

ESSEX PRIMARY SCHOOL

**SPECIAL
EDUCATIONAL NEEDS
INCLUSION
Policy**

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SPECIAL EDUCATIONAL NEEDS INCLUSION POLICY

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DEFINITION OF SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND)

Children have Special Educational Needs if they have a *learning difficulty or disability* which calls for *special educational provision* to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age or;
- b) has a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has Special Educational Needs if he or she is likely to fall within the definition at (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them. (SEND Code of Practice January 2015b P.16)

We recognise that pupils learn at different rates and there are many factors affecting achievement including ability, emotional state, age and maturity. We are particularly aware of the needs of KS1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils at some point in their school careers may experience difficulties which affect their learning and we recognise that some may be long term or short term.

We consider the following areas which may impact on progress and attainment not to necessarily constitute Special Educational Needs:

- Disability
- Attendance and punctuality
- English as an additional language
- Pupil premium
- Being a looked after child
- Being a child of a serviceman/woman
- Health and welfare

Legislation

Disabled children and young people without SEND are not covered by the Children and Families Bill or the 2014 Code of Practice but are covered by provisions elsewhere in legislation, including in the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

The Equality Act 2010

Everyone covered by the 2014 Code has duties in relation to disabled children and young people under the Equality Act 2010. They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people. Public bodies are also under wider duties to promote equality of opportunity.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

FUNDAMENTAL PRINCIPLES

Essex Primary School adopts the following fundamental principles, regarding successful inclusive education, taken from the revised SEND Code of Practice 2014 that came into practice from September 2014 along with the publication of the Local Offer and is fully endorsed by the London Borough of Newham:

- All teachers are teachers of children with Special Educational Needs. Teaching children with SEND is therefore a whole school policy.
- The SEND of children will normally be met in mainstream schools or settings.
- The views, wishes and feelings of children and parents should be sought and taken into account.
- Parents and carers have a vital role to play in supporting their child's education and have a statutory right to contribute to the decision making process about their child's education.
- Children with SEND should be offered full access to a broad and balanced and relevant education including the Foundation Stage Curriculum, the National Curriculum and the DFE guidelines for children who are attaining significantly below age-related expectations.
- Access to both the curriculum and the physical environment of the school is an entitlement of all children.
- The importance of the child or young person, and their parents, participating as fully as possible in the decisions; and being provided with the information and support necessary to enable participation in those decisions.

- Children have a right to be involved in making decisions and exercising choices.
- The need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. For example, a child with asthma or diabetes, may not have Special Educational Needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- All available services will be reflected in the Local Offer that was available online from September 2014. It sets out the provision available for children in the area who have SEND, including those who do not have Education/Health and Care plans.

GUIDING PRINCIPLES

- The successful inclusion of all pupils at Essex Primary School is to be actively sought by all members of the school community.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- All people that are involved in the education of the child (parents/carers, teaching and non-teaching staff, governors and outside agencies) should share their knowledge and understanding of the child and work in partnership for the good of the child.
- The school's allocation of SEND resources should reflect the various levels of need experienced by pupils.
- All pupils are valued individuals with unique interests and strengths.
- All pupils should be given the opportunity to reach their full potential educationally, emotionally and physically.

The practice that the school articulates in this document should influence

- Job descriptions

- Questions at interviews
- The staff/TA handbook
- Staff induction

All teaching and non-teaching staff are involved in the formulation, review and maintenance of this Special Needs Policy.

AIMS AND OBJECTIVES

Aims:

All children are individuals. They have a wide range of academic, behavioural, physical, social and emotional needs.

We aim to meet these needs, as far as possible, through good classroom practice that includes:

- differentiating tasks to allow children success at their own levels
- planning group work for children of a similar ability
- using mixed ability groups
- planning activities that can cater for the particular needs of a child

This approach means that the majority of children, including those with learning difficulties or exceptional ability, are able to work and succeed within the class through quality first teaching at a level appropriate to their needs.

Some children do have Special Educational Needs or Disabilities (SEND) that require more support than can be given by the class teacher alone. Here we follow a staged approach to SEND provision as defined in the 2014 Code of Practice (COP).

All members of the school are encouraged to show respect for all people, irrespective of perceived ability or disability. Differences between children are viewed positively. Positive self-images are developed by the value we place on the contributions of all children. We are fully committed to the LA's policy on Inclusion.

We strive in partnership with pupils, parents, governors and the local community to deliver a broad and balanced curriculum that promotes high achievement for all our children.

Objectives:

- To increase class teachers' role and expertise in meeting the needs of children with SEND in class.
- To continue to improve our partnership with parents.
- To increase the extent to which all children are included in class and in school as a whole.
- To continue to adapt the physical environment, to cater for the increasing variety of needs that we have to meet. (See Single Equality Duty Document and Accessibility Plan)
- To monitor practices effectively to assess the pupils' progress and access to the curriculum.
- To ensure the most effective and efficient use of school staff and resources for pupils with SEND using a whole school provision map.
- To ensure teachers take account of differentiation in their curriculum planning to maximise learning opportunities for all children.
- To facilitate the identification, assessment, provision and review of pupils with SEND.
- To work with outside agencies to support a child.
- To provide a basis for parental partnership where concerns are taken seriously.

STAFF RESPONSIBLE FOR SEND PROVISION IN SCHOOL

The Special Needs Co-ordinator (SENDCO) is Mrs Janet Price. The Head Teacher is Rosie Cowan. The SEND link Governor for the school is Maureen Monk. The SENDCO is responsible for the day-to-day operation of the SEND policy. The Head Teacher and SEND Governor have responsibility for the overall monitoring of the policy being put into practice.

The role of the Head Teacher includes:

- The responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.

The role of the Governors includes:

- The governing body should, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

- The SEND Inclusion Link Governor is responsible for the maintenance of links with the governing body and the school. The Governor keeps up to date with developments related to SEND within school through liaison with the SENDCO.
- The SEND link governor/head teacher ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs.

The role of the SENDCO is to:

- Co-ordinate the provision for children on the SEND register.
- Maintain the SEND register.
- Liaise with outside agencies and other support agencies.
- Chair annual reviews.
- Advise and support colleagues.
- Line manage /TAs/LSTs.
- Manage a range of resources both material and human to enable appropriate provision to be made for children with Special Educational Needs.
- Act as one of the links with parents.
- Contribute to the professional development of all staff.
- Have responsibility for the day-to-day operation and updating of this policy.

The role of the class teacher is:

- To be responsible for the initial identification of children's SEND
- To differentiate work accordingly through good quality teaching
- To write IEPs and set appropriate targets
- To report on identified children's progress (e.g. IEP Tracker)

The role of the teaching assistant is:

- To help children to access the curriculum
- To maintain records of achievement
- To make resources to support children's learning

The role of the Learning Support Teacher (LST) is:

- To work with individuals or groups of children on the COP
- To advise and support colleagues
- To oversee and manage implementation of Wave 3 interventions in Literacy and Numeracy.

The role of the learning mentor is:

- To remove barriers to learning. This may involve:
 - Working with children to raise their self esteem
 - Working with children to modify their behaviour
 - Working with children to manage their feelings
 - Advocating for parents and/or children
 - Observing new entrants to the school and reporting observations to class teachers, and if necessary to the EMA co-ordinator or SENDCO or both.

ADMISSIONS ARRANGEMENTS

As a school we follow the LA's admission procedures. No child will be discriminated against on account of a Special Education Need or Disability. Places permitting, we will accept any child:

- who lives in the catchment area
- whose parents have chosen the school
- whose statements name the school

In some cases, with parents' consent, an admission may be delayed or staggered to enable an appropriate support package to be put in place. Similarly, nursery children might only attend part of the week while they are "settling in". Their parent may also stay with them if needed, during this time. (N.B. Nursery children usually only attend school in the mornings or afternoons).

SECONDARY TRANSFER

Transfer reviews are held in Year 5 and again in Year 6 for all children with statements or EHC plans and/or have High Needs Funding. The authority's SEND Monitoring and Reviewing Officer will be invited to attend the review in Year 5. Written and/or verbal liaison between SENDCOs, regarding all children on Wave 2 and above, takes place in the Summer Term once details have been received of secondary placements.

The school attends additional information sharing meetings regarding Year 6 children with identified needs, with local secondary schools in the Summer term.

SPECIAL FACILITIES

We are a single storey school (with the exception of the staffroom area) and all areas have wheelchair access.

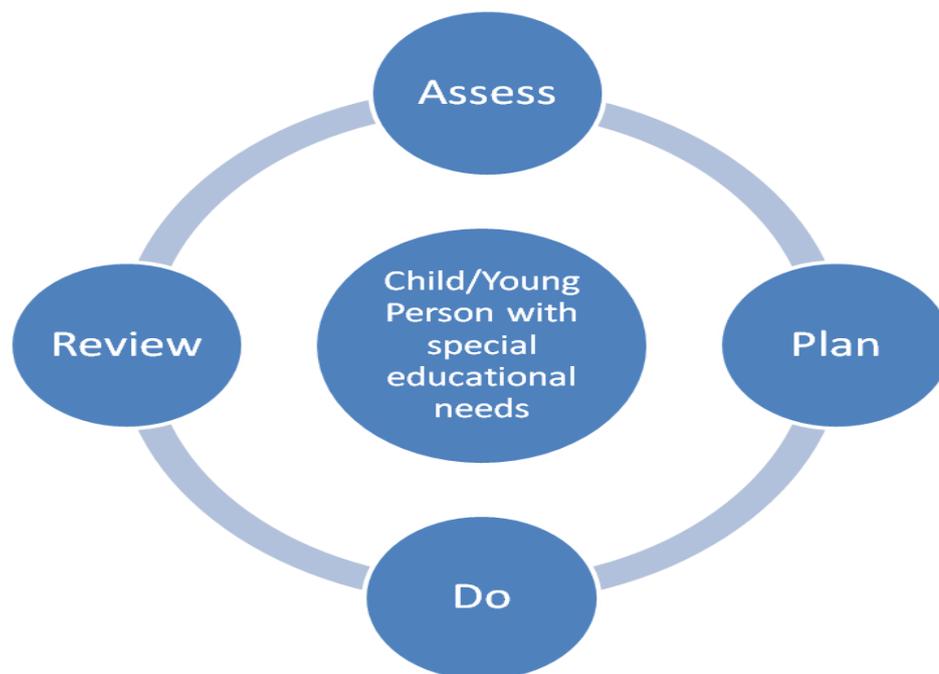
We have one disabled toilet that is equipped with a ceiling hoist in the Foundation Stage and another changing area with disabled toilet facilities in KS2. Both rooms have an adjustable changing bed/shower. Each Year group has access to a disabled toilet. There is a soft play room in KS2 and a small sensory room in the nursery area. The school has a specialised resourced provision for children at the lower end of the autistic spectrum. It started to take on pupils from September 2013. Additional staffing and resources to meet needs takes place annually. A second teacher is employed to support the pupils as they increase to 2 pupils a year to an expected maximum of 14 by 2018.

THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR CHILDREN WITH SEND

Assessment

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The SENDCO, LSTs, and Leadership Team will analyse assessments including baseline tests and decide if adequate progress has been made.

Essex Primary adopts a Graduated Approach to Special Educational Needs. We look in the first instance to make reasonable adjustments within the classroom following the principles of the Equality Act (2010). Where there are continued concerns regarding a pupil's progress, attainment or engagement then we will discuss the most appropriate steps to take in order to identify the pupil's needs and target support effectively.



Assess: The class teacher and SENDCO will analyse a pupil's needs before identifying a child as needing SEND support.

Plan: Parents will be notified whenever it is decided that a pupil is to be provided with SEND support.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support will be reviewed in line with the agreed date.

The Graduated Response-Waves of Intervention

Good Quality Teaching- Wave 1

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- Good quality teaching for pupils with SEND, and the progress made by these pupils, will be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils at Essex Primary. All teachers, supported by the Leadership Team, make regular assessments and track the progress of all pupils. Where pupils fall behind or are making inadequate progress given their age and starting point, they will be given extra support.
- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there will be an agreement about the SEND support that is required to support the child.
- Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Once a potential Special Educational Need or Disability is identified, four types of action will be taken to put effective support in place - Assess, Plan, Do, Review. This is the graduated approach for SEND support.

We aim to identify, assess and meet the needs of the children with SEND in school through the graduated response defined in the Code of Practice (2014). We are required by law to "have regard" to the COP for all children. We feel that it is an effective model for SEND provision and therefore use the approach

from the nursery upwards. There will be differentiation for all through quality first teaching (Wave 1) in the classroom once there is a concern.

The 2014 COP has reduced the previous SEND categories of labelled SEND support to just one stage in addition to children with Education Health and Care Plans, but recommends a staged approach to identification and support.

Therefore, where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies. With the involvement of specialist advice and support, this will put the child at the Wave 3 level of intervention.

- Where a child is receiving SEND support, the school meets parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.
- The school holds an annual review for these children and their parents and a report is written to record these aims, principles and actions.
- The school will maintain a provision map as well as other methods to record and track the progress of these pupils to show the impact of interventions provided.

Wave 2

The class teacher becomes concerned about a child's progress, or attainment, or aspects of their behaviour, through classroom observations, as the result of termly assessments, or through the admissions procedure. The parents are invited in to discuss the concerns with the class teacher. This discussion may lead to the conclusion that the pupil requires help over and above that which is normally available within the class.

In consultation with parents, child, and if needed, the SENDCO, an Individual Education Plan (IEP) or Pupil Passport is written to support the child. This includes information about:

- short term targets that the child will work towards
- teaching strategies to be used
- the provision that will be put in place
- criteria for success
- ideas for parents to help their children
- date of review

IEPs only record what is **additional to** or **different from** normal classroom differentiation- the first 'wave' of intervention (Wave 1)

Teaching staff have access to IEP Writer 3, which is a computer programme that helps to write IEPs.

The IEP is copied 5 times:

One copy goes to the SENCo, who logs it on SIMS.NET (only possible after updating of computer system is completed).

One copy goes to the parents.

One copy is filed in the class teachers planning file to be consulted so work can be differentiated accordingly.

One copy goes to each of the support staff that works with that child.

One copy goes into the office file.

All adults working with the child should have access to the IEP to ensure consistency of approach. The IEP also forms the basis for termly reviews of progress after which a new IEP is written, if needed.

A child on SEND Support usually receives support from the school's resources, through a Teaching Assistant(s) and/or the Special Needs Coordinator (SENDSCO) or Learning Support Teacher (LST). This support may be in class or in withdrawal groups. If a child has an IEP for social, emotional or mental health needs (SEMH), they may not receive any help from a teaching assistant, but their IEP reflects behaviour targets over and above general classroom management techniques and rules. Support may be in groups for literacy as a second wave of intervention besides class differentiation (Wave 2) through literacy or numeracy support groups.

If it is felt that the child is not making satisfactory progress after Wave 2 interventions then Wave 3 Literacy reading interventions with small groups in Years 2 and 3 are carried out with the support available from within the school's resources using specifically trained TAs and/or the LST (Wave 3 Manager). If after these interventions, pupils continue to have serious difficulties and various strategies have been tried, a review will be held with parents. After this, if agreed, the child will move from Wave 2 interventions to Wave 3 intervention and an individual reading programme will continue to be followed. Moving to a more intensive, individualised level of intervention is limited not only by level of need, but also by the availability of the external specialist.

SEND Support - Wave 3

The 2014 COP has reduced the previous SEND categories of Action and School Action Plus to just one stage, SEN Support, in addition to children with Education Health and Care Plans but recommends a staged approach to identification and support.

Therefore, where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies. With the involvement of specialist advice and support, this will put the child at the Wave 3 level of intervention.

- Where a child is receiving SEND support, the school meets parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.
- The school holds an annual review for the Wave 3 and EHCP or Statemented children and their parents and a report is written to record these aims, principles and actions.
- The school maintains a provision map as well as other methods to record and track the progress of these pupils to show the impact of interventions provided.

Although there are broadly 3 waves, Wave 3 is characterised by the involvement of external specialists i.e. Educational Psychology Service, Speech and Language Therapy, Behaviour Support Service, Sensory Service, etc (see P. ?? for the full list of outside agencies who currently work with the school) (see section Q).

In most cases a formal request is made by the school for an Educational Psychologist's (EP) involvement. Again, for this to be possible there must be evidence of a sufficient level of need and a sufficient level of intervention from the school. If the referral is accepted, the EP will make an initial assessment. This usually involves class observation, individual work with the child, discussion with the class teacher\SENDCO and a meeting with parents. Following this, recommendations are made and a revised, usually a more detailed IEP is written. The child may receive more support than at Wave 2 but will be subject to the same review procedures and an annual review will be held and additional adults and agencies working with the child will be invited to attend. The EP will also monitor the child's progress and provide further advice if required.

Children and young people who currently have a statement of Special Educational Needs will gradually have this converted into an EHCP through the Annual Review process between September 2014 and July 2018.

An annual review of the statement will always be carried out.

As all the funding for SEND is delegated to schools and involvement from outside agencies does not depend on a child having a statement; very few children need statements. This also means that outside agencies can work more proactively to support children with High Needs funding and Wave 3 support.

A Statement of SEND is a legal document that describes the needs of a child; the type of provision a child should receive to meet these needs and the procedures to review this provision. It also names the school and describes any non-educational provision required.

The LA is legally responsible to ensure that what is detailed in the statement or EHCP is provided. The SENDCO is responsible for the day-to-day running of this provision and the management of the staff to do it.

An annual review of the statement or EHCP will always be carried out.

Education, Health and Care Plans (EHCPs)

As from September 2014 the Local Authority will no longer be providing statements but issuing EHCPs in line with government legislation. There will be a gradual change over from existing Statements for Special Educational Need to EHCPs. The process is expected to take up to 3 years.

Once a request is made, the Local Authority will decide whether a statutory education, health and care plan is necessary, make a decision, and communicate its decision to the child's parent.

- The whole assessment and planning process, from the point an assessment is requested and brought to the attention of the local authority until the date the final EHCP is issued, must take no more than 20 weeks.
- A local authority decision not to issue an EHCP must be given within 16 weeks of the initial request.

Personal Budgets

- A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in the EHC plan.
- Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate.

High Needs Funding

High needs funding is for pupils who have particularly high levels of need and funding arrangements for these pupils are agreed between the Local Authority and the Schools Forum.

A key change in 2016-17 is that new profiles will be used to determine levels of funding and should bring a clearer distinction between Level 3 and Level 4 funding. (Level 4 funding is double Level 3 funding and is agreed according to severity of need) Level 4 funding is managed by the Local Authority. Level 3 funding is allocated to the school budget at the beginning of the financial year.

Wave 3 Assessment Tools (in addition to other whole school assessment tools)

The school uses a range of standardised assessments to measure where a child is at and their progress.

Assessments used:

TOWRE 2 (Test of Word Reading Efficiency)

SWST - Single Word Spelling Tests

HAST - The Helen Arkel Spelling Test

DRA - Diagnostic Reading Assessments

YARC - York Assessment for Reading for Comprehension

PHAB 2 - Phonological Assessment Battery

CTOPPS 2 - Comprehensive Test of Phonological Awareness

WRIT - Wide Range Intelligence Test

TOMEL 2 - Test of Memory and Learning

BPVS - British Picture Vocabulary Scale

Numicon - Maths

Year R - 45 High Frequency Words

Year 1/2 High Frequency Words -110 words

Letters and Sounds High Frequency first 300 Words

Wave 3 - Newham Assessment words sets 1-4

GL Emotional Literacy Assessment/Checklist (standardised) -for measuring progress in emotional literacy

ICT:

Lexia - ongoing assessment

Symphony Maths - ongoing assessment

Pastoral Support Programmes (PSPs)

PSPs are drawn up if a pupil has been excluded (including lunchtime exclusions) or is in danger of exclusion. The Head Teacher and SENDCO will call the parents to a meeting at the school to discuss what can be put in place to improve behaviour and prevent further exclusion.

The programme is reviewed every 6 weeks and runs for a minimum of 12 weeks, and finally, after 12 weeks, if further support is needed, the Behaviour Support Service (BSS) will be involved in supporting the pupil and their family.

PSPs replace any existing IEPs for the duration of the plan and is classified as Wave 3.

Initial Concern

Initial Concern forms are used to monitor children who may have SEND and is a way of sharing information on children who receive support from outside agencies, but this support does not need to be reflected in an IEP; they do not need support or provision over and above normal classroom differentiation e.g. children who go to a clinic for speech and language therapy for stuttering, children who have a mild hearing loss. It is a way of making staff and parents aware of potential difficulties.

NURSERY

Guidelines for early identification of SEND and using CoP levels of response in the Nursery

The Nursery and Reception classes adopt a graduated approach to identifying SEND; a cycle of assessment, planning and reviewing their actions in increasing detail and with increasing frequency, to identify the best way of securing good progress.

All children entering the nursery have a baseline social, emotional, physical and language record completed after they have attended for 15 full sessions.

Children may show difficulties in one or more areas of their development such as early learning skills; language development; behaviour, physical development etc. If it is felt a child's levels of functioning and/or their progress in a particular area is significantly below that of his/her peers, then there should be a meeting

with parents/carers. This should not be considered until a child has been attending for half a term or more.

An Initial Concern should be completed, parents consulted and reassured as necessary and photocopies of paperwork given to the SENDCO. Teachers may choose to complete IEPs or Initial Concern record forms to aid them in supporting the child in class and measuring their progress.

Children will be put on Wave 3 (SEN support, of the Code of Practice) if they are receiving additional support from an outside agency (i.e. Pre-School Home Visiting Team) and their difficulties are affecting their learning (copies of all relevant records and reports should, with parental permission, be given to the SENDCO). Children who are receiving support for a medical\physical\speech difficulty, which does not significantly affect their learning, should be identified on the class medical list, not the SEND register.

Children at SEND Support at Wave 3 need to be reviewed on 2 occasions - 6 months and 1-2 months before transferring to KS1. (Dependent on length of time they are in Nursery):

- The six month review need only be a formal review if it is felt that the child has exceptional needs and may require additional support when s\he starts school (if this is the case, it is vital that the process is started at this time) otherwise an informal review is appropriate.
- Children at a High Needs or (Wave 3) level of need should be reviewed 1 -2 months before starting in reception, to discuss their progress and potential needs. Parents should be invited, along with the new class teacher and SENDCO as necessary. Appropriate provision can then be put in place for when the child starts in reception.

N.B. We recognise that children, particularly at nursery age, will develop at different times and rates and that their needs can change quite quickly. However, the above guidelines are intended to ensure that the Special Educational Needs or disabilities of all children are identified, assessed and provided for as early as possible.

BEHAVIOUR

All teachers manage behaviour with regard to the school's Behaviour Policy. Staff are encouraged to pay particular attention to positive behaviour management strategies.

Teachers are encouraged to identify, assess and provide for children presenting behaviour management problems, through the same graduated response described above. Hence, children may be on the SEND register for education needs, behaviour needs, or both. Particular emphasis is placed on seeing a child's behaviour in terms of the interaction between that child and his\her environment. Challenging behaviour is not seen as solely a "within child" problem. Within the COP 2014, behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

MEDICAL NEEDS

Children with asthma, diabetes or other medical conditions that might require attention in school should be known by all relevant members of staff, except where this would breach confidentiality. If the condition is acute then a photograph of the child is displayed in the staffroom, school office, and the first aid room with a description of the condition\what may need to be done as well as a care plan. Inhalers, epipens and snacks for diabetics should be kept in a safe place in the class or school office and must be readily available; they should not be locked away. (see details in the school's asthma policy).

Children with medical conditions that do not affect their learning or access to the curriculum are not placed on the SEND register.

The school nurse visits school regularly, for routine health assessments and other follow up\statutory medicals for identified children or groups of children. The school doctor is involved in all medicals which now take place at the Child Development Centre. One-off referrals can be made if there is a concern (See appendix B Nurse Referral form)

Some children may require physiotherapy on a daily or weekly basis. The SENDCO with the support of the HLTA co-ordinates this provision and ensures that support staff receive the appropriate training.

ENGLISH AS A SECOND LANGUAGE

We recognise that there is often a difficulty in identifying and assessing whether some second language learners have SEND, particularly if they are at the early stages of acquiring English. An underlying learning difficulty may be

masked by the child being at the early stages of acquiring English. Similarly, difficulties arising from a lack of English may be wrongly attributed to SEND.

Staff are encouraged to consider this when assessing and identifying SEND. If there is confusion then advice can be sought from the EAL co-ordinator and if necessary a home language assessment can be arranged.

In the absence of clear indicators of learning difficulty, pupils at the early stages of English language acquisition should **not** be placed on the SEND register.

The Kickstart teacher and EAL co-ordinator play a vital role in identifying children with SEND, through admissions observations and reports on children who attend Kickstart.

REVIEWS

Children's progress is monitored at each stage through various reviews. The type of review, and who attends will vary according to the level of support and need. Reviews are usually held termly, and either can coincide with parents' meetings or protected time is given for them. Wave 2 reviews normally consist of a meeting between parents and class teachers and may also involve the SENDCO or LST. Parents are always invited to all reviews. Children's views are sought as well.

The SENDCO chairs reviews for children with statements or EHCPs, or who receive ERP funding. The SENCo will also chair reviews of SEND children at Wave 3 where appropriate e.g. at the start of support from outside agencies, or where a child receives support from many different agencies. The SENDCO will also attend a review if a class teacher requests it. For a child with a statement/EHC plan or in receipt of High Needs Funding, every third review is an Annual Review to which the LA's Monitoring and Reviewing Officer, and outside agencies are invited. The SENDCo collates information from the annual review to send to the borough. It is expected that this is done within 10 working days of the review. Reviews at Wave 2 are less formal and usually consist of a class teacher's personal appraisal of the effect of strategies used.

Before a review the class teacher, the teaching assistant and/or LST collates information about the child's progress against targets and records this in the outcome column on the IEP. At a review the class teacher or SENDCO goes through the current IEP with the parent discussing if the targets have been met

or not, and fills out a review form (see appendix). New targets are discussed and reasons why targets have not been met. Parents' views are actively encouraged and recorded as are the views of the pupils themselves through pupil-centred reviews wherever possible.

The purpose of reviews is to evaluate the child's progress in relation to the IEP\Statement\EHCP and identify further provision and targets. The key word is *satisfactory*. If it is felt that the child is making:

- | | |
|-----------------------------------|---|
| - Satisfactory progress | - Remain on current support |
| - Less than satisfactory progress | - Move to next level of support |
| - More than satisfactory progress | - Return to previous stage/quality first teaching |

After a review, if needed a new Pupil Plan is written and copies of the review form, old plan and new plan are passed to the SENDCO.

RECORD KEEPING

- Every class has a designated, labelled SEND folder which contains letters and pro-formas for SEND
- Current IEPs are kept in the class teachers red planning file
- The IEP is a working document therefore Teaching Assistants (TAs), the Learning Support Teacher (LST) and Class Teachers should keep a running record of pupil progress on it.
- Old IEPs and review forms are kept in the SEND file and copies passed to the SENDCO
- Children's SEN files are also kept in the SENDCO's office containing copies of old and current IEPs, review notes and any reports from outside agencies
- TAs and LSTs keep running records of their support work with pupils
- The SIMs software is used to create the SEND register and keep a record of reviews, and current IEPs
- (IEP writer 3) The school keeps records of current and past IEPs.
- Reports from outside agencies- it is the SENDCO's responsibility to share this information with relevant staff
- It is the teacher's responsibility to ensure they pass on the SEN file with all the IEPs and programmes to the next class teacher at the end of the school year. On some occasions some classes may have been remixed. Teachers must reorganise files and pass on information to reflect this

- All children are assessed termly and a record kept of their progress. For some children with SEND this may be recorded as a P level if they are not in the reception or nursery. Progress is recorded on 'B-Squared' electronic programme by the SENDCO and Resourced Provision Manager (on the SENDCO computer) and data is tracked using a data collection and assessment database called CASPA .

PARTNERSHIP WITH PARENTS

It is an integral part of the school's philosophy that parents are seen as partners in their child's learning. Close liaison with parents is welcomed and sought at each stage of the child's education either through parents' evening, formal meetings or more informal meetings, which can be requested at any time.

When we are concerned about a child we invite parental involvement from the earliest stage. This enables parents:

- to share their extensive knowledge of their child with the school
- to be informed of what efforts the school is making to meet their child's needs
- to become more involved in helping/working with their child

If speaking/understanding English is difficult then parents are encouraged to bring an English-speaking friend or family member. Bi-lingual staff, or a borough interpreter, can also be arranged to translate if necessary.

We recognise the need to continue to develop and increase parental involvement.

ACCESS TO THE CURRICULUM

We aim to give all children access to a broad and balanced curriculum based on the National Curriculum. IEPs, will often address ways in which children can participate in the curriculum despite their difficulties rather than solely focusing on improving their difficulties.

IEPs, and their reviews, also provide a record (more detailed than the school core subject records) of the "small-step" success a child may be making.

A great emphasis is also placed on ensuring that children with SEND are included socially wherever possible.

We will monitor and respond to any difficulties in differentiation and access to the curriculum as they arise. We remain aware of the need to provide a balanced curriculum for our exceptionally able children that both stretches their achievement within the curriculum and develops their social and emotional skills. Every effort is made to give all children equal access to the full life of the school. This includes differentiated activities for homework/class work and PE. Clubs are monitored by the PSHE co-ordinator for take-up by disabled and SEND pupils. Risk assessments are carried out so that all children can have the opportunity to attend trips, sports activities e.g. swimming, extended school provision, assemblies, plays and productions in all settings. (See Disability Access Plan and Single Equality Duty document for further details).

PLANNING

All planning formats include a column to plan for children with SEND if they fall outside of the normal classroom differentiation. If a class teacher would like a teaching assistant to work on IEP targets or other activities rather than what is planned for the rest of the class, this is recorded on the plan.

RESOURCES

The school is allocated a sum of money by the LA specifically to fund SEND provision. The LA formula is based on proxy measures, including, a historical view of the number of statements that the school had, number of free school meals, number of unexpected admissions and size of the school.

Current allocated budget for 2015 -2016

£266,000	ERF/High Needs block funding children (mainstream)
£166,500.00	ERF/High Needs block funding children (Resourced Provision)
£100,000	Base funding Resourced Provision
£ _____	(deprivation budget SEND allocation)

Total: £532,500

Projected allocated budget for 2016-17 - unvalidated

£266,000	ERF children/High Needs block funding children (mainstream)
£166,500	ERF/High Needs block funding children (Resourced Provision)
£120,000	base funding for Resourced Provision tbc.
£ _____	(top up funding)
£552,500	

This is mainly spent on human resources.

The school also allocates money for SEND and this is spent on:

- Resources\equipment
- SEND training
- Cover for reviews

The SENDCO is on the leadership spine and is non class based for 5 days a week.

This time is divided between:

- SEND administration
- Attending core meetings/conferences relating to responsibilities as named Child Protection Officer and regularly writing reports from closely monitoring pupils on the 'At Risk' register. Also monitoring progress of 'Looked After' children and holding Pastoral Support Plan (PSP) meetings for children who are looked after.
- Consulting/liasing or information sharing with outside agencies: EP/therapists/school counsellor, social services/voluntary groups/charities/parent group reps/(Language Communication and Interaction Service (LCIS), Complex Needs and Dyslexia Team (CNDT), Sensory Service (SS)/Child and Family Consultation Service (CFCS)/school nurse/doctor/(Special Educational Needs Officer (SENO)) Borough monitoring and reviewing officer.
- Consulting with teachers\Head Teacher
- Reviews
- Meetings/information sharing with members of SEND team/TAs
- Monitoring/recording/tracking SEND pupil progress re: teaching interventions and quality of provision in classrooms
- Meetings as member of the Leadership Team in role of AHT.
- There is a wide range of SEND resources\equipment available to all staff. These resources are in the LST's room in Y5 quiet area or kept in classes\year groups over the year. All resources are returned and audited at the end of the year. Staff attention is drawn to resources during SEND staff meetings and they are also able to request additional resources through the SEND team members.
- Observing/advising staff/teachers regarding any concerns arising.
- Developing aspects of SEND.

High Needs Funding

If the school feels a child has exceptional needs, then the SENDCO may present the child at a cluster meeting to ask for High Needs Funding for the child. Essex Primary School is in Red cluster 4. A cluster usually comprises of a secondary school and its feeder primary and nursery schools. The SENDCO gathers the necessary information to make a case for funding for the child, where it is presented to other SENDCOs in the cluster and through a process of moderation it is decided if that child's needs are exceptional or not. Additional funding is allocated to the school according to type of need and level of need agreed taking into account the child's profile, additional professional documentation and profile point score.

In addition the SENDCO and/or Resourced Provision Manager may present a child with autism and High Needs at a panel of SENDCOs and members of the LCIS team to agree and identify children with the highest needs that might be placed within the borough's resourced provisions for children with autism.

Level 4 funding is for children with the highest needs and would be children that would qualify to apply for a Resourced Provision placement. Level 3 High Needs Funding is for children whose needs can be met effectively within a mainstream environment.

ARRANGEMENTS FOR SEND INSET

SEND whole staff meetings are held as part of the school development plan. The main purpose of these meetings is to give class teachers protected time to develop class teacher's expertise and understanding of SEND. Time may be allocated to class teachers to write IEPs, keep SEND records up to date and/or hold reviews. Teachers are encouraged to support each other doing this in the year groups.

Members of the SEND team are also available to support and advise.

Staff also have opportunities to attend borough or nationally organised courses. These may be free twilight sessions provided at the New Tunmarsh Centre or one-off\regular daytime courses. The fund for these comes primarily from the standards fund and the School INSET budget, but may be supported from the SEND budget. Staff are encouraged to disseminate information to the rest of the staff if they have attended a course.

TAs (school or borough funded) are also encouraged to attend at least one course per term at the New Tunmarsh Centre.

TAs meet at least once in 3 weeks with the SENDCO, LST and HLTA to discuss issues and share information. During this time the SENDCO also provides in-house training and the TAs can share good practice.

Training for TAs may also take place as part of the allocated teacher training days based on identified areas of need from TA profiling, performance management and the School Improvement Plan (SIP).

MONITORING AND EVALUATING POLICY AND PROVISION

The implementation of SEN provision in the school is monitored on a day-to-day basis by the SENCO and ultimately by the Head Teacher. This may be done through:

- discussion\consultations with staff
- observation of staff
- recording the completion of IEPs
- evaluating the standard of planning and implementation of IEPs
- SENDCO\Head Teacher consultations

Evidence of the progress of children is monitored:

- during reviews of the IEPs and their targets
- through observation and individual work with the child
- through school records and teacher assessments
- Analysis of provision mapping information and pupil progress

More general evaluation of the success of the policy is gained through feedback from:

- teachers - class teacher\SEND team\Senior Management Team
- Governors
- other school staff
- parents
- outside agencies, especially EP, LS teachers, SEN officer

Future policy reviews will need to evaluate the extent to which the objectives stated earlier have been met and reflect the government changes in the light of the **SEN revised Code of Practice for 2014. It is expected that schools will**

make a gradual transition over a period of a few years to complete the implementation of the COP.

CONSIDERATION of COMPLAINTS about SEN PROVISION in SCHOOL

The school hopes that, through the close liaison with parents from the onset, all parties involved will be clear of the aims and objectives of the provision planned for a child, as well as the monitoring of that provision. Parents and others are encouraged to express any concerns they may have at each review.

The SENDCO, and/or Head Teacher if necessary, is happy to arrange meetings to discuss concerns with parents regarding SEND provision. We are also able to direct parents towards other organisations, which may be able to offer support and advice, such as the Parents Centre.

Following a concern being expressed and discussed we are happy to review and possibly change our practice, where it is practicable or in the children's best interests to do so.

If a parent or child with Special Educational Needs wishes to make a complaint about the provision made for them as Additional Educational Needs (AEN), they should make an appointment to see the class teacher in the first instance. Their concerns should be noted and passed onto the SENDCO. This should include what action was agreed, by whom and within what time limit. A review date should be fixed at that meeting.

If concerns persist and are not able to be resolved by the class teacher and/or SENDCO then an appointment can be made to see a senior member of staff e.g. Deputy Head and/or Year Group Leader. If it is still not resolved then an appointment can be made to see the Head Teacher. If parents have serious cause for complaint which has not been resolved to their satisfaction through these meetings they should submit their complaint in writing to the Governing Body.

Where a resolution cannot be reached, and impartial advice would be helpful, it is advised that parents/carers seek external support through the Newham Parent Partnership Service. (Through email: Jasweer Sagoo@newham.gov.uk or telephone 0203 373 2871 (ext. 32871),

BULLYING

At Essex Primary School, bullying of any form will not be tolerated from children or adults. Children are encouraged to understand the importance of reporting incidents whether or not the incident was directed at them. Children address issues around bullying and other areas of threat to themselves through a robust ethos within the school and sound PSHE curriculum.

Staff are asked to be alert to any incidents of bullying and are required to follow the school procedures as listed below:

- Teachers must be informed as soon as possible and the incident recorded in the Class Incidents/Concerns Book.
- The Head Teacher must be informed of these incidents, via the Team Leaders, on a termly basis, when they will be reported to the LA.

Please refer to Anti-Bullying Policy for further details.

Access to this Policy:

Parents can access this policy online by going to the school website as stated in the school prospectus

STAFFING RELEVANT TO SEN

Head Teacher	-	Mrs Rosie Cowan
SEN Governor	-	Maureen Monk
SENCo	-	Janet Price
Admin support	-	Brenda James
Buy-in Speech and Language Therapist	-	Hafsa Patel

SEN Team

Learning support teacher/Wave 3 Manager	-	Gillian Campbell (5 days)
Learning Support Assistant - Numicon/Wave 3 Maths	-	Jose Conchado (5 days)
Higher Level Teaching Assistant	-	Famina Jamaldin
ICT interventions and Maths support Y4	-	Shubreza Malik
School Counsellor	-	Andy Watson
Teacher in Charge of Resourced Provision	-	Gaynor Jackson
Resourced Provision Teacher	-	Tejan Massally

Permanent Teaching assistants allocated to supporting individual children 2014-15 or Wave 3 responsibilities:

WAVE 3 Interventions

Yasmin Rehman (50%)
Razia Begum (KS1 & 2) 100%
KS1 Sp & L groups
/wave 3 literacy 50%
Rashpal Seyan 50%
Jawariya Mazhar 50%
Jose Conchado 50%
Shubreza Malik 50%
Hafsa Patel 20% S&L

One to One Support

Nila Chudasama 60%
Rami Sajith (maternity leave)
Savera Ahmed 100%
Taslima Khatun 100%
Jawariya Mazhar 50%
Shireen Akhtar 75%
Momodoyl Sanyang 100%
Shapla Khatun 50%
Nila Chudasama 30%
Shumi Ullah 50%
Subashini Ravishankar 100%
Shiella Nkurunziza 100%
Taslima Khatun 100%
Subashini Ravishankar 100%
Sumaiya Rangrej 100%
Annie Rizvi 100%
Ashia Khatun 50%
Kim Philp 100%
Sumaiya Rangrej 50%
Farzana Marba 100%
Savera Ahemd 100%

+ 6 additional agency TAs to support HNF children

PE coaches

Dean Glass (SEN PE sessions)
Alex Stavrinou (SEN PE sessions)

EBD support: learning mentors:

Family Support Worker

Learning mentors:

Sue Montgomery

Mary Jones

Nadia Tamim

Shamim Patel

Wave 2 interventions;

(Box Clever)EYFS

Daniel Parker 50%

Sukhdev Singh 50%

Reading recovery Teachers x2

Pat Stone

Howard Wynne

Resourced Provision (RP)

Teacher in charge of RP

1 teacher

Gaynor Jackson

Tejan Massally

X 8 TAs

Satpal Parmar, Bisi Aladatan, Halima Ali,
Scott Furlong, Sultana Uddin, Kassam Ali
Khan, Najaf Khan, Lara Connor, Frida
Nyomara (agency), Osas Omuzusi, Mireia
Sanchez

X4 more TAs required September 2016 for 2 new children arriving in RP and to
replace 2 TAs leaving

EMA

X2 teachers

Susannah Griffith

Anne Claydon

EMA TA

Bilkish Patel

EAL TA

Saeeda Iqbal

Other TAs/NNs - class/year group

Sandra Jeganathan

Veda Baskaran 100%

Rashpal Seyan 50%

Naseem Moosa

Tanveer Batool

Gurdip Kaur - 20%

Merunissa Rabbani

Rojiya Chowdhury (NN)

Rubina Khan

Aisha Raza (NN)

Charanjit Srail

Tayyaba Bhuta (NN agency)

Nicola Williams NN

Cecilia Carter NN

Lisa Peek

Shapla Khatun

Fateha Ahmed (NN agency)

Katya Ivanova (NN)

Sukhdev Singh (NN)

Baldev Panesar

Aisha Raza (NN)

Kimberley Palmer Thompson (50%NN)

Rachna Pardesi

Jaspinder Rai

Sumaiya Rangrej 50% agency

Nisha Siddeeq

Taslina Musselman

Julia Bowles

Nila Chudasama 30%

Rothna Khanom 50%

Daniel Parker 50%

Arista Ebrahim

Other staff (outside agencies) involved with school on a regular basis:

Educational Psychologist tbc

School Nurse Bolanle Ajilore

School Doctor Dr Parashar (see Medical Needs)

School Counsellor (Newham Counselling Service) - Andy Watson

Visual Impairment Support Teacher (SS) Meryl Beasley

Hearing Impairment Support (SS).....Judith Halliday

Physiotherapists Jo Brook/Janhavi Ardeshar

Occupational Therapist (OT) TBC

Speech and Language Therapist (SALT)..... Tara Smith
Educational Welfare TBC
Schools SEN Reviewing and monitoring officer.Sue Jones
Child and Family Consultation Service Yoko Totsuiky
Complex needs and Dyslexia Service Raj Mistry/Lisa Northover
Language Communication Interaction Service (LCIS)..Judy Roux/Roseanne
Daniel

Behaviour Support Advisory Team Teacher (BSS) Louise O'Conner
School liaises with Social Service, Behaviour Support Services, Child
Development Centre, Pre School Support Service, Child and Family Consultation
Service and other outside agencies when necessary. See school local offer on
school website.

USEFUL SEN TELEPHONE NUMBERS

Language communication interaction service (LCIS) 020 8325 4527
Behaviour Support Service (BSS) 020 3373 6536
Drugs Advice (Newham) (Advisor)..... 020 8430 6385
New Tunmarsh Centre LSS..... 020 8557 6001
Quality Assurance Officer (J. Scull)..... 020 83737454
Newham Child & Family Consultation (York House) 0207 445 7800
School Psychological Service.....0208 555 5552
Parents Centre (SPINN) 020 8470 9703

West Ham Lane Clinic

Physiotherapists..... 020 8250 7365
Occupational Therapists..... 020 8250 7339
Speech & Language Therapists 020 8586 6338
Child and Family Consultation Service 020 7445 7800
Church Road Clinic (Helen Collins - School Nurse)... 020 8553 7427
Child Protection Nurse (Appleby Centre E13)..... 020 7445 7111
Interpreting Service 020 8472 1430
Shrewsbury Road Clinic 020 8586 5170
Eleanor Smith Primary School 020 8471 0018

A copy of the COP is available online and from the school library

Guidance related to this policy:

- 'Working Together to Safeguard Children' (2013): Statutory guidance which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- 'The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review)' and 'Volume 3 (Planning Transition to Adulthood for Care Leavers)': Guidance setting out the responsibilities local authorities have towards looked after children and care leavers.
- 'Equality Act 2010: Advice for school leaders': Non-statutory advice from the Department for Education. It has been produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act. Dfe Feb 2013
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- 'Managing Medicines' (2013)
- Statutory Guidance in Supporting pupils at school with medical conditions April 2014
- Special Educational Needs (SEN) code of practice: for 0-25 (Jan 2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

ESSEX PRIMARY SCHOOL**INITIAL CONCERN SHEET**

Date

Name:	D.O.B.	MALE/FEMALE
Class Teacher:	Date of Entry into School:	Home Language:

Concerns	Evidence
<p>Cognition and Learning Difficulties</p> <p>General Learning Difficulties <input type="checkbox"/></p> <p>Specific Learning Difficulties <input type="checkbox"/></p> <p>Behavioural, Emotional and Social Difficulties <input type="checkbox"/></p> <p>Communication and Interaction Difficulties</p> <p>Speech and Language Difficulties <input type="checkbox"/></p> <p>Autistic spectrum Disorders <input type="checkbox"/></p> <p>Sensory and Physical Difficulties</p> <p>Hearing Difficulties <input type="checkbox"/></p> <p>Visual Impairment <input type="checkbox"/></p> <p>Physical and Medical Difficulties <input type="checkbox"/></p>	

Please specify other Agencies involved if any, i.e. Speech Therapy

Other Information:

Parents View:

PARENTS SIGNATURE

T.A.
DAILY RECORD SHEET

Name

Teacher/Class

Child/children's name(s)

Current Stage A/AP

Time

Learning Objective

Brief description of the activity the child/children are to do with the LSA/TA

Feedback and Evaluation

Teacher's Signature Date

ESSEX PRIMARY SCHOOL

Review form for

Class

Autumn term

Summer Term

Spring term

Date

Present	
Progress made by Pupil	
Areas of Concern	
Targets for the Future	Agreed Action

Cc - Class SEN File

SENCo

Parents

The Centre
30 Church Road
Manor Park E12 6AQ

Tel: 020 8553 7428
Fax: 020 8553 7401

School Nurse Referral Form

Please give all details requested.

Date of referral: ___ / ___ / ___ School: _____

Name of pupil: _____ Date of birth: ___ / ___ / ___

Class: _____ Teacher: _____

Reason for referral:
(Please be specific)

Parent / carer must give verbal consent before the child can be seen by the school nurse.

Consent obtained

Name of person referring: _____

Signature: _____

REPLY SLIP
(regarding your referral to the school nurse)

To: _____ Re: _____ Class _____

Name of school nurse: _____ Signature: _____

Allocation of Resources to and amongst pupils for the year 2015-2016

Year	Differentiated curriculum Provision	SEN Support/Wave 2	Additional Provision SEN Support Wave 3
Nursery	<p><u>Nursery Nurse support for/ using</u></p> <p>X Role Play to develop social skills, language, knowledge and understanding</p> <p>X daily language support based around regular Nursery activities</p> <p>X Circle Time focussed on social, emotional skills, needs identified through assessment.</p> <p>X Peer support and collaborative learning.</p> <p>X Sign language used alongside teaching.</p>	<p>X Teaching to individual targets based on developmental model of assessment and intervention. Sensory activities – focussed balance activities for physical needs.</p> <p>X Liaison with SENCO for support</p> <p>X Individualised behaviour support</p> <p>X Box Clever</p>	<p>X Speech and Language Therapy assessment, and input to planning, monitoring and reviewing of NN led language group.</p> <p>X Sensory Room activities.</p> <p>X Soft Play room</p> <p>X SEN team input to planning, monitoring and reviewing of IEP's/annual reviews for A+ pupils</p>
Reception	<p>TA support for:</p> <p>X group work within Literacy and Numeracy hours.</p> <p>X Story Sack language work</p> <p>X Talking Tables to develop language</p> <p>X Phonics/ reading, alphabet/ sound</p>	<p>TA support for:</p> <p>X Specific group teaching to targets outside the literacy/ numeracy hours. Specific 1:1 teaching to targets</p> <p>X Personalised Targets</p> <p>X Social curriculum:</p>	<p>X Speech and Language Therapy/ Narrative Therapy/1:1/ group directed work. Input to planning, monitoring and reviewing</p> <p>X TA language on 1:1 – materials</p>

	<p>games, Oxford Reading Tree activities.</p> <p>X Communication in friendly spaces</p> <p>X Peer support and collaborative learning</p> <p>Homework club with parents after school</p>	<p>Individualised behaviour programme</p> <p>X Transition Programme activities to Year 1 + TA 2 ½ hours per week</p> <p>X Box Clever – language support programme using small world toys</p>	<p>provided by Sp&L</p> <p>X ECAT support in class.</p> <p>X Communication friendly support with targeted children</p> <p>X SEN team input to planning, monitoring and reviewing of IEP's/annual reviews for Wave 3 pupils</p>
Year 1	<p>TA support for:</p> <p>X 3x20 mins mixed phonics groups.</p> <p>X Group work within literacy and numeracy hours using- Sunshine spiral games. Phonics Handbook sheets – LDA language cards, sound links – segmenting cards.</p> <p>X Peer support and collaborative learning</p> <p>After school phonics</p>	<p>TA support for:</p> <p>X specific 1:1 teaching to targets.</p> <p>Time out lunch time support.</p> <p>Individualised behaviour programme.</p> <p>X Reading Recovery trained teacher.</p> <p>X TA small group phonics teaching to targets outside the literacy/ numeracy hours.</p> <p>X Learning Mentor – 1 hour a day x 2 every week</p> <p>X Transition activities (children sent to reception + TA) 2 ½ hours per</p>	<p>X Speech and Language Therapy – 1:1/ group work</p> <p>X SEN team input to planning, monitoring and reviewing of IEP's/annual reviews for Wave 3 pupils</p> <p>X Reading Recovery 1:1 + trained teachers</p> <p>X S&L therapist Colourful semantics/lego group</p> <p>Wave 3 borough programme Literacy</p> <p>Language Enrichment group with Speech and Language therapist ½ hour x1 a week</p>

		<p>week</p> <p>Literacy group x7 children 1 hour a week Autumn 2 Summer 1</p> <p>X Kickstart - EAL</p>	
Year 2	<p>TA support for:</p> <p>X Group work with literacy</p> <p>X Daily phonics differentiated focus</p> <p>Story- telling after school club</p>	<p>TA support for:</p> <p>X Personalised phonics programme</p> <p>X Number shark/ Word shark (ICT)</p> <p>X Kickstart (EAL)</p> <p>X Community Links-Behaviour group</p> <p>X Lexia</p> <p>Saturday school</p>	<p>TA support for:</p> <p>X Wave 3 Literacy Colourful semantics LCIT support S&L groups/Lego</p> <p>School Counsellor</p> <p>Music Therapy</p> <p>Learning Mentor learning support – Mary Jones</p> <p>Lunch time Support</p> <p>Wave 3 borough programme - Literacy</p> <p>X SEN team input to planning, monitoring and reviewing of IEP's/annual reviews for Wave 3 pupils</p>
Year 3	<p>TA support for:</p> <p>X Group work Literacy/Numeracy in class.</p> <p>X Circle Time linked to transition programme.</p>	<p>TA support for Wave 2 action:</p> <p>X Number shark/ word shark (ICT)</p> <p>X daily phonics group for selected children across year group.</p>	<p>X Wave 3 borough programme - Literacy 3/4 x 30 mins per week.</p> <p>X First Words programme 1:1</p> <p>Lexia</p> <p>X Maths programme –</p>

	Chess club after school	<p>Reading Recovery</p> <p>X Reading carousel – Guided reading, TA leading group in class.</p> <p>X Kickstart</p> <p>Maths Booster group – Ms Malik and Mr Conchado</p>	<p>Numicon 2x 45 mins per week led by TA</p> <p>X School counsellor</p> <p>X S&L therapist support.</p> <p>X BSDAT external support</p> <p>X Social skills group with Learning mentors</p> <p>X SEN team input to planning, monitoring and reviewing of IEP's/annual reviews for Wave 3 pupils</p> <p>Numicon programme (maths) – small group of 4 with trained TA</p> <p>Learning Mentor</p>
Year 4	<p>Group work within literacy/numeracy hours</p> <p>Mathletics</p> <p>Reading Eggs</p>	<p>Phonics “catch up” EAL and SEN x2 30 mins with Ms Claydon</p> <p>Reading comprehension x12 children x2 a week 45mins</p> <p>Basic skills 1:1 and group</p> <p>Word Shark (ICT)</p>	<p>Speech and Language therapy 1:1 group (TA)</p> <p>Wave 3 borough programme -Literacy</p> <p>Physiotherapy programme 1:1</p> <p>School counsellor</p> <p>X SEN team input to planning, monitoring and reviewing of</p>

		<p>Social skills group with learning mentor</p> <p>Maths Booster group – LST Mr Conchado and Ms Malik</p> <p>X Community Links-Behaviour group</p> <p>Guided reading with teacher – small group intervention</p> <p>X Kickstart EAL</p>	<p>IEP's/annual reviews for Wave 3 pupils</p> <p>School Counsellor</p> <p>Numicon Maths – Mr Conchado</p> <p>Individualised behaviour programme</p> <p>Learning mentor</p> <p>Soft Play</p> <p>Sensory Room</p>
Year 5	<p>X3 children per class – Maths booster with teacher – average</p> <p>Booster for below average + teacher 1:1</p> <p>Numeracy club after school</p> <p>Guided reading group x6</p> <p>Symphony Maths computer programme</p> <p>Mathletics</p> <p>Reading Eggs</p> <p>Saturday School</p>	<p>Homework club – 45 minutes after school</p> <p>TA reading 1:1</p> <p>Kickstart –(EAL)</p> <p>Anger management/social; skills group – learning mentor x1 a week out of class</p> <p>Reading and comprehension – P.Stone</p>	<p>'Beat Dyslexia' 1:1 Programme – LST 1</p> <p>Lexia ICT 1:1 + LST 1</p> <p>School Counsellor</p> <p>Soft Play</p> <p>Sensory Room</p> <p>Wave 3 borough programme -Literacy</p>
Year 6	<p>Booster classes X1 a week I hour – small group x 14 after school – core subjects</p>	<p>Kickstart EAL</p> <p>Homework club 45 mins. After school</p>	<p>Small group booster maths</p> <p>Small group booster literacy</p>

Appendix

	<p>Numeracy club after school</p> <p>BBC Revisewise books and DVDs</p> <p>Mathletics</p> <p>Reading Eggs</p> <p>Saturday School</p> <p>Brilliant Club</p>	<p>1:1 mathematics with teacher</p> <p>Booster X 10 children with teacher in school time</p>	<p>Soft Play</p> <p>Sensory Room</p> <p>Wave 3 borough programme -Literacy</p>
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Whole school Provision planned for current academic year

POST HOLDER RAISING ACHIEVEMENT PLAN

Subject SEND

Academic Year 2015-2016

1. What are your three main priorities in order to raise achievement in your area this year?

- a) Raise awareness of staff about P-scales; assessing and recording progress and target-setting.
- b) Develop the accuracy and validity of P-scale assessment.
- c) Raise achievement in Language and reading through increased focus on language development in the Early Years.
- d) Have an increased focus on outcomes from High Needs Funding annual reviews to ensure they are used more effectively as targets for the children with High Needs.
- e) Focus in Social, Emotional, Mental Health(SEMH) for the vulnerable pupils
- f) Improve outcomes in reading for children with Down's syndrome/moderate/severe reading difficulties.

2. How do you intend to implement and monitor these aims?

- a) Provide staff INSET on P-scales and SEN assessment including making staff aware of the Social Communication Emotional Regulations Transactional Support (SCERTS) programme for children with autism. Extending SCERTS approach to mainstream ASD children.
- b) i) Develop the links made with other schools for moderation of the evidence of pupils progress and attainment within P-scales.
Visit other beacon schools sharing good practice and ideas.
 - ii) Building up portfolios of children's achievements that are working within the P-scales as evidence of their on-going progress.
 - iii) Adjusting B-squared to new assessment without levels.
 - iv) Attend relevant training
- c) Use the buy-in Speech and Language therapist employed for an additional day to support the school in extending the Box Clever programme so it is also available to children in the nursery who attend in the afternoon. SALT to train and monitor for effectiveness. SALT to also train and support children with severe Language and Communication difficulties through implementation of small group Lego.

- d) i) Monitor High Needs children for their targets and how they link to the annual review targets.
 - ii) Ensure teachers are aware and reminded of the individual targets for the High Needs Targets through provision of the targets/and regular feedback from assessment and monitoring.
 - e) Implement the Early Help Programme for children and families.
Record the number of Early Help Records that have been completed..
Improve recording of interventions and outcomes electronically rather than paper.
Attend relevant training.
 - f) i) Attend Reading and Language intervention programme for children with Down's . Syndrome.
 - ii) Implement programme – set a base line from initial assessment. Set targets to be learned in a set time. Evaluate for effectiveness/accelerated learning.
- 3. What extra resources/time will you need to both implement and monitor these strategies this year?**
- a) INSET time allocated for a focus on the P-scales and assessment for children with SEN.
 - b) Time to visit other schools for moderation process in the P-scales for SENDCO and TICRP
Attendance at B squared training (advanced) and borough training on assessment.
 - c) Cost of employing a speech and language therapist one day a week and evaluating impact
Time to regularly meet with SALT and TICRP
Time to purchase and create the Lego packs from specific bricks purchased.
 - d) Time to monitor planning and targets set for relevance to Annual Review targets.
 - e) Attendance at borough training on Early Help/multi-agency meetings.
Time for training and meeting with learning mentors to deliver and help with implementation of Early Help Records.
Time to set up and record information electronically ensuring confidentiality.
Time for increased number of meetings with families to complete Early Help Records **and provide Early Help and support for families.**
 - f) Time to attend Reading and Language intervention training
Time to meet with key staff and monitor teaching, learning and assessments..

What are your targets for the Autumn Term 2015?

1. INSET delivered on SCERTS and autism awareness for all staff.
2. Meet with new Speech and Language Therapist (2 nd half Autumn term) after she starts and set targets for Box Clever and Lego to start in Spring 2016.
3. Evidence of pupil progress in the P-scales is being recorded in photos and samples of work
4. Attended training on Early Help and plans for implementation in place.
5. Attended advanced training on B-squared and changes.

What are your targets for Spring 2016?

1. Visiting other schools for sharing good practice
2. Moderation of P-scales carried out across schools
3. Monitor SALT strategies for impact.
4. Awareness raising for teaching staff on P-levels with a focus on assessment and planning for children with high needs including use of outcomes from annual reviews to inform planning.
5. Lego sets complete and group set up for language intervention programme for children with significant difficulties.
6. Attended training at UCL on new SEMH category and OFSTED.

What are your targets for Summer 2016?

1. P-scales assessment and moderation carried out with other schools and all P-scale children have a portfolio of achievement to pass up to the next year.
2. Resourced Provision is working well with mainstream staff to raise the skills and awareness of mainstream teachers when working with children with autism and high levels of needs in their classrooms.
3. Analysis of P-scale progress against National data provided for evaluation and future planning of SEN
4. Reported increase in Early Hep records completed in Annual safeguarding report to Governors
5. Evidence of effectiveness of Reading and Language intervention programme from pilot evidence.

POST HOLDERS ACTION PLAN 2015-2016

Subject SEND/Child Protection

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	To build on the development of stronger links with parents to enable them to play an active part in pupil's learning					
1.	To develop consolidate and build on links with parents of children with autism	More parents of children with autism actively involved with the school through increased interaction with key staff	ongoing		Teacher with responsibility for the resourced provision	SENDCO
2.	To increase communication and provide advice and support for parents of children with autism	<ul style="list-style-type: none"> • ½ termly meetings held with all parents • Home/school booklets samples of works/photographs being used effectively to allow parents to be more involved in their child and celebrating daily achievements 	ongoing	£30.00 (coffee/tea/biscuits/ Cost of booklets)	Teacher with responsibility for the resourced provision	SENDCO
3.	Carry out home visits to parents of children with autism	Home visits carried out	ongoing	-	Teacher with responsibility for the resourced provision and SENDCO (SCERTS) children	SENDCO
4.	To continue to develop a parent resource bank of information	Increased information available for parents and being used	ongoing	-	SEN dept	SENDCO
5.	Monitor the consultation document for parents completion before an annual review for SEN feedback	Document sent out for every child who has an annual review	Autumn 2014	-	SENDCO/RP teacher/SEN admin	SENDCO
6.	Update and review the school offer for parents on the school website.	Parents attend meeting and are more aware of how to recognise e-safety dangers and strategies to minimise risks	Autumn 2014	-	SENDCO/ICT co-ord	SENDCO
	SENDCO/Safeguarding Lead professional development					
	Attend any further training that addresses the new Code of Practice with an emphasis on assessment (without levels and new B squared response to assessment recording)	Courses/seminars attended and SENCO/TICRP informed and skilled in using the assessment tool in light of changes in practice and procedure	1 day	Cover costs for TICRP - £200	SENDCO	SENDCO

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	To be up to date with policies and research re SEN – IOE course on new SEMH and OFSTED requirements	SENDCO up to date with current research and is informed for ways forward for developing and improving SEN provision	19 th Jan 2016 1 day	£225.00	SENDCO	SENDCO
	<ul style="list-style-type: none"> Attend training for new Early Help and Step-Down/multi-agency meeting requirements and families Attend solution focused training 	Training attended and confident and informed of new borough safeguarding requirements	Autumn and Spring Term	-	Safeguarding Lead and Family Support Worker	Leadership Team/Head Teacher
	Attend training for SIMS and using it more effectively as part of Leadership Team	Attended training and SIMS data used more effectively	Autumn term 2015	-	Head Teacher	HT
	Attend borough SEN conference	SENCO has attended borough SEN training and is informed and awareness raised around changes e.g. assessment and funding	1 day Spring term 2016	-	SENDCO	SENDCO
	Attend required training for implementing pilot Reading and Language Intervention for children with Down's syndrome	Key people delivering the programme are supported and trained effectively to produce significant improvement for children with Down's syndrome.	Autumn and Spring term 4 days training for 3 people	- (lottery funded)	SENDCO (x2 TAs)	SENDCO and LBN and complex needs team (Sally Cooper)
	TA/teachers professional development					
	Effective use of the sensory and soft play room	All key TAs have received training in this area	1 day	-	Resourced provision lead teacher	SENDCO
	LST to implement her new qualification to identify and assess for children with dyslexia as a specialist reading teacher in the school.	LST to have attended and passed the 2 nd module of her course	Ongoing – attend relevant courses and CNDS network meetings	-	SPLD Wave 3 lit team	SENDCO

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	Consider using specialist reading teacher within other local schools as a means	Specialist teacher able to use her expertise in other local schools.	ongoing	Charge to be made to participating schools	Leadership team	Head Teacher
	All staff ASD/SCERTS awareness training	All staff received high quality raining that they can use in the classroom.	3 hours twilight	-	TICRP/SEN/LT team	Leadership Team
	Raising knowledge and skills in using the P-scales to assess pupils with high levels of need	Staff more knowledgeable and confident in using the P-scales	1 hour	-	TICRP/SENDCO	SENDCO/assessment co-ord
	P-scale pupil planning	Resourced provision teacher	1 day on request	-	RP teacher	SENDCO
	P-scale moderation	School works with other schools to moderate work from children working within the P-scales	2 half days		RP teacher/SENDCO	SENDCO/RP
	Moving and Handling	HLTA. and a TA receive training that meets requirements of risk assessments and safe movement of child/ren with disabilities.	Ongoing as and when changes required to risk assessments and needs	£150	HLTA/SENDCO	SENDCO/DHT
	Clicker 6	Course attended by key TAs and what learned being implemented	School request	- release of TAs	RP teacher	SENDCO
	Whole staff training on the Prevent Duty	All staff have received training and are confident in knowing how to identify and respond to a concern	Twilight training from Ghaffar Hussain (Newham Prevent team) and staff carry on with online training course	£250 for ICT programme (Actual Cost TBC)	Safeguarding Team	Head Teacher
	LST to implement her new qualification to identify and assess for children with dyslexia as a specialist reading teacher in the school.	LST to have attended and passed the 2 nd module of her course	Ongoing – attend relevant courses and CNDS network meetings	-	SPLD Wave 3 lit team	SENDCO

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	Writing with symbols	TA	½ day	-	SENDCO/Sen TA	SENDCO
	SCERTS training and autism training for new TA in RP	Teacher and TA have an overview of the SCERTS model and aware of strategies and approaches	ongoing	-	TICRP/RPT	SENDCO
	Team TEACH renewal/qualification update training for qualification	Qualification updated	Spring/Summer 2016	£500	TICRP	DHT for RP
	Colourful semantics in the classroom	Literacy co-ord	Dates TBC	£300 cover	LT/SENDCO	LT
	Development of ASD resourced provision					
	Borough Quality Assurance of RP	Resourced Provision has been carried out with a completed report.	Autumn term 2015	See school budget	HT	HT/Governors
.	Risk assessments carried out/updated for all SEN pupils with risks/fine tuning around new equipment	Risk assessments written and used	Autumn term 2015	-	SENDCO/RP teacher and Sen. TA	SENDCO/HT
.	B-squared and CASPA working effectively to track P-scale data and progress against National data	ICT packages in use and providing required tracking and information on P-scale children	Autumn term 2014	-	SENDCO/RP teacher/Assessment co-ord	SENDCO/HT
	New TAs appointed and trained to support the new children in the RP	New TAs appointed	Autumn term 2015	-	TICRP/DHT	HT

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	Regular support meetings for parents of ASD pupils	Parents attending and benefiting from regular meetings	Autumn 2015 to Summer 2016	£20 tea and biscuits	TICRP	SENDCO/DHT
	RP join National Autistic society and make steps to gaining award for excellence	Initial steps made towards gaining this award	Summer 2016	Cost of joining NAS - £25	TICRP	SENDCO
	To improve quality teaching for SEN children with High Needs Funding					
	Provide training and support in the effective use of facilities and equipment for children with ASD	TAs more skilled and confident in using the facilities to meet the needs of individual children	Ongoing starting in Autumn term	-	Teacher in charge of ResourDed provision	SENDCO
	Monitor and support TAs and teachers with 1:1 children in classrooms	1:1 children making significant progress	ongoing	-	LT/SENCO/RP teacher/Sen TA	SENDCO
	All High Needs funded children have a personal profile	All ASD children have a sensory profile and this is used at Annual Reviews	ongoing	-	RP teacher	SENDCO
	To plan for continued expertise in staff resource for children with spld (dyslexia)	New person trained and able to lead the dyslexia team	Ongoing 2014-15	-	Wave 3 literacy learning support teacher	HT
	To continue to assess and monitor effectiveness of Wave 3 Literacy and Numeracy using on-going assessment and increased observation of delivery for quality	Effectiveness of pupil progress monitored and fed into SEF	Ongoing assessments and pupil tracking	-	LSTs	SENDCO
	Teachers to have INSET time set aside for effective communication regarding pupils making transition to the next year	INSET time allocated for purpose of teachers and TAs passing on records/ information re. SEN pupils to the following year's teacher	July 2015	-	LT	DHT/HT
	Organise annual reviews for statemented/EHC/High Needs Funded children and Action Plus pupils	Successful annual reviews carried out and all relevant parties invited. Forms completed and sent in adequate time. Overview timetable set up in Autumn term	Timetabled at least 6 weeks in advance and cover arranged	£2500	SENDCO/HT	SENDCO/HT
	Make sure outcomes on new borough annual review forms are a focus for target-setting in the classroom	Classroom teachers are making more use of the outcomes agreed at the annual review to inform targets and planning for High Needs children.	Autumn 2015 onwards	-	SENDCO/TICRP	SENDCO/TICRP
	LST to implement her new qualification to identify and assess for children with dyslexia as a specialist reading teacher in school.	LST to have attended and passed the 2 nd module of her course	Ongoing – attend relevant courses and CNDS network meetings	-	SPLD Wave 3 lit team	SENDCO

Appendix

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	Attendance at transition meeting organized by the borough for SENCOs to discuss SEN and vulnerable pupils transferring from Year 6-7 to be attended and evaluated by SENCO and Year 6 teacher rep.	Effective communication between feeder and receiving secondary schools for SEN/vulnerable pupils.	Summer term 2016	£75 cover for teacher ½ day	SENDCO/Y6 teachers and Learning mentor	SENDCO
	Provide transition reviews/inviting secondary schools for Y6 SEN/vulnerable pupils and their parents	Good transitions made and provision provided where necessary for Y6 pupils transferring to Y7	Spring/Summer 2016	£500	SENDCO/DHT/Yr 6 Leaders	SENDCO
	Increase the focus on communication, interaction and imagination as the dyad of impairments for children with autism: (social and communication diff and flexibility of thought) and understanding of co-morbidity of needs for these children	Improved individual learning programmes for individual children that meet their individual needs	Autumn term 2015	-	Teacher in charge of Resourced Provision	SENDCO
	Ensure Y5 High Needs pupils/transition information for High Needs pupils is passed onto the borough	Parents of ERF pupils in Y5 have selected KS3 school and this has been passed to borough	2016	(from annual review budget)	SENDCO	SENDCO
	Review Inclusion Quality Mark/flagship status recommendations e.g. focus on underachieving groups: British White working class/graduated response to need, development of use of I-pads ,use of the new sensory garden	Flagship targets included as whole school targets in 2015 SEF	Jan 2016 /flagship review April 2016	£2000	SENDCO	LT/HT
	Review and update borough profile documents (focus on Part 3) for children at Year R and Year 3	Children in Reception and Y3 have profiles sent to the borough for funding review as part of their annual review and before June 2015	2015 and 2016	-	SENDCO/TICRP	SENDCO

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	ICT development					
.	Maintain work from ICT co-ordinator using Symphony Maths and Lexia to support assessment and attainment for Literacy and numeracy with 2 nd ICT co-ordinator whilst one is on maternity leave	2 nd ICT co-ordinator is confident in ability to use the ICT programmes and able to use it for developing learning and assessing children in literacy and maths	2015-16	£500 for teacher release for training	Year 3 teacher and ICT post holder	SENDCO
	Learning support teachers to attend training on making the best use of ICT to support dyslexic learners	LSTs able to implement what learned into practice	Spring/summer 2016	£30	SENDCO	SENDCO
.	Promote the use of Clicker 6 for writing (TAs)	Increased use of Clicker 6 as an ICT resource	Spring 2016	-	LSTs/SENDCO	SENDCO
	B-squared and CASPA working and matches new developments in assessment	Key staff trained and using the assessment tool consistently and effectively as part of whole school assessment for SEN	Autumn 2016	-	SENDCO/TICRP	
	Develop SEN on MLE for teacher use/retrieval of information	SEN page set up on curriculum system and being used	Spring/summer 2016	-	SENDCO/ICT co-ord	ICT co-ord/SENDCO
	Request purchase of I-pads for high needs funded pupils and others with spld. to assist with learning and support spld readers	Request for I-pads incorporated into school budget for SEN	Summer 2015	£5000	SENDCO/TICRP/ICT co-ord/LST spld	SENDCO/HT
	Purchase lego parts for lego group to improve Language and Social skills for children identified with significant language and communication difficulties	Buy-in SALT to train a TA to use packs to run a group to develop and extend the social skills and language of children with significant speech and language difficulties.	Spring and Summer term 2016	£250 lego parts I hour of I day SALT buy-in	SENDCO/SALT buy-in	SENDCO
	Use buy-in to monitor and extend Box Clever intervention for nursery children in the afternoon.	Buy-in SALT to monitor and train a new TA to run a Box Clever language group for pupils in the nursery in the p.m.	Spring and Summer term 2016	Buy-in I day SALT salary 45% 1 term	SENDCO/SALT/DHT for EYFS	DHT EYFS/SENDCO
	Assessment and record keeping					
	Analyse KS1&KS2 SATs results of SEN pupils	Information such as value added identified or areas of need – pupils giving cause for concern identified and responded to with extra support/assessments etc.	June/September 2016	-	SENDCO/LST/	HT
	Extend Provision map for separate maps for Vulnerable Children and Wave 2 intervention pupils/progress	Set up new spreadsheets for the different groups of children if not already SEN	January 2016	-	SENDCO/LT/Admin SEN support	LT/HT
	Update bank of pupil profile booklets/folders at A+	Profile booklets developed as organized bank of recent pupil information for easy information passing with agencies concerned	Spring/Summer term 2016	-	SENDCO/admin support/RP teacher	HT

