LYDIARD MILLICENT CE PRIMARY SCHOOL

A Church of England Primary School

within the Blue Kite Academy Trust (BKAT)

SEND / Inclusion POLICY

Member of staff responsible	**Katy Mann, SENCO**
Governor responsible	
Committee responsible	**Performance**
Date agreed with staff	**July 2026**
Date discussed with pupils	N/A
Date agreed at Committee	
Date approved by Governing Body	
Frequency of policy review	**Annual**
Date next review due	**July 2027**
Statutory Policy	**Yes**
Review Level	**SEND Lead Governor Only**

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	04/07/07	None
1.1	12/05/08	Omit date of review section, revised teaching assistants, addition of bullet point to say that parents need to be informed by class teacher about Wave 3 intervention, under specialist facilities it was noted that Serena Thompson had new role of monitoring SEN provision.
1.2	20.05.09	Date removed
1.3	September 2010	Added Inclusion Policy
1.4	October 2011	SENCO Change
1.5	April 2013	Minor changes e.g. LEA to LA
2.0	Sept 14	New policy reflecting new code of practice and has the Teacher's Guide and Local Offer attached.
2.1	March 15	SENCO updated to Mrs. Catherine Frost.
2.2	Sept 15	Minor changes e.g. SEN to SEND and WIPD to GRSS. Newly updated Teacher SEND Guidance Pack. School Local Offer referred to as SEN Information Report.

2.3	Sept 16	Updating Section 5 to include information on the Wiltshire Local Offer and how to access it. Updating the roles and responsibilities in line with DBAT and adding in Head Teacher responsibilities. Addition of Section 6 with detailed information on the Graduated Approach to Special Educational Support including information on School Support and Education Health and Care Plans (EHCPs). Update of Section 15 with details on the criteria for evaluating the success of the SEND Policy.
2.4	Sept 17	Change of Lead Governor
2.5	Jan 19	Update SEND Teacher Guidance Pack and the SEN Information Report.
2.6	June 20	SENCO updated to Mrs. Katy Mann Change of Link Governor COVID-19 Appendix added.
2.7	July 2022	Change from Governing Body to Academy Council Change of Link SEND Academy Council Member Updated SEND Teacher Guidance Pack and SEN Information Report.
2.8	July 2023	Change of Link SEND Academy Council Member Change of Head Teacher Updated SEND Teacher Guidance Pack and SEN Information Report.
2.9	July 2024	Change of Link SEND Academy Council Member
3.0	July 2025	Change of Trust Change from Academy Council to Governing Body and Academy Council Member to Governor
3.1	July 2026	Change of SEND Link Governor

LYDIARD MILLICENT CE PRIMARY SCHOOL

SEND / INCLUSION POLICY

1. Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEND Code of Practice January 15).

2. Aims

At Lydiard Millicent School we believe in providing every possible opportunity to develop the full potential of all children. Each child should receive a broad, balanced and differentiated curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our goal is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

3. Objectives and Success Criteria

The objectives of the policy together with the success criteria in each case are:

To identify and monitor pupils' individual needs at the earliest possible stage so that appropriate provision can be made and their attainment is raised.

Pupils' individual needs are identified through formative summative and diagnostic assessments as well as liaison with Early Year's settings or previous schools (e.g. Wiltshire Graduated Response to SEND Support GRSS).

To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set are specific, measurable, achievable, realistic and time related (SMART).

Class Teachers plan the curriculum to meet all needs and a differentiated or supported curriculum is put in place when needed as soon as possible when children are not making progress. Class Teachers and the SENCO work together to describe in our Provision Map what provision we make for pupils with SEND in our school.

To monitor and evaluate the progress made from any interventions put in place.

Baseline Assessments are carried out prior the commencement of any intervention to assist in measuring the progress made. This is recorded by the Class Teacher in the child's SEND Pupil Record and this is monitored and evaluated by the SENCO.

To work in close partnership with, and involve, parents/carers of pupils who have special educational needs.

Parents are involved at every stage of a child's education and regular meetings allow parents to understand about and participate in planning for their child's education.

To involve pupils and parents/carers in setting their targets and monitoring their progress regularly.

All target sheets and plans are shared and written with parents/carers and children.

To ensure that the self-esteem of pupils having special educational needs are positive by acknowledging the progress they have made.

All pupils have high self-esteem demonstrated through pupils' responses to discussion and questionnaires.

To ensure that all staff involved with pupils are aware of the procedures for identifying their needs, supporting and teaching them.

SENCO monitors the understanding and demonstration of all staff through discussion, observations, and questionnaires. Teachers use the support materials supplied by the SENCO and understand what to do at each stage of a child's education.

To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Target sheets and 'My Plans' include strategies recommended by outside agencies and reviews undertaken demonstrate progress towards targets.

4. Roles and Responsibilities

Role of the Governing Body

Phil Wood is the link Governor for Special Educational Needs and Disability.

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the "responsible person" – the Head Teacher, or the SEND Governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Consult with the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Development Plan if a priority;
- The quality of SEND provision is continually monitored.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Role of the SEND Governor

- to keep up to date and be informed of all relevant documentation and legislation
- liaise with the SENCO to be informed about the school's policy, practice and provision
- by arrangement, and within the school's agreed policy, visit classrooms to gain a better understanding of the provision
- monitor, on behalf of the Governing Body, successes, use of resources, and staff training needs where gaps are identified
- maintain good communication between SENCO/Head Teacher and Governing Body on provision for SEND
- ensure parents are kept fully informed of the provision – reports, newsletters, school prospectus & website
- report back to Governing Body decisions which have implications for SEND provision
- question any Governing Body decisions which have implications for SEND
- join SEND working parties on behalf of the Governing Body
- attend training sessions when available – school or LA or other
- arrange training for whole of Governing Body on its own or in cluster of schools
- with agreement of the Governing Body, make representation on its behalf to the local authority

Role of the SENCO

The SENCO is Mrs. Katy Mann and she is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day to day operation of the special education needs and disability policy
- Co-ordinating provision for children with SEND
- Liaising with the Designated Teacher for Looked After Children where a looked after pupil has SEND
- Identifying and monitoring progress and attainment for those children with SEND
- Ensuring the procedures for identification and assessment are observed
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with and supporting fellow teachers and Teaching Assistants and advising on the graduated approach to providing SEND support
- Overseeing the records of all children with SEND and monitoring their progress
- Overseeing and maintaining specific resources for special educational needs
- In conjunction with the Class Teacher, liaising with parents of children with SEND
- Liaising with outside agencies, including other educational settings
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned working with the Head Teacher and school Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Contributing to the in-service training of staff
- Monitoring, evaluating and reporting on provision for children with SEND to the Governing Body in conjunction with the SEND Governor.
- Coordinating and attending termly review meetings with class teachers, teaching assistants (TA) and parents if required
- Attending appropriate in-service and external training
- Keeping abreast of significant development/research for all areas of SEND
- Organising assessments as appropriate, e.g.: Phonological Skills, Math's Screening

- Managing the timetables and undertaking annual performance management reviews for teaching assistants
- Monitoring the quality of teaching and standards of pupils' achievements including setting targets for improvement
- Ensuring the website and Local Offer is up to date and shared with parents

Role of the Head Teacher

The Head Teacher is Mr A. Farmer and he will determine the strategic development of SEND policy and provision in the school, alongside the Local board and the SENCO. This will include:

- Allocating roles and responsibilities to staff so that special needs are met.
- Ensuring that the SENCO has sufficient time and resources to fulfil their role.
- Liaising with the SENCO, staff, support services, parents and pupils.
- Reporting to the Local Board and the Trust SIO on the needs of the SEND children in their care and how they are being met.
- Delegating the organization of review meetings to the SENCO.
- Ensuring that the needs of SEND children are met within the school.

The class teacher is responsible for:

- Know which pupils they teach are on the SEND Register and at what stage and which have Education Health and Care plans (EHCP'S). For pupils with EHCPs to be aware of the details of the plan and what they needed to do to support its implementation
- Identify the SEND of individual pupils that they teach, assessing their needs, planning, implementing and evaluating specific interventions or adjustments to address them using the approach set out in the SEND Code of Practice. (SEND Code of Practice 2015 paragraphs 6.44-6.58)
- Maintain the SEND Pupil Records for children in their class to record this process of 'Assess, Plan, Do and Review' for all pupils identified as having SEND as well as those with EHCPs.
- Ensure Teaching Assistants (TAs) are supporting pupils in their class, as directed in accordance with their needs and any EHCPs
- Writing My Special Target sheets for the pupils he/she teaches in collaboration with the class Teaching Assistant/SENCO;
- Ensure that the Head Teacher, SENCO and other colleagues are aware of children's needs
- Provide learning experiences which are appropriate to the needs of the child
- Teaching pupils with SEND – 'quality first teaching' and planning any support needed;
- Attending reviews and writing update reports for the review or progress meeting
- Attending appropriate in-service training;
- Informing parents if a pupil is having support and carrying out regular pupil progress meetings with parents and children.

The Teaching Assistant is responsible for:

- Carry out activities and learning programmes planned by the class teacher and the SENCO
- Supervising, supporting and assisting children, on an individual basis or in small groups, throughout the primary age range, encompassing **all** areas of the curriculum including games and swimming if requested;
- Preparing resources;
- Attending appropriate in-service training;
- Keeping a record of activities/relevant observations etc. and to share these with the class teacher;
- Meeting regularly with class teacher to review and plan activities and assess pupil progress;
- Attending meetings with external agencies, e.g. Speech Therapist/Educational Psychologist with the SENCO you may be asked to write a report for a meeting;
- Reading reports provided by external agencies;
- Following activities suggested by external agencies after discussion with the SENCO/class teacher;
- Attending termly review / progress meetings and contