sowe**, is responsible for:

- Day-to-day implementation of this SEND Policy and overseeing the implementation of the School's Policy on Medical Needs and Supporting Pupils with Medical Conditions ([available on our website](#));
- Keeping up to date with developments in SEND and providing staff with access to appropriate training;
- Maintaining a list of the School's children with SEND, overseeing their records and reviews, monitoring their progress;
- Ensuring that Individual Provision Maps (IPMs) are implemented for children with SEND;
- Working closely with parents and carers of children with SEND;
- Working closely with staff to monitor, advise and support them in relation to SEND work;
- Working closely with external agencies such as Educational Psychology;
- Working closely with and supporting the named Governor for SEND, Ophelia Field;
- Being part of the Inclusion Leadership Team (ILT).

For more detail about the responsibilities of the other staff on the Inclusion Leadership Team, please see our School Local Offer ([available on our website](#)).

DEFINITION OF SPECIAL EDUCATIONAL NEED (SEN)

According to the SEND Code of Practice, a child or young person has 'SEN' (or 'SEND') if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

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

More specifically, in an education setting such as ours a child is identified as 'SEN Support' when they need provision that is *additional to or different from* the educational provision normally available to pupils of the same age. Who meets this definition is ultimately defined by the Inclusion Leadership Team (drawing on information from families, children, teaching staff and other professionals) on a termly basis, following a clear pathway of procedures outlined below and summarised in Appendix C.

Of those children who are identified and classed as SEN Support, their needs are categorised according to one or more of the following broad areas of need. These categories help the School to plan appropriate support for any children with SEND and are drawn from the Code of Practice:

- **Communication and interaction** e.g. *speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome*
- **Cognition and learning** e.g. *Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)*
- **Social, mental and emotional health** e.g. *attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury*
- **Sensory and/or physical** e.g. *Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.*

Any child with a medical condition may have an Individual Health Care Plan, particularly those with long term or complex medications. In some cases pupils may have a medical condition and SEND, and their care will be well coordinated.

IDENTIFICATION THROUGH PROGRESS

At Primrose Hill Primary School, we place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. We have a clear pathway in place that helps us to identify children needing to be monitored (CLASS MONITOR) or those needing CLASS ACTION or SEN SUPPORT on the basis of the amount of progress they make (this can include academic attainment and also wider developmental or social and emotional needs). A child is identified as making less than expected progress, given their age and individual circumstances, when their progress:

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

We identify the children who are making less than expected progress through a thorough, school-wide, inclusion process. This process draws on the observations and expertise of the whole school community, including the parents and families, the children themselves, the class teacher and other professionals. It also places the class teacher at the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for, and supporting children to accelerate their progress and overcome their barriers to learning.

In addition, we ensure that we recognise and distinguish those factors which may impact upon progress and attainment but which do not, in of themselves, constitute a Special Educational Need. For example:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman.

PATHWAY TO IDENTIFYING CHILDREN AS 'SEN SUPPORT'

ASSESSMENT ON ENTRY/EARLY IDENTIFICATION

When a child enters the School, we will gather paperwork from any previous settings and ask the parents/carers whether they have any SEND or broader concerns. Across the school, a member of staff will also complete a home visit for any new admissions to get to know the children and to discuss their needs with their parents/carers. We recognize that parents know their children best and it is important to listen and understand when parents express concerns about their child's development. We further assess all children during their first half-term in our School through careful and sensitive classroom observation and an early review of progress. In addition, we take into account any information relating to attendance and behaviour (for example, a termly breakdown of Time Outs across the school) to identify any areas of concern. We take great care to establish whether lack of progress is because a pupil has English as an Additional Language (EAL), for example, by talking to the child (and parents) in her/his home language.

INITIAL CONCERNS

At any time, teachers, parents/carers, the SENDCo, the ILT and Head teacher are available to hear or raise concerns about a child and to act accordingly. Throughout the year we conduct sensitive classroom observations and thorough curriculum assessments, encouraging the different staff who come into contact with a child to share their observations. We listen carefully to what staff, children and parents tell us at any time during the year. However, we also have a very clear timetable in place to ensure that we gather and evaluate all of the information about every child and use a graduated system to plan adequate support for all. This process is facilitated by a series of termly meetings outlined below.

PPR / Inclusion Preparation

During this week, teachers who are 'year group partners' are advised to spend a portion of their Planning Preparation and Assessment (PPA) time looking across their classes, clarifying levels and needs in each, identifying those children who have not made satisfactory progress, as well as identifying individuals with similar needs who may form small groups to receive extra interventions. At the start of this week, teachers are provided with an Extra Support Flowchart (see Appendix A) and an Intervention Menu (Appendix B), which is used to inform thinking around children who may need to be monitored ('Class Monitor') or who may need extra support ('Class Action') or those who need 'SEN Support'.



INCLUSION SURGERIES

These meetings are held in the Autumn Term between the SENDCo and class teachers and provide an opportunity to review and discuss the progress of each child in the class and to correlate different data and observations, such as a child's attendance, attainment, progress, behaviour etc. The SENDCo will be in receipt of a variety of additional reports (for example from the Leader of learning for children with Social, Emotional and Behavioural Needs, the Leader of Learning for Parents and Community, the Leader of Learning for Children with English as an Additional Language, or from Teaching Assistants who deliver interventions across the School) and will have an overview of whole school provision and of individual children's needs.

In this model, the teachers draw on the SENDCo's professional knowledge and the previous teacher's knowledge to affirm thinking and clarify possibilities, using the collated data and observations to identify children who may need extra support (based on the broader conception of progress outlined at the beginning of this document). Teachers

can draw on the Extra Support Flowchart (see Appendix A) and Intervention Menu (Appendix B) to plan specific programmes to support those needs. Once a programme of time-limited extra support has been planned, progress will be reviewed at the next Pupil Progress Review..



PUPIL PROGRESS REVIEW

Mid-way through each term, year group partners meet with the Head teacher, Assistant Head teacher and SENDCo to look at attainment and progress across each class, comparing this with age expectations and with expectations for the individual child. A data sheet identifying children who are 'Not Accessing' the curriculum, those that are 'Working Towards' the expected level, those that are 'Working Within' age-related expectation and those that are 'Working at Greater Depth' is shared. Teachers also have access to a whole class matrix of previous interventions and key risk factors (recorded on a Class Provision Map – see Appendix D) to support an explanation of how they intend to identify pupils according to the graduated approach identified below.

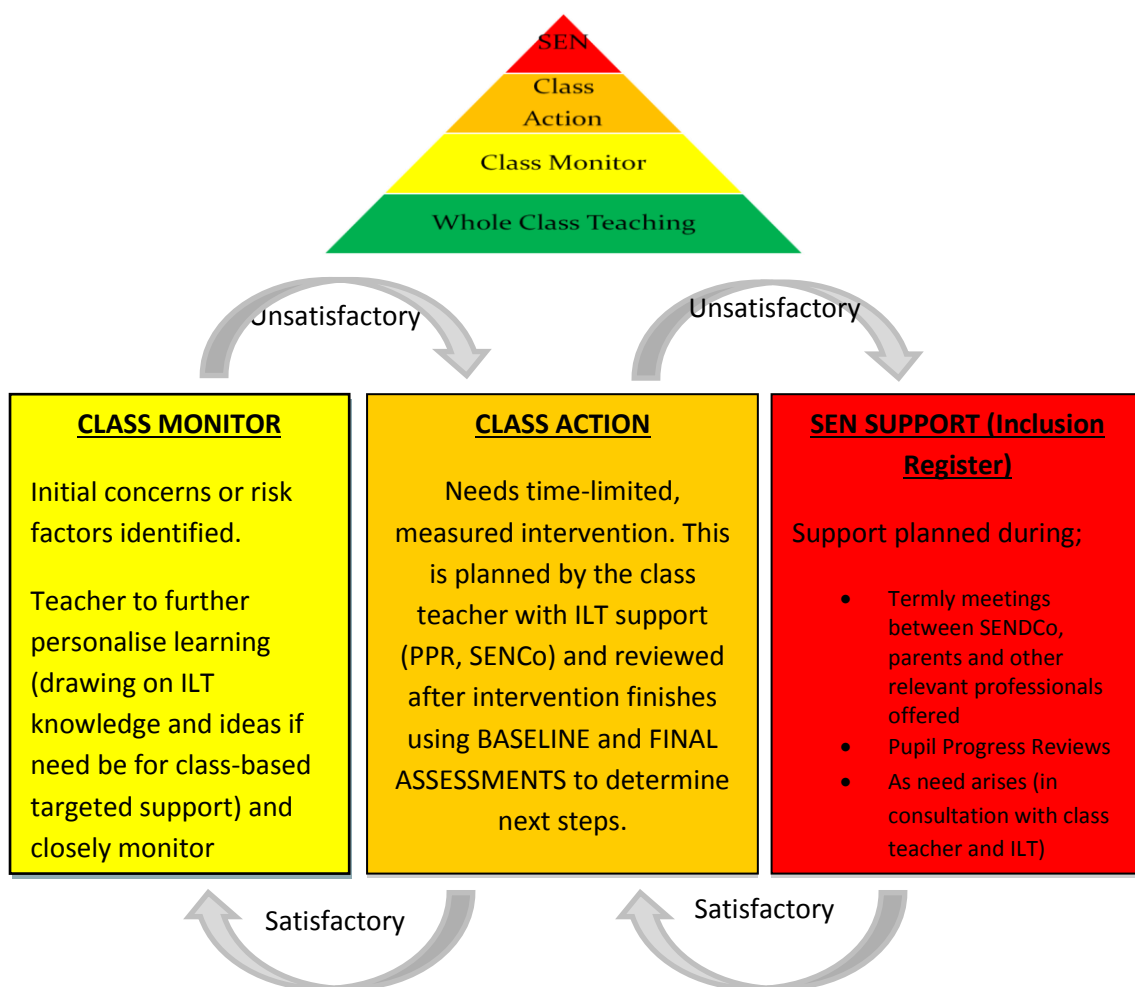
This discussion focuses on identifying children who may be in need of extra monitoring ('Class Monitor') or support ('Class Action') and on reviewing those who have already been identified as 'Class Monitor' or 'Class Action'. Some children's progress may be hindered by broader causal factors e.g. social and familial circumstances that can be best managed through support from our Leader of Learning for Children, Families and the Community (LoL PC), from our Leader of Learning for Social, Emotional and Behavioural Needs (LoL SEBN) or an outside agency. The SENDCo, LoL SEBN or LoL PC will make an appropriate referral accordingly.

In most cases the first response to an identified need should be class-based planning and monitoring, and then interventions targeted at a child's identified weakness. Where, despite personalised interventions, a child's progress continues to be unsatisfactory, the staff will decide whether to add that child to the School's SEN Support register. Where this is the case, parents and children will be included in a further discussion to plan additional support under supervision of the SENDCo. . Please see the Summary of Pathway to SEN Identification (Appendix C) for a clear map of this process.

Those children who have already been identified as SEN Support (and are in receipt of additional educational provision) will not be discussed in depth, as their needs are discussed in dedicated meetings each term (called '*structured conversations*') between class teachers, parents, children and the SENDCo. Please see the section on **SEN Support** for a fuller explanation of this process.

GRADUATED APPROACH TO SEND

Please see Appendix C for a summary of our School's graduated approach to identifying children who need SEN Support. High quality teaching, differentiated for the learning and development of all, is the first step in the educational provision that we offer all children. Some children may require a greater level of personalized, class-based, targeted support, which is planned for by the class teachers. This may include making adaptations to the learning environment or to the method of teaching delivery, specific groupings based on ability, additional adult support in class, additional learning supports such as visual aids or assistive technology, etc. Where there are concerns around a pupil's progress that cannot be met in this way, the class teacher, in conjunction with the ILT, will plan for additional monitoring or class action to accelerate a child's progress.



1. CLASS-BASED MONITORING

- When a teacher has initial concerns around a child's progress, they will plan for additional class-based support and differentiation to address those needs. These measures will be recorded on weekly planning formats and teachers will evaluate their progress.
- Any child who is being monitored will be reviewed during Inclusion Surgeries. If a child fails to make adequate progress during this monitoring period, in conjunction with the SENDCo, and using the Extra Support Flow Chart to support thinking, teachers will plan 'Class Action' for this child.