Appendix

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	Update sheet of A+ pupils record/progress and annual profile booklets/P-scale assessment booklets	Summary sheet devised and effectively used? P-scale assessment books being used in classes	Dec 2015 (Updated for information additions – July 2016)	-	SENDCO liaise with Assessment co-ord + admin support/RP teacher	SENDCO
	Develop profile sheets/passports/booklets for use in classroom for all high needs children	Use of profile sheet as source of information for all children working with the child and drawn up with parents and children	Ongoing and developed as part of annual review meetings	-	SENDCO	SENDCO
	P-Scale pupils continue to be tracked for progress using B-squared and data transferred to CASPA	All children on P-Scales are on B-Squared and tracked	2 days July 2016 Dec 2015	-	SENDCO	SENDCO
	Use the new/updated B squared programme to adjust to new assessment without levels/any changes in P-scale statements.	Training received and able to implement and use for effective assessment and tracking of SEN pupils within the P-scales.	End of Autumn term 2015	-	SENDCO/TICRP/TRP	SENDCO
	To improve the accuracy of assessment in the P-scales through cross-school moderation meetings	Confidence in P-scale assessment accuracy	X2 during academic year	-	SENDCO	HT
	Collate and analyse the base line assessment tool for SEMH pupils receiving interventions with learning mentors	Tool being used and results analysed	ongoing	-	Senior Learning mentor	SENDCO
	Implement new advice from training re. SEMH/New COP and OFSTED	Training informs appropriate action/response for SEMH if required	Spring 2016	£250 training day UCL	SENDCO	LT
	Evaluate assessment data of targeted provision across the school using the 2015-2016 Provision Map	Provisions evaluated and used to inform provision	July 2016	-	SENDCO/admin support	SENDCO
	Provision map 2015-16 created	EXCEL Table with costing completed	8-10 days	-	SENDCO/Admin support	SENDCO
	Use provision map analysis for input into increased strategic planning of provision	Provision map informing implementation of resources/provision cost effectively according to pupil need across the school	ongoing	-	SENDCO	SENDCO
	Evaluate assessment data for allocating provision across school	Adequate provision provided within constraints of costing and according to greatest need for greatest effectiveness	July 2016 – Sept 2016	-	SENDCO/Sen TA/LSTs	SENDCO
	Update the Developmental Journal booklet so it is in line with EYFS assessment for Early years pupils with ERF and working at P-levels	Recording sheets created and being used to track progress of Early Years SEN A+ ERF	Autumn 2015	-	SENDCO	SENDCO

Appendix

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	Use of SCERTS for setting targets, planning to improve social communication, emotional regulation and transactional support for children with ASD extended to mainstream pupils with ASD	SCERTS being used effectively for assessment and target-setting	Autumn 2015	-	SENDCO/TICRP – support from LCIS SALTs	SENDCO
	All Children with ASD all classified using SCERTS	All ASD children assessed at their communication level to inform target-setting	Spring/Summer 2016	-	SENDCO/TICRP – support from LCIS SALTs	SENDCO
	Raising awareness of P-scale for assessment by class teachers	Teachers more confident and secure in understanding P-scales for assessing children and their progress with high level needs	Spring 2016	-	TICRP/SENDCO	SENDCO
	Embed teachers use of planning and evaluation sheet for children with high level needs	Planning sheet being used weekly for children with high level needs and with individual programmes	ongoing	-	TICRP/SENDCO	SENDCO/TICRP
	Raise Achievement in Speaking and Listening					
	Analyse and set baseline data for evaluating effectiveness and progress of children using Box Clever	Information collated to assess whether Box Clever is being used in Reception classes with effective results	Autumn 2015 (2 nd half term) and Summer 2016 (2 nd)	-	SALT/TA with Box Clever lead	SENDCO/EYFS phase leader
	Monitor Box Clever teaching quality using new SALT buy-in from NHS to monitor new TA teaching	Monitoring and feedback provided	Autumn term 2015 focus and then ongoing light monitoring	-	SENDCO/SALT	Early Years managers
	Continue ongoing skills and knowledge of staff in using and Signalong across the school	Attendance in training for key deliverers (New Sen TA)	/Spring term 2016	-	TICRP who received training 2014	LT
	Vulnerable Children					
	Continue to monitor vulnerability of children according to criteria of need and maintain a record of these pupils, maintaining closer monitoring and tracking of their progress.	Most vulnerable children identified have a high monitoring of progress	ongoing	-	SENDCO/Social Inclusion Team/EWO	LT
	To input information at Social inclusion team to improve communication re. Vulnerable children needs	Weekly social inclusion team meetings held	ongoing	-	EMA co-ord/Social Inclusion team	DT/HT

Appendix

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	To attend all core group/professionals meetings and conferences on children on CP register and write regular reports monitoring their progress.	Good communication by all agencies involved	ongoing	Travel to venues	SENDCO	HT/Social Inc team
	Provide whole school update training in CP and training for any new staff.		September 2015	-	SENDCO as CPO	HT
	Develop increased assessment/tracking of vulnerable children making use of new Target tracker	<ul style="list-style-type: none"> ▪ Attendance at New Target tracker training 2012 ▪ Tracking and analysis of data for this group improved 	Spring/Summer 2016	-	SENDCO/ICT co-ord/assessment co-ord	SENDCO/LT
	To regularly attend ½ termly network and update training sessions run by the safeguarding Team	CPO up to date and informed of safeguarding issues within the borough	X2 termly twilight	-	SENDCO/HT	HT
	To implement new borough requirements for ‘Step-Down and Early Help	Attend all relevant training. Increased use of Early Help record sheet and multi-agency meetings evidenced in annual safeguarding report to Governors document.	Attend training Autumn term/implement Early Help record Spring 2016 onwards	-	Safeguarding Lead and Family Support Worker	HT
	Keeping up to date and informed					
	Attend regional cluster group meeting regularly and present children for ERF	ERF children presented to cluster for funding approval. SENDCO updated with borough developments	termly	-	SENDCO	SENDCO/SMT
	Attend SENCO/Inclusion manager meetings regularly	SENDCO updated with borough developments/SEN developments/networking with other SENDCOs	termly	-	SENDCO	SENDCO
	Attend any assessment meetings/training available	Training/meeting attended	Spring/summer term 2016	-	LT/Assessment co-ord	LT
	Monitoring teaching					
	Monitor teachers planning for differentiation/target-setting ind. pupils	Planning successfully differentiated for SEN pupils and recorded	termly	-	SMT/SENDCO	SMT/SENDCO/subject co-ords
	Monitor TA folders for use/recording and TA/teacher feedback	Folders being usefully and effectively used	X2 yearly	-	SENCO/Sen.TA/RP teacher	SenTA/SENDCO/LST
	To carry out learning walks on a regular basis to monitor quality of SEN teaching and TA support.	Teachers and TAs being observed and information shared on a regular basis.	ongoing	-	Sen. TA/SENDCO/LT	SENDCO/LT

Appendix

	ISSUE	SUCCESS CRITERIA	TIME	COST	LEAD	MONITOR
	Develop monitoring of teaching in class of both TAs and teachers alongside leaders to provide advice and support	TAs and teachers supported and advised in class in rolling programme or where needed. SENDCO and LT carrying out regular observations of teachers and TAs in class	On going	-	SENDCO/LT/Subject leaders/Resourced provision teacher	SENDCO/SMT/Subject leaders
	Increase TA involvement in teacher planning for pupils	TAs allocating time to plan with class teacher	Spring/summer term 2016	-	SENDCO/Year group leaders	LT
	Monitor all statemented /EHC High Needs funded children for individual timetables that meet their needs	All ERF children have timetables of support	Autumn term 2015	-	SENDCO/LT/Year group ldrs/ Resourced provision teacher	LT
	Monitor teaching as part of line management for appraisal	Teachers observed as part of assessment and appraisal	Spring 2016	-	SENDCO/SEN team	HT
	Policies:					
	Review SEN/Inclusion policy annually and updated	SEN policy up to date and reviewed	April 2014	-	SENDCO	working party/SMT
	Review CP Policy.	CP policy updated	Summer 2014	-	SENDCO	LT/Governors
	Implementation of asthma policy new aspects e.g. spare pump kept in school	Asthma policy reviewed	Autumn term 2014	-	HLTA	LT/Govs
	Review disability access plan	Access plan reviewed (as an annual procedure)	Spring term 2015 for input into SEF targets where necessary	-	SENDCO/team	LT/Hovs
	Review Behaviour Policy	Policy updated and reviewed by a working party and with advice from Behaviour Support Service	Spring Term 2016	-	SENDCO/Working party	HT/LT
	Budget:					
	To audit SEN resources and update catalogue/locations for Resourced provision equipment	SEN resources successfully audited	Summer 2015	-	Sen. TA/LST/RP lead teacher	SENDCO
	Resources purchased with a continued focus on autism and communication and assessment	2 nd camera purchased/flash drive for video recording of pupil progress and incorporate clips into annual reviews to parents	Summer 2015	£1000	SENDCO/TICRP	SENDCO
	Employing NHS speech and language therapist to support SLCN children throughout the school	Speech and language therapist employed and impacting on children with language and communication needs. Special focus on Box Clever and Early Years in the first term.	1day a week	£18,000	SENDCO/RP teacher	HT

Acronyms and Abbreviations Index

AEN – Additional Educational Needs

ASD – Autistic Spectrum Disorder

BSS – Behaviour Support Service

DfE- Department for Education

SCERTS – Social Communication and Emotional Regulation and Transactional Support

SEMH – Social Emotional and Mental Health (Replaces EBD category in the old COP)

SEN – Special Education Needs

SEND- Special Educational Needs and Disability

SENCO-Special Educational Needs Co-ordinator

CASPA – Comparison and Analysis of Special Pupil Attainment

COP – Code of Practice

CP – Child Protection

CPO – Child Protection Officer

EAL – English as an Additional Language

EHC – Education and Health Care

EHCP – Education and Health Care Plan

EMA – Ethnic Minority Achievement

ERF /HNF– Exceptional Resource Funding/ High Needs Funding

EWO – Education Welfare Officer

EYFS – Early Years and Foundation Stage

HLTA – Higher Level Teaching Assistant

HT – Head Teacher

IEP – Individual Education Plan

INSET – Inservice Education and Training

LCIS – Language and Communication Interaction Service

LM – Learning Mentor

LSU – Learning Support Unit

LST – Learning Support Teacher

LT – Leadership Team

LA – Local Authority

MLE – Managed Learning Environment

OT – Occupational Therapist

PEP – Pastoral Education Plan

RP – Resourced Provision

SALT – Speech and Language Therapist

SLCN – Speech and Language and Communication Need

SMT – Senior Management Team

SPLD – Specific Learning Difficulty (e.g. dyslexia)

SS – Sensory Service (Hearing and Visually Impaired)

TA – Teaching Assistant

TICRP – Teacher in charge of the Resourced Provision