



**St Monica's Catholic Primary School, Hoxton**

**London N1 6QN**



# **Special Educational Needs and Disability (SEND) Policy**

St Monica's Catholic Primary School embraces the fundamental principles of the SEND Code of Practice 2015. These principles state that:

- All members of staff have high aspirations and expectations for children with SEND.
- Every effort is made to meet the needs of children's SEND.
- Children with SEND engage in activities alongside children who do not and are exposed to a broad and balanced curriculum.
- There is a designated teacher responsible for co-ordinating SEND provision (SENCO). Donejaye Cameron is the designated SENCO.
- The school will inform parents when it is making special educational provision for a child.
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.
- Children and parents are actively involved in making decisions about educational provision and desired outcomes.
- Children with additional and special educational needs will not be discriminated against.
- Appropriate access arrangements are in place to cater for children with disabilities.

#### **Pupil progress**

- Each class teacher audits the need of pupils termly during pupil progress meetings. These meetings identify children with additional needs and outline the provision which is in place to accommodate their needs.
- This information is shared with parents and collaborative input is encouraged.
- The documents are evaluated and updated termly.

#### **Identification of SEN**

- The attainment and progress of all children is tracked carefully through both formative and summative assessments. This enables teachers to identify quickly any children who are falling behind.
- Children are monitored both in class and at break times with an aim to identifying social or emotional difficulties.
- The Senior Leadership Team meet with class teachers each term in Pupil Progress Review meetings to discuss attainment and progress of individual pupils as well as social and emotional concerns. Appropriate strategies, resources and support to implement within whole class teaching, as well as intervention programmes are discussed and evaluated at these meetings.
- The SENCO is available to both parents and teachers to provide guidance, advice and support to help identify and cater for SEND.
- The SENCO may make referrals to engage the services of external professionals in order to identify, understand and cater for children's SEN.

## Categories of SEND

The Code of Practice identifies four categories of SEND. The four areas are:

- **Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's syndrome and autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and learning:** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## SEN Support

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The cycle is as follows:

- **Assess:** When a child is identified as needing SEN support the class teacher, working with the SENCO, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil; their previous progress and attainment; the individual's development in comparison to their peers and national data; the views and experience of parents; the pupil's own views and, if relevant, advice from external support services.
- **Plan:** The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.
- **Do:** The class teacher is responsible for working with the child on a daily basis. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- **Review:** The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

### **Statement of Special Educational Need/Education Health Care Plans**

- If a child has exceptional needs the school may request statutory assessment by the local authority. Providing all criteria are met the local authority will conduct an in depth assessment to clarify the nature of a child's additional needs, as well as how they should be met in school.
- Prior to the 2014 Code of Practice a child would have been given a Statement of Special Educational Needs after assessment. Due to recent changes in legislation, no new Statements will be issued. Instead children will be issued with an Education Health Care Plan. The Local Authority has a duty to transfer all current Statements to Education Health Care Plans by 2019.
- Where a pupil has a Statement of Special Education Needs/Education Health Care plan, the local authority will review that plan every twelve months.

### **COMPLIANCE**

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

- Equality Act 2010: Advice for schools DfE (February 2013)
- SEND Code of Practice 0 - 25 (2014) SEND CODE 2015
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Child Protection and Safeguarding Policy
- Teachers Standards (2012)

### **INTRODUCTION**

All children are individuals and have varying needs throughout their time at St Monica's Catholic Primary School.

All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 - 25 (2014) class teachers are responsible for the learning and progress of all children. The school’s SENCo works in partnership with external agencies, such as the link Speech and Language Therapist (SALT), to support teachers and pupils with additional provision and strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made. All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum and EYFS framework, and in all activities of the school. The National Curriculum (or EYFS framework where appropriate) is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible. (See separate Accessibility Plan)

#### AIMS

St Monica’s Catholic Primary School aims to:

- Raise the achievement of all children
- Promote the self-esteem and motivation of all children
- Listen to children’s views and involve them in planning their education
- Work in partnership with parents

#### OBJECTIVES

The above aims will be realised in the school environment as follows:

- All pupils have access to a broad, balanced and relevant curriculum and a curriculum appropriate for the Early Years Foundation Stage (EYFS);
- Children are regularly assessed so that those with special needs are identified early and the process of monitoring and support commences without delay;
- Staff, parents and governors are aware of the school’s SEND policy;
- Teachers are aware that special provision must be made in their planning for SEND pupils in relation to their Individual Education Plans (IEP);
- Classes are adequately resourced to provide for pupils with special needs and that teachers attend appropriate training;
- Specific individual needs will be taken account of at the planning stage;
- Various groupings will be used to create opportunities for children to take on different roles;
- The SENCo and class teachers will organise effective use of people, interventions, resources and time to maximise the learning of all children;
- The school will liaise with other agencies e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support;
- The governor’s annual report includes information about the school’s SEND provision and the government’s SEND policy;

- The SEND policy is evaluated and monitored by staff and governors.

### ROLES AND RESPONSIBILITIES

The school is responsible for:

- Identifying those pupils that generally under achieve or have emotional and environmental difficulties.
- Recognising that some children have specific difficulties in certain areas of the curriculum and/or have short term difficulties which must be addressed through early, specific support.
- Investing in resources to support SEND provision.

The governors are responsible for:

- recognising the importance of funding special needs adequately;
- monitoring and evaluating SEND provision;
- Reviewing the SEND policy.

The Headteacher is responsible for:

- Directing funds towards providing both teaching and non-teaching support, educational equipment and books.
- Ensuring there is provision for in-service training which enables teaching and non-teaching staff to develop skills in special educational needs education.

The Special Educational Needs Coordinator (SENCo), with the support of the Headteacher, is responsible for:

- The day-to-day operation of the school's SEND policy;
- Liaising with and advising other teachers and reporting on the special needs provision to the Headteacher and Governing Body (GB)
- Coordinating provision for children with special needs and monitoring their progress using assessment information and reading test results;
- Mapping SEND provision throughout the school and overseeing the records on all pupils with special needs;
- Liaising with parents of SEND pupils;
- Contributing to in-service training;
- Promoting training for staff/course;
- Ensuring pupils move up/down the school's SEND register depending on progress made or lack of it as the case may be.

The SENCo is non-class-based in order to carry out these duties in addition to small group and individual work with SEND children.

Teaching staff are responsible for:

- Supporting all children in meeting their full potential as independent learners through differentiation that takes into account children's individual needs and IEP targets.
- Working in partnership with parents and the Headteacher, SENCo and parents to review pupil progress and update support provided as required.

Parents are responsible for:

- Informing the school of diagnosed SEND and/or their concerns regarding speech, hearing, behaviour/sleeping patterns, eye sight, seizures and other health and developmental issues;
- Working in partnership with the school to create and review Individual Education Plans (IEP) and medical care plans (when required).

### ADMISSIONS

At St Monica's we welcome those parents seeking integration into mainstream schooling for their child with special needs. Our admissions criteria state that governors will give particular consideration to applications from parents with special circumstances and we will seek to meet parental wishes as far as practicable and in the best interest of the child.

### ACCESSING THE CURRICULUM

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If a child is experiencing difficulty in accessing the curriculum despite the above, the class teacher will:

- Discuss the child informally with colleagues, especially any previous teachers and teaching assistants;
- Complete an internal SEN Support referral to be given to the SENCo alongside evidence of support currently being given and strategies having been used;
- Consult with the SENCo/Headteacher and then arrange a discussion with parents and, where appropriate begin monitoring, screening and assessment of possible SEND.
- Use diagnostic tools to gain more information. These may be previous records, standardised reading or numeracy tests, work sampling or classroom observations. All results will be carefully recorded and reported to the SENCo/Headteacher.

### IDENTIFICATION OF NEED

At St Monica's Catholic Primary School we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs will only become evident as they develop.

A pupil will be deemed to have Special Educational Needs *"where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."* (SEND Code of Practice 0 – 25, 2014, p94) A pupil's Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.

Where a child has been identified as having SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The class teacher, Headteacher and SENCo will meet to discuss the individual needs of the pupils in their class and to discuss possible strategies and intervention programmes to support the children on a half-termly basis.

Where these meetings identify children making less than expected progress for their age and individual circumstances, “*characterised by progress which:*

- *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.” (SEND Code of Practice 0 – 25, 2014, p95)*

Support may be given at Universal, Targeted and Special Support levels:

- Universal support is defined as that being carried out through in-class differentiation led by the class teacher;
- Targeted support is defined as that being carried out through occasional 1:1 or small group interventions;
- Children receiving Targeted support will be added to the SEN register under the category of SEN Support (K on SIMS)
  - The SENCo and class teacher will consider Targeted Support regardless of whether a child is deemed to have SEND. See appendix 1 for a description of the types of intervention in place and the criteria for their use.
- Special Support is defined as personalised intervention supported by external agencies (e.g. specialist teachers, SALT, Educational Psychologist, etc.) and 1:1 LSA/TA in-class support.
- Children receiving Special support will be added to the SEN register as SEN Support or EHCP as appropriate;
- The SENCo and class teacher will meet with the parents of the child termly to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an Individual Education Plan (IEP) (appendix 2). This will be reviewed on a termly basis.
- The SENCo will deploy appropriate support through intervention programmes or individual support from the teachers and support staff trained to carry out interventions (appendix 3) and will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.
- The SENCo will regularly monitor records of the progress made through interventions.
- The class teacher will use formative and summative assessment strategies to monitor progress made towards IEP targets and adapt where necessary.

Following review meetings with teachers and parents, the SENCo will review the impact of interventions and strategies used to date. Where adaptations are required the SENCo and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENCo in identifying specific difficulties whereby in-school assessments will be used (appendix 3).



Where the SENCo and class teacher, in consultation with parents, feel that further advice or input is required, the SENCo will refer the child to an external agency via the Common Assessment Framework (CAF) procedures (appendix 4). A CAF will also be raised where assessment for an EHCP is requested.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

#### MANAGING PUPILS NEEDS ON THE SEN REGISTER

The SENCo will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed half termly following the meetings held with class teachers.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision. We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant (PPG)
- FSM
- being a Looked After Child (LAC)

All pupils on the SEND register will also be categorised by the level of support received: either SEN Support or Education Health and Care Plan.

A pupil categorised as receiving SEN Support (K on SIMs) may only be supported by school via the IEP or they may have involvement from an external agency (appendix 6). Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP. Pupils with existing Statements of Special Educational Need will be gradually transferred over to an EHCP via annual review procedures. This will be completed by 2018 (appendix 7).

Where the SENCo, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register. Reviewing a child's progress will take place at least once per term.

### PARENTS AS PARTNERS

Parents of children with SEND are invited into the school on a regular basis to review their child's progress to ensure a holistic picture of the child is considered in planning for support. The school also encourages parents to become involved in all aspects of school life, for example, educational visits, religious celebrations assemblies and in-school parents' workshops.

### SUPPORTING PUPILS AND FAMILIES

Parents can find information about how the Local Authority seek to support families via the school website or by following the link:

<https://www.learningtrust.co.uk/SEND/Pages/SendReforms.aspx> Parents may also wish to read the school's SEN Report which is published annually at

<http://www.stmonicasprimaryhackney.co.uk/key-information/> This document will inform parents about the types of provision in place and the progress that children make in our school.

The school works with a variety of external agencies to ensure children and families receive the support they need (appendix 5). At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND: the SENCO can, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

### LINKS WITH OTHER AGENCIES

The school has strong links with the Education Welfare Service, Social Services and the Local Health Authority. The clergy of St Monica's helps in the pastoral care of pupils and making links with the home.

The school also has good links with local companies, e.g. Linklaters, Sage Publications and USB who do a lot of voluntary work in the school, via Inspire. Some of the work undertaken includes: Reading and Maths Partners programmes (literacy and numeracy lunch-time support for SEND and non-SEND pupils), as well as Chess Partners. They also support improvements to the school environment, such as works in the playground and garden.

### SUPPORTING PUPILS WITH MEDICAL NEEDS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed. For more information regarding supporting pupils with medical needs see the school's Medical Needs Policy.

### MONITORING AND EVALUATING SEN PROVISION

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy:

The governing body will monitor, evaluate and review the provision for pupils with special educational needs. The governing body will meet with the SENCO at least twice a year to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEN;
- Any child's SEN are identified early;
- Intervention programmes comply with best practice;
- The wishes of the child are taken into account;
- Educational professionals and parents work in partnership;
- IEPs are reviewed regularly;
- Equal access to school activities for all pupils;
- The extent to which standards have improved generally across groups of children; with SEND – measured by in-house assessments, P-Scales and SATs;
- Numbers of children who move between different levels of the graduated response, including the number who are removed from the Special Needs Register.

#### The SENCO:

- observes the provision of interventions to monitor the quality of intervention teaching available. Feedback is given and follow-up observations are used where teaching is considered to 'Require Improvement';
- line manages Teaching Assistants through appraisal target setting and review;
- attends Senior Management meetings weekly to discuss issues arising and to enable whole-school planning for provision;
- meets with the Headteacher regularly to discuss individual pupils and families for whom further action is required;
- agrees all IEP targets, including strategies and provision, before these are finalised, monitors books and planning to check IEP targets are being taught and provisions are being met.

#### The Headteacher:

- discusses and agrees the provision map;
- monitors and compares progress and attainment of all groups;
- line manages the SENCO and holds to account through appraisal target setting and review.

### TRAINING AND RESOURCES

Annually, staff training needs are identified and they are encouraged to attend LA or nationally organised courses whilst consultant ants and experienced professionals may be invited into the school the school to deliver any necessary training to meet staff needs. Governors will allocate funds to meet the needs of pupils with special educational needs. When a child requires long-term individual support, the SENCO will request assessment by the local authority for an EHCP. The intervention staff are a specially-trained team of teachers and TAs who deliver intervention across the school. They maintain high levels of training to ensure that the quality of intervention reflects best practice.

New staff to school will have an induction meeting with the SENCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENCO attends regular briefings and network meetings in order to keep up-to-date with local and national updates in SEND.

Teaching and Learning resources are available from the SENCO but are stored throughout school. The SENCO manages the budget allocated by the governors for SEND consumables and for the intervention provision.

#### STORING AND MANAGING INFORMATION

The SENCO will hold central records relating to pupils with SEND. This will include copies of all IEPs, EHCPs, CAFs and advice from external agencies. Where appropriate school-based assessments will also be kept. These files will be locked in the filing cabinet in the SENCO's room. Where possible documents will be attached to pupil records in SIMS.

The class teacher will have an SEND folder with copies of IEPs and recent advice from external agencies. These records will be kept in a file that is stored out of sight i.e. in a cupboard or drawer.

#### REVIEWING THIS POLICY

This policy will be reviewed and agreed annually by the Governing Body.

#### ACCESSIBILITY

See the school Accessibility Plan.

#### COMPLAINTS

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required. Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA.

Signed:



**Chair of Governors**

**Date: 13<sup>th</sup> December 2021**

## APPENDIX 1: POSSIBLE INTERVENTIONS

- SALT groups
  - Any age
  - Directed and supported by external SALT
  - 1:1 to small groups
  - Frequency recommended by SALT
- Phonics
  - Year 1
  - Phase 2-3 catch-up
  - Up to three times per week for up to 6 children
- Reading
  - KS1 and KS2
  - 1:1 Up to twice per week with a reading volunteers
- First Class in Maths 1
  - Year 2
  - Working one year behind
  - 25 sessions in a group of 4 (12 weeks).
  - three taught sessions per week with one catch-up session
- First Class in Maths 2
  - Year 3 & 4
  - Working one year behind
  - 25 sessions in a group of 4
  - three taught sessions per week with one catch-up session
- Success at Arithmetic
  - Year 5 & 6
  - Working one year behind
  - three taught sessions per week with one catch-up session in a group of 3
  - 10 week programme
- Booster English and Mathematics
  - Year 2 & Year 6
  - Securing age-related expectations
  - Groups can vary and focus can vary depending on children's next steps
- Social Skills
  - Any age
  - Developing a greater understanding of social rules and conventions
  - Group size will vary dependant on children and skills being taught
  - Social Stories
  - Developing greater understanding of how to react/interact and manage feelings in particular social situations
- Wellbeing Support
  - KS1 & KS2
  - 1:1 and group support from trained support staff (by referral with parental consent)
- Sensory Room
  - Any age

- Group size will vary dependant on children and nature of needs (usually 1 to 2)

APPENDIX 2: INTERNAL SEND REFERRAL FORM

**St Monica's Catholic Primary School**



**Special educational needs referral form**

Name of child:.....

Date of birth:.....

Year:.....

Teacher/TA/LSA or HLTA referring:.....

Which quality first strategies have been used in the classroom?

- |   |  |
|---|--|
| Differentiation <input type="checkbox"/>          | Emotion cards <input type="checkbox"/>               |
| Teacher modelling <input type="checkbox"/>        | Visual prompts <input type="checkbox"/>              |
| Visual timetable <input type="checkbox"/>         | Circle time <input type="checkbox"/>                 |
| Positive framed language <input type="checkbox"/> | Tactile learning activities <input type="checkbox"/> |
| Speech & language screen <input type="checkbox"/> | 1:1 support <input type="checkbox"/>                 |
| Restorative justice <input type="checkbox"/>      | Intervention <input type="checkbox"/> .....          |

Behavioural

Other.....

What are your main concerns about the child?

Communication and interaction eg ASD or Speech, language and communication needs etc.

Social emotional mental health e.g adjustment or anxiety disorder etc.

Physical or sensory e.g hearing or visual impairment etc

Cognition and learning eg, dyslexia, dyspraxia etc

Add any further information.

.....  
 .....

.....

APPENDIX 3: IEP & PUPIL PASSPORT TEMPLATE

**Pupil's name:** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_

**Support Category:** Profiling / SEN Support / EHCP

**Date of Review:** \_\_\_\_\_ **Review Number** \_\_\_\_

**Present:**

Designation	Name	Signature
Parent(s) / Carer(s)		
Pupil		
Class Teacher		
SENCo		

**What is going well?** (e.g. progress made, strategies working)

**What is going less well?** (e.g. causes for concern or consider changes to provision)

**What are the intended outcomes for provision this year?** (curricular & otherwise)

**What are the steps for success toward these outcomes?** (i.e. pupil targets)

- 1.
- 2.
- 3.

**Additional comments:**

**Follow-up actions:**

**New Resources: Yes / No**

**My name is**  
**My birthday is**  
**I am in Year**

**What makes me happy?**

**Who is in my family?**

**What upsets me?**

**How do I like to be supported in class?**

**How do I like people to communicate with me?**

**What are my hopes and dreams?**



#### APPENDIX 4: IN-SCHOOL ASSESSMENTS (USED AS REQUIRED)

- Phonological Assessment Battery (PhAB)
  - SENCo
- Pearson Junior Dyslexia Screening (6-11 year olds)
  - SENCo
- PM Benchmarking (reading)
  - SENCo & TAs
- Sandwell Tests
  - SENCo & TAs (mathematical understanding)

#### APPENDIX 5: COMMON ASSESSMENT FRAMEWORK

Where a child or family require support exceeding that which school is able to provide or if additional expertise is required, a Common Assessment (CAF) should be undertaken following the process:

- SENCO meets with parents to complete the CAF form. This constitutes an assessment based on information about the whole child/family.
- SENCO and parents agree appropriate agencies to engage.
- SENCO completes the CAF form seeking input from staff where necessary.
- Parents check the CAF to ensure accuracy.
- SENCO logs the CAF with the LA SEND Team.
- SENCO sends the CAF to all identified external agencies.
- SENCO calls a meeting, inviting parents all stakeholders to discuss more complex needs.
- Agencies engage
- SENCO holds regular meetings with families and relevant external agencies.

#### APPENDIX 6: EXTERNAL AGENCIES

- Speech and Language Therapy concerns around speech and communication & interaction
- Physiotherapy for children experiencing physical difficulties requiring exercises
- Occupational Therapy for children who have difficulties with their fine and gross motor skills
- Children and Family Services support for families
- Re-engagement Unit for educational advice and strategies to support including managing behaviour
- Educational Psychologist assessing children and providing strategies for support – educational and managing behaviour
- Children and Adolescent Mental Health Service (CAMHS) providing counselling and support for pupils with emotional and mental health difficulties
- School Nurse, link Health Visitor and Link GP to assess and diagnose medical conditions