2. CLASS ACTION

- A child's needs are categorised as 'Class Action' when: the child continues to demonstrate progress at a level below that expected to be achieved with high quality teaching and so requires an increased level of support (most often provided by an intervention which is delivered by a member of school staff).
- The agreed areas of support, and intervention strategies, are selected from the Primrose Hill Intervention Menu and the Extra Support Flow Chart. These might include the use of one or a combination of provision.
- Where specific interventions are used, the pupil's progress will be measured within a given time-span.

- Targets can be set for the child, if there is a need (outside the intervention).
- The SENDCo records any interventions or specific targets on a whole class provision map.
- The progress of the child is reviewed at least termly during the process outlined above.
- The parents of a child who has been identified as needing Class Action will be informed promptly by the class teacher.
- Any child who fails to make adequate progress following this cycle of Assess/Plan/Do/Review is then considered by members of the Inclusion Leadership Team, who will help to plan further support or agree to identify that child as SEN Support.

3. SEN Support

- A child's needs are categorised as 'SEN Support' when: the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions under 'Class Action'. In some cases, a child's SEN may be immediately apparent and ILT/SLT will agree to identify those needs and make appropriate referrals (see Summary of Pathway to SEN Identification Appendix C) from the outset.
- The decision to identify a child as SEN Support would be agreed with the parents/carers.
- Provision for children who are identified as SEN Support will be overseen and coordinated by the SENDCo and monitored by the Inclusion Leadership Team.
- Individually administered interventions and assessments, made by the School or by outside agencies, are managed by the class teacher and the SENDCo.
- Where appropriate, additional support and advice should come from relevant outside agencies, either to the child, class teacher or parent/carers.
- The School will ask for parental permission to seek support from outside agencies. Parents/carers will be kept informed during this time through meetings and reports.
- An appropriate referral form (usually an e-CAF or SPOR) is completed with the parent/carer and child, for any child needing outside agency support.
- Parents are kept informed about interventions and support that the child is receiving.
- Progress is monitored throughout the year by the class teacher and members of Inclusion Leadership Team, and in addition through termly meetings.
- Any child who is identified as SEN support will have the opportunity for a dedicated termly meeting with their parents, SENDCo and class teacher (plus any other relevant professionals). These meetings draw on the principles defined by Achievement for All (<http://www.afa3as.org.uk/>).

Termly meetings for children identified as 'SEN Support':

- During these meetings, the parents/carers, SENDCo and class teacher discuss: how effectively provision has been delivered; what is and is not working well; progress towards short term targets and longer-term objectives; next steps/new goals; support needed to achieve these goals.
- All agree the responsibilities of the parent, the pupil, the School, the Local Authority and other partners, e.g. specialist services.
- Advice and guidance is shared on how parents can help their child at home to reinforce or contribute to progress.
- Wherever possible, children's views are gleaned beforehand and taken into account.
- Based on information gathered during the meeting, the class teacher and SENDCO create an Individual Provision Map (IPM – please see Appendix E) with targets (usually up to three), with the support of the Inclusion Team, parent and child (where appropriate). These targets should incorporate advice from outside agencies.
- A copy of the IPM is sent by post or email (as preferred) to the parent/carer. They are encouraged to discuss and contribute in this process through the meeting and by making amendments to the draft copy.
- A copy of the IPM is also given to all those working with that child.
- The IPMs are updated at least termly and are working documents that always include progress measures.

CRITERIA FOR EXITING THE SEN REGISTER/SEN SUPPORT

Where a child has made significant progress and the class teacher, SENDCo and parents feel that their needs can be met within the normal educational provision available to a pupil of that age, the child's progress will be celebrated. The Inclusion Leadership Team will consider removing that child from the SEN Support profile, most often to the stage of 'Class Action'. This would entail a further Assess/Plan/Do/Review cycle, overseen by the SENDCO. This child may then move on to class-based, targeted support under 'Class Monitor'.

The majority of pupils with learning difficulties will have their special educational needs met at 'Class Action' or 'SEN Support'. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education. Where, despite continuing intervention at SEN Support, there is evidence that the child is still experiencing severe, long-term and complex difficulties, the Inclusion Leadership Team and parents/carers would consider referring the pupil to the Local Authority for an **Education, Health and Care needs assessment**.

EDUCATION, HEALTH AND CARE PLANS (replacing what were previously called 'Statements')

An Education, Health and Care (EHC) Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The **Education** element of the plan will explain what is needed for the child/young person to attend school safely and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school or college.

The **Health** element of the plan will set out any health services or health support that the child needs to ensure they can learn and participate fully in school life.

The **Social Care** element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the SENDCo will work closely together with parents and children to explain the process and garner their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the School has collected, will be sent to a panel convened by Camden Council's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan. The School may be given help to access the resources in the Local Offer (www.localoffer.camden.gov.uk), without the need for an EHC plan.

If Camden SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Camden will provide. This support varies depending on the pupils' needs and may include:

- One-to-one support from a Teaching Assistant;
- Teaching support on a weekly basis;
- Transport support;
- The provision of specialist equipment or advice from outside agencies such as Speech Therapists or Occupational Therapists.

If an EHC Plan is agreed, parents/carers and children will be involved every step of the way, and parents/carers have the right to appeal if they disagree with the panel's decision. Throughout the process, parents' and/or carers' views, supported by professional assessments, will be used to create the EHC Plan. Where the child is old enough and able, we encourage the child to contribute to planning too.

Once an EHC Plan is issued, the SENDCo ensures that all of the actions and provision outlined in the Plan as the School's responsibility are carried through. In addition:

- There is a continuation of the current school-time provision for the child as outlined in the SEN Support section;
- Targets are set for the child based on the EHC Plan;
- A Personal Pupil Plan (see Appendix F) provides a child-friendly summary of key targets and support;
- The class teacher, SENDCo and outside agencies complete an IPM in collaboration with parents/carers and children, detailing the special provision to be made for that child;
- The progress of the child is reviewed termly;
- This process is supported by members of the Inclusion Leadership Team;
- The outcomes and provision detailed in the EHC Plan are formally reviewed annually (led by the SENDCo), in collaboration with any relevant outside agencies, and with parents/carers and children, and is then submitted to Camden Council for approval.

Like the Statements of SEN that preceded them, EHC Plans include key targets and detail the provision and support needed to achieve those. However, the EHC Plan now covers the child/young person from age 0 up to 25 years of age, focuses more on long-term and medium-term outcomes, and aims to place greater emphasis on the views of the families and children/young people concerned. Like the previous Statements of SEN, an EHC Plan is legally binding and usually implies provision of additional resources for the school and/or family.

All Statements of SEN will gradually be transferred over to EHC Plans. Camden's timetable for these transitions is detailed in their Local Offer (<http://www.localoffer.camden.gov.uk/>)

SUPPORTING LEARNING AND TEACHING

Primrose Hill Primary School leaders – including the SENDCo - work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated planning which ensures that all children are able to make progress;
- supporting the Class Teacher to take full responsibility for the learning and progress of all children;
- using a wide variety of teaching approaches, including guiding learning through demonstration;
- providing visual support material;
- providing a stimulating, rich and interactive classroom environment;
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding;
- using our marking policy to make sure that children know how to improve their work;
- providing additional adult support from well trained and well supervised Teaching Assistants
- making available specialist equipment and digital /assistive technology to support access and participation in learning.

EXPERTISE AND TRAINING OF STAFF

All Teaching Assistants receive weekly training that is responsive to the SEND needs within the School. In addition, they attend individual training sessions to develop their specialist knowledge, for example about particular SENDs or approaches, or individual medical needs. Teachers and Support Staff also undergo a rigorous Performance Management process where their training needs are identified and supported by a school leader and their progress is reviewed on a termly basis.

RESOURCE ALLOCATION AND FUNDING

The Local Authority distributes Primrose Hill Primary's SEND funding but our School decides how to spend this money. Like all mainstream schools, we have up to £6,000 from our SEND budget to spend on each child who needs Extra Support to make progress. The SENDCO, with the support of the Inclusion Leadership Team (ILT), organises and plans the amount of additional in-class and external specialist support required by pupils at the level of Extra

Support. Pupils at SEN Support level are funded by a combination of the existing budget and the School's notional SEND budget.

Camden Local Authority gives mainstream schools enough provision to allow them to spend **up to** a total of £10,750 on each pupil with SEND. If the evidence supports it, the Local Authority will make additional 'top up' funding available from what is called the '**High Needs Block**'. The **High Needs Block** is money that the Local Authority will give a school when it is agreed that the child's needs cannot be met within a school's resources. The 'High Needs Block' is money held by the Local Authority to support more complex special educational needs. The High Needs Block provides:

- Top-up funding, including the funding for EHC plans;
- Any additional services or teams that are centrally funded.

