

Woodley CE Primary SEN Policy

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Woodley CE Primary SEND Policy

Purpose of this document

This document sets out how Woodley CE Primary School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Woodley CE Primary School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Background

The Children and Families Act 2014

This Children and families act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25'(CoP). It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care(EHC) plan which will replace Statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Woodley CE Primary school we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEN,

- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly.
- publish information on SEND funding and provision and monitor expenditure.
- appoint an SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEN Regulations 2014*),
- maintain a current record of number of pupils with SEND,
- ensure SEND provision is integrated into the school improvement plan.
- monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place,
- ensure **all** policies take SEND into account through the Equality Impact assessments,
- keep under constant review the arrangements for pupils present and future with a disability,
- admit all pupils who meet admissions criteria, whether or not they have SEND.

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Meeting special educational needs in Woodley CE Primary School

1. What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them

The Code of Practice defines special educational provision in paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the COP uses four main categories of need

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Woodley CE Primary school we will ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

2. How we identify pupils who are having difficulties with learning and/or special educational needs

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

For all pupils we ensure provision is adapted according to a pupil's needs and this is done by carrying out the following stages in our practice:

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response' and we ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- the analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff
- where behaviour is an area of concern we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences (ABC)
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved

- where assessment indicates that specialist services are required, we make referrals promptly
- we draw up an IEP or SEN Support Plan.
- An example of an SEN Support Plan appears as appendix A

The SENCO is :- Charlotte Irving

Contact details :-Woodley CE Primary 0118 9693246

At Woodley CE school the Senco is member of the senior management team. The Headteacher is also a highly experienced Senco. The SMT meet regularly to address needs the school has identified. The Senco's role is to assist in this when appropriate and to provide the rest of the SMT and Sen governor with regular feedback on the running and Sen provision within the school.

3. Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. At Woodley CE Primary school we demonstrate this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening, and hearing, what parents say
- identifying any outcomes to be achieved with parents
- planning any interventions with parents
- meeting with parents to review their child's interventions and progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should 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, along with a clear date for review.

Code of Practice 6.48

who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children termly
- have an up to date Personal Education Plan(PEP) which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
- normalise life experience wherever possible
- ensure our looked after children, especially those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

4. Arrangements for consulting children and young people with SEN and involving them in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- involving children and young people in discussions about their learning, progress and how provision is made

At Woodley CE Primary school we consult all pupils by including the child's input in forming an IEP or Sen support plan.

In the annual review the child is invited to the meeting and their opinions and contributions are considered a very important part of the process.

The child is supported by the adults present, also the teaching assistant who will have helped prepare them for the meeting.

They will have the chance to bring along a work book and or photos/momentoes that are special and meaningful to them.

In addition where pupils have special educational needs we ensure that:

- all pupils are encouraged and supported to make their views known. Strategies we use may include, written comments, talking to a preferred adult, friend or mentor, drawing etc
- any interventions or strategies will be explained and discussed with pupils
- all pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' ie they will have the pupil, their aspirations and needs at the centre of the review
- reviews are always outcome focussed and the outcomes reflect what is important to, and for, the pupil

5. How we assess and review progress

At Woodley CE Primary we assess and review using information gained from formative and summative assessments. "Non-Negotiables" assessments inform us when children have grasped the "essential" skills for their age; teacher assessment assesses children with a numerical value, not a level and show who is emerging, expected or exceeding attainment in their learning. (eg children in Y1 and Y2 are assessed between 1.0-1.9). Children with special educational needs will still be assessed on the P level scales, then move onto the numerical values eg Y1 and Y2 are assessed at being between 1.0 and 1.9; 1.0 being at one end of the scale showing understanding just emerging, compared to a child over 1.6 who shows a "deeper" level of understanding.

We acknowledge that for all children their learning should be planned for according to their individual needs, but also offering aspiration regardless of any obstacle or disability. So for some children there is the need to work at a different stage of

learning, hence “stage” not “age” expectations. Children that have significantly greater difficulty in learning still work towards the “milestones” that are appropriate for them at their stage of learning.

Alongside our expectations of their progress the Senco may additionally use screeners, reading, spelling and memory assessments to provide a broader picture of a child’s progress. We may also draw on more specialised assessments from external agencies and professionals when appropriate.

We follow the “Plan, Assess, Do, Review” cycle. IEPs (Individual education plans see Appendix A) are drawn up when we consider an additional focus will help children achieve certain short term targets; when the outcomes are achieved the pupil may no longer require further support.

If more support is required then another IEP with different aims can be set up; this is written with input from those adults working with the pupil and in discussion with parents and reviewed termly. “Smart” targets are set : specific, measurable, agreed upon, realistic and time based.

The children are made aware of their targets as the adults working alongside them help to set the targets in child friendly language. They help the pupil to recognise when they are succeeding and achieving the targets. This may be in the form of a reward chart, using ticks /stickers/smiley faces or other visual motivational visuals. These are reviewed termly with the child, the adults working with the child and parents. This may take place at a pre-arranged meeting at the parent or classteacher’s request or at the termly Parent Consultation evenings.

Any pupil who has a statement (and is converted or in the process of converting to an EHCP) has an annual review providing the opportunity for the pupil’s voice to be heard. The parents and adults working with the pupil discuss progress made with the targets previously set and the pupil can share his/her opinion and bring along work to show their successes over the past year. Outcomes are discussed and set for the following year.

6. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. For all pupils we make opportunities to practise developmental and transferable skills which will prepare them for life as members of their community.

We aim for our children to cope with the new challenges the new year ahead will bring; coping with resilience and having “brave” attitudes to learning is a vision we have for all our children at each stage of their learning.

We help to prepare all pupils for the next stage in their learning by providing Transition sessions before the end of the Summer term.

Whether it is a move to the Junior phase or just to the next year group, sessions take

place with the children working with the new teachers and in the new class location. For parents there is our “Meet The Teacher” evening also planned before the end of the term.

For pupils with special educational needs in addition extra time is spent with the adults working with the children to familiarise themselves with the new teacher and/or location in school.

Eg. a child is encouraged to make a “passport” about themselves which they can show and describe to their teacher.

Adults working with children with special educational needs help support a child in familiarising them with the new classroom location and will plan activities to help the child become accustomed to the new classroom and teacher.

Photos of the new teachers and adults working with the child is also part of our transition cycle for those who need this.

For children making the transition to secondary school parents are encouraged to share their concerns with the classteacher and Senco and early opportunities to visit the receiving school are encouraged. The Senco can discuss concerns with the parents and the secondary Senco.

The receiving schools Y6 to Y7 Transition Team and Senco liaise with our school and concerns are identified. These children are identified and additional visits are put in place for the Summer term for those who need it.

7. The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The **Local Offer** is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations.

Wokingham’s **Local Offer** can be accessed on www.wokingham.gov.uk/lo

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, ‘SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them’ can be found on the Local Offer page.

The expertise and training of staff to support children and young people with SEN, including how specialist support will be secured

For all our staff –

We have access to training through the Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group we can identify training needs and plan training in a cost effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

Any training undertaken by individual staff:

The Senco and Nurture assistants

SENCO – *National award awarded by University of Reading, Senco qualification*

The role of our SENCO:

The legislation requires that

- the SENCO must be a qualified teacher working at the school.
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment

Our SENCO has responsibility in school for:

- with the headteacher and governing body, determining the strategic development of SEN policy and provision in the school.
- day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- 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 pupil and their parents are informed about options and a smooth transition is planned
- working with the 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 pupils with SEN up to date

In order to carry out these duties effectively, as a school we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO 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.

9. Evaluating the effectiveness of our provision

Most children and young people who have SEN respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

Eg. Using the literacy intervention “Tracks”, the Senco and two other members of staff have been trained to teach “Tracks”. They review progress regularly; resulting in either ensuring the child continues with the intervention or stops the intervention having achieved the targets successfully.

Eg. ECC (Every Child Counts – a national maths intervention “1st Class@Number” used in Y2 (and the next program used in Y3) to allow pupils to catch up and help make necessary progress. Highly focussed intervention based on 14 weeks work in addition to the normal class maths lessons. The outcomes are observed at the end of the intervention and progress measured.

10. Inclusive practice

We ensure that all our pupils, but particularly those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

Eg Additional Sports – our weekly “Change for Life” programme - lead by our “First for Sports” lead teacher who encourages pupils to try out a variety of different activities and build their confidence in a small group.

In a similar way we have children who are encouraged and invited to join additional music activities –eg piano and singing lessons 1:1 and small group opportunities.

11. The social and emotional development of our pupils

At Woodley CE we treat the social and emotional development of our pupils very seriously. Our teaching assistants and senco are able to give children the opportunities to develop through talk and roleplay either 1:1 or in a small group, depending on the pupil's needs. For some children the additional group times may benefit by giving the chance to build relationships with peers and develop in friendship building skills.

Woodley CE supports the children to develop their understanding on taking measure to prevent bullying, this might be learning in assembly times and in whole class circle time or pupils learning through discussion and roleplay. Our PSHE policy further explains the breadth of topics discussed for all ages (please refer to the school Behaviour policy for further details).

We are aware that nationally bullying is a major issue for children and young people with SEND; classteachers at our school treat each child fairly and enforce the classroom code consistently. The teachers show respect and understanding to each child.

The pupils are given the opportunity to have their voices heard through the school council - the pupils on the council are elected by their peers and report regularly back to their class; children with statements/an EHCP are given the chance to have their opinions fully heard when reviewing their IEPs and also at length in their annual review.

"Peer Mediators" are a group of Y6 children who have received training in assisting children resolve any playtime issues on the KS2 playground. In pairs they share the weekly break and lunchtime duties and are called upon from time to time to help pupils resolve their playtime concerns. This is a helpful non-threatening way to dissolve a dispute for the children concerned; an adult is involved when needed at the next step for more complicated disputes.

On the Infant playground there are an energetic group of Y4 children known as "Playground Pals" who support the younger children by showing them how to play a variety of playground games.

12. Working with other professionals and practitioners

How the school involves other bodies including health and social care, support services and voluntary services:

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practice 6.47

to do this we

- listen to parents to ensure they know which services we use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person centred approaches with all our pupils who have SEN to ensure

that interventions are coordinated and so add extra value

- value the contribution of all
- engage with local authority services in a timely and professional way
- we meet with the school nurse, speech and language therapist, behaviour support teachers, occupational therapists and our parent family support adviser regularly.
- we meet with our educational psychologist for a termly planning meeting to look at the needs of individual pupils, staff training and effectively tailoring our provision

Arrangements for handling complaints about SEN provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially they should contact school and ask to speak directly to the Senco.

If this does not resolve the situation then a meeting would be planned to speak with the Headteacher and any other adults likely to be involved including the Senco, classteacher, teaching assistant and any other professional directly involved with the child as appropriate.

How funding is made available to school to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to six thousand pounds of individual support. Further information on funding for SEN can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

Exceptional Needs Funding

Wokingham has developed an Exceptional Needs funding model which can provide the additional resources to meet learning needs in mainstream settings. Woodley CE Primary school is part of a cluster of schools who discuss individual cases where the schools feels that the support needs for that pupil are exceptional. We also use

our cluster meetings as a professional support forum to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

We would apply for this funding stream particularly where the learning needs of the child/young person are exceptional but do not require a special school or significant levels of intervention from health or social care. Further information about exceptional needs funding can be found in the document *'Exceptional needs funding: Procedures and guidance'*

When would school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These "needs assessments" may result in an Education Health and Care Plan.

Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral all local authorities are expected to consider

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals
- IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression.
- made provision which is appropriate to the child, young person and specific to them/ their needs
- made provision which has been evidence based and cost effective
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners have been involved in the last 12 months
- evidenced that their advice/strategies being followed and evaluated



WOKINGHAM
BOROUGH COUNCIL

SEN Support Plan

An SEN School Support plan is for a pupil whose special educational needs are recognised and for whom the financial resources can be met within the budgets available to schools

| Child/young person | | | |
|--|----------|---|---|
| Surname Other names Address Date of birth Language at home Religion | | | [Child / young person's chosen picture] I'm Hermione Granger and I'm at Hogwarts School for Wizards I'm Draco Malfoy and I really want to be a vet on a safari park |
| Child/ young person's parent/s or person responsible | | | |
| Address | As above | Relationship to Child/young person | |
| Telephone | | mobile | |
| email | | | |
| Best time for contact | | Best method of contact | Mobile |

This is Me

My friends say that I make them laugh and I am good at dancing, especially tap dancing. Adults say I am good at helping.

My teachers say that I'm very caring and good with animals.

What I want to do/be in the future

Hermione wants to be a Wizard.

Draco wants to go to Africa to work as a vet on a wild life reservation

Things I am good at

I'm good at helping. I am very imaginative.

Things I find Difficult

I find it difficult to concentrate and often leave tasks unfinished.

I have poor fine and gross motor control that affect everything I do and how I achieve things.

I have difficulty mixing with other children

How I liked to be helped

- Give me one instruction at a time.
- Give me instructions relevant to now.
- Call me by name to get my attention.

What is important to me now and in the future

To make good relationships and to be safe and happy when she starts school

To be safe and happy in new environments and when she is not with her parents

If this section has been completed by or with someone else please fill in the details below

| | | | |
|-------------|--|---------------------|---------|
| Name | | Relationship | Parents |
| Name | | Relationship | SENCo |
| Name | | Relationship | EP |

What Harry's family think is important now and in the future

Harry's parents want him to be happy and healthy, have fun and make friends and have the communication skills that he needs.

In the future they want him to be independent and be accepted for whom he is.

What others think is important for Jane now and in the future - names

We want Hermione to be able to communicate with others.

We want Hermione to be able to play and interact with her peers.

We want Hermione to be able to transition in to school and make friends.

Why additional support is needed – strengths and difficulties

Summary:

Hermione has special educational needs in relation to a diagnosis of mild global developmental delay with difficulty in writing and concentration.

Draco is a funny, friendly, enthusiastic boy who is good at reading. He has continued to experience difficulty in school both academically and socially. This means that he is always supported in school by an adult, generally as part of a small group.

Hermione finds change of structure and routine very difficult. Her spatial awareness is poor; she often gets too close and touches them. Hermione's social awareness is poor. Her understanding of actions and consequences is poor and she struggles in social situation. She lacks self-esteem.

Harry is attending Speech and Language and the work received from the SLT via his parents is planned into each week's group activities.

Cognition and Learning

Strength:

Harry is inquisitive and fascinated in things.
Harry is interested in learning.

Needs:

To develop his attention to adult directed tasks.
To develop his listening skills

Communication and Interaction

Strengths:

Ron responds well to tone and body language
He is able to make choices by looking at options visual pointing
Ron understands simple verbal instructions

Needs:

To develop his communication skills
To develop his interaction with other children

Social, Emotional and Mental Health

Strengths:

Draco is sociable and helpful
Draco likes to be involved and given jobs/responsibility

Needs:

Draco finds it difficult to understand others' needs and how his behaviour impacts on others
Draco struggles with processing feelings and emotions

Sensory and/or Physical

Strengths:

Hermione has emerging leadership skills

Needs:

Hermione has poor co-ordination and fine motor control
Hermione has poor gross motor skills

The outcomes we want to achieve

1. Harry will be able to write things down to communicate his ideas.
2. Ron will be able to say the same 30 words clearly and consistently
3. Draco will say positive things about himself
4. Hermione will be able to use her wand correctly
- 5.
- 6.

Key people involved within school

| | | |
|--|-------------------|--|
| | Support Assistant | |
| | Class Teacher | |
| | SENCO | |
| | Head Teacher | |

The person responsible in school for monitoring this provision

| | |
|--|---------------|
| Learning on a daily basis | Class Teacher |
| Responsible for support and additional provision | SENCO |

The outcomes we want to see this year

| | What we want to achieve and what success will look like | What approaches will be used | Provision In order to achieve this NAME will need..... |
|---|--|--|--|
| 1 | <ul style="list-style-type: none"> Harry's written presentation will improve | <ul style="list-style-type: none"> Encourage Harry to write using the Fischer Family Trust method Writing slope Scribe where appropriate to increase confidence in getting ideas on paper Touch-typing course | <ul style="list-style-type: none"> Daily fine motor skills programme in a small group 1:1 support for selected writing tasks and assessments Access to a computer or Fizzbook |
| 2 | <ul style="list-style-type: none"> Ron will be able to say the same 30 words clearly and consistently | <ul style="list-style-type: none"> Direct teaching of appropriate language with opportunities for supported practice of newly acquired approaches | <ul style="list-style-type: none"> Access to the SALT service Daily support 1:1 with an adult to teach, practice and generalise skills |
| 3 | <ul style="list-style-type: none"> Draco will say positive things about himself | <ul style="list-style-type: none"> a carefully structured managing emotion programme incorporating: <ul style="list-style-type: none"> use of social stories to develop understanding of everybody at some point wins and loses use of role play to act out scenarios when people/puppets are in situations where they win or lose rehearse vocabulary around emotions associated with winning and losing | <ul style="list-style-type: none"> emotion development group weekly – small group of around 1:3 1:1 practice daily in an acted out/safe situation adult support to read out social story daily adult support to facilitate success in 'real' situations such as at play times and during PE or during class time |
| 4 | <ul style="list-style-type: none"> Hermione will be able to use her wand correctly | <ul style="list-style-type: none"> To trial an adapted wand and a problem solving approach | <ul style="list-style-type: none"> Ensure Hermione is sat well supported i.e. feet on floor, bottom on back in the chair, forearms resting on table top |

When this Agreement will be reviewed

Outcomes will be reviewed termly with changes made where required. The Agreement will be reviewed in full annually.

Signatures

| | Signature | Date |
|--------------------|-----------|------|
| Child/Young person | | |
| Parent/s | | |
| | | |
| School | | |