All schools receive 'Pupil Premium' money to spend on improving the rate of progress for children who are eligible for free schools meals. This is because nationally there is a gap in educational attainment between the group of children receiving free school meals and the majority of children who do not. Please see our policy on Pupil Premium Funding (available on the website) for a full explanation of how Primrose Hill Primary School spends this money.

ADMISSION ARRANGEMENTS

Primrose Hill Primary School follows the admission criteria of Camden Children and Families (in line with the Equality Act 2010) and gives priority to pupils who have a Statement of SEN or ECH Plan, and to Looked After Children. Parents and carers are always encouraged to visit the School in order to assess its suitability for their child's needs. We conduct home visits for all pupils new to the school. You can view our Admissions Policy on our website.

TRANSITION ARRANGEMENTS

The School places great emphasis on sharing information and providing supported, positive transitions for all pupils moving to or from the School. When a child moves up to the next class, we organise handover meetings where teachers and support staff make sure that the new Class Teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. In addition:

- Admissions to EYFS include home visits, open days, staggered entry, gathering information from the previous nursery or other setting, support from our Leader of Learning for Parents and Community and SENDCo;
- Transitions to secondary school are supported by the Leader of Learning for Parents and Community. The procedures include induction days, transition meetings with parents, visits to secondary schools, visits from Secondary SENDCos, supporting parents to complete transition forms, and 'parent-to-parent' information sharing about secondary school choices;
- Transitions to and from our School include sharing information from/with other settings. Where a child has SEND, the SENDCO will directly make contact with parents and the previous setting. Teaching staff go through the routines and timetables with the new child and provide a pupil buddy during the settling period.

LINKS WITH OTHER AGENCIES

Primrose Hill Primary School has a wide range of links with different agencies and organisations who may provide direct support to individual or groups of children, or who may facilitate whole improvement and staff training. These services include:

- The Health Service, through the school nurse
- The Educational Psychology Service
- The Primary Learning Support Service
- Camden's educational welfare service
- Social Services
- CAMHs
- Art and Music therapy

For more information on these and other services available in our School, please see Primrose Hill Primary School's Local Offer on our website.

COMPLAINTS

At Primrose Hill Primary School, we are responsive to any expressions of concern made by parents and try to resolve concerns amicably. Parents who have a complaint about any aspect of SEND should initially contact the secretary to make an appointment with the SENDCo. If the matter remains unresolved then an appointment should be made to see the Head teacher. Parents may also ask to contact the Governor responsible for SEND, Ophelia Field.

There are also a number of agencies available to support parents with advice and dispute resolution. **SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service), previously the parent partnership services (PPS), can offer impartial advice, information and support and can be reached on 0207 974 6264. The *Camden Mediation Service* can also help to resolve disputes [<http://www.kids.org.uk/Event/sen-mediation-service>].

MONITORING AND REVIEWING THIS POLICY

We review the information about SEND in this policy annually and make adjustments as appropriate. Our review involves staff, Governors and parents/carers.

DISSEMINATING THIS POLICY

This SEND Policy is available:

- on the School's website;
- as a paper copy from the School's front office;
- as part of induction for new staff;
- as a summary in the School's prospectus.

We ensure that the whole school community knows about the policy through the school newsletter, teacher-pupil in-class discussion, staff meetings and other communications.

Appendix B



Whole School Intervention Menu

P Levels/ EYFS	Year 1 Average	Year 2 Average	Yr 3 +
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Intervention

ELS

Time to Talk

TalkBoost

Soundwaves

KS1 15 mins

KS2 15 mins

15 mins pt 2

Red Box

Box Clever

Description	Timing	Delivery	Assessment
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Speaking, Listening, Reading and Writing - 1:6 – Y1 / Y2	16 weeks – 30 mins every day	Trained TA	Three progress checks delivered by the teacher
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Speaking and Listening – 1:3 – R	12 weeks – 30 mins 3x week	Trained TA	Retelling a story
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Speaking and Listening - 1:4 – Reception/Y1 / Y2	10 weeks – 45 mins 3x week	Trained TA & Lead Teacher	Progression Tool by Communication Trust
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Reading (phonics) - dyslexia – 1:1 – Y5 / Y6	20 weeks – 1 hr lead + 20 mins 3x week	Trained lead and support instructors	Reading assessment before and after
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Reading – 1:1 – Y1 / Y2	12 weeks – 15 mins every day	Trained TA	Marie Clays observation survey
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Reading – Y3 / Y4 / Y5 / Y6	8 weeks – 15 mins every day	Trained TA	Marie Clays observation survey
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Reading 1:1 – Y2 / Y3 / Y4	10 weeks – 15 mins every day	Trained TA	Marie Clays observation survey
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Reading and Writing - 1:1 - All	6 weeks – 5 mins every day	Trained TA	Weekly progress checks
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Speaking and Listening - 1:6 – Nursery & Reception	2 week cycle (ongoing)– 10 mins every day	Trained TA	Initial and final assessment of taught vocabulary
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P Levels/EYFS	Y1 Average	Y2 Average	Y3 +
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Intervention

Quest 3/4 & Quest 5/6

Catch-up Lit

Motor Skills

Rhythm and Flow

Independence tasks

Talking Maths

Wave 3 maths

Yellow Number Box

1 st Class Number

Description	Timing	Delivery	Assessment
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Reading (with phonics) and Writing - 1:6 – Y3 / Y4 & Y5/6	16 weeks	Trained TA and teacher	Three progress checks delivered by the teacher
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Reading and Writing - 1:1 – Y2 / Y3 / Y4 / Y5 / Y6	2 Terms – 15 mins 2x week	Trained TA	Catch-up Assessments at mid and end points
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Fine and Gross Motor skills – 1:4 – All	6 weeks – 1hr a week	Trained TA	Motor Skills Assessment
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Speaking and Listening – Reception, Y1	3x 30 minutes per week	Trained TA	Weekly progress checks
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Maths, literacy, art, fine motor skills – Y1 / Y2 / Y3 / Y4 / Y5 / Y6	16 weeks – 30 mins every day	Trained TA	Weekly progress checks
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Maths -Speaking and Listening - 1:3 – Y1 / Y2 / Y3 / Y4 / Y5 / Y6	6 weeks – 30 mins 3x week	Trained TA	Assessment at the beginning and end of the programme
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Maths – small group - Y1 / Y2 / Y3 / Y4 / Y5 / Y6	3-4 times a week for short periods - 20 mins	Teacher / HLTA	Final Spotlight Activity.
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Maths – small group - Y1 / Y2	10 weeks – 15 mins every day	Trained TA	Weekly progress checks
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Maths – small group (1:4) – Mainly Y2	12 – 15 weeks – 3x 30 min sessions per week	Trained TA & Lead Teacher	Sandwell Numeracy Assessment
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P Levels/EYFS	Year 1 Average	Year 2 Average	Y3 +
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Intervention

Talkabout

Circle of Friends

Description	Timing	Delivery	Assessment
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Social skills - 1:6 – Reception upwards	12 – 40 weeks, 1x or 2x weekly 40 min session	Trained TA	Talkabout Assessment
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Peer support for SEN children - 1:6/8 – Y3 upwards	Ongoing, 1 x 20- 30 min session per week	Trained TA /Teacher	Observational and Interview Assessment of central child
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Development Matters														
BELOW / EQUAL / ABOVE														
PSE			CL			UW			Maths		PD		EAD	
MR	SC SA	MF B	LA	Unde	Spk	PC	World	Tech	Num	SSM	MH	H SC	BUHM	BT

National Curriculum Levels									
	2012 - 2013			2013 - 2014			2014 - 2015		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Reading									
Writing									
Maths									

Boxall Assessment for Nurture Group		Competently functioning children	Entry Date	Term1	Term 3	Exit Date	Points progress
Organisation of experience	Higher score desirable	56					
Internalisation of controls		53					
Self-limiting	Lower score desirable	2					
Undeveloped behaviour		3					
Unsupported development		5					

Previous Targets	Date Set	Date Achieved

Previous Interventions				
Area of need addressed	Date started	Date finished	Outcome	Comments

Previous Outside Agency Support				
Agency	Date started	Date finished	Level / frequency of support	Comments



Meeting History			
Date		Present	
Date		Present	
Date		Present	

Contact details	
Parent / carer name	Email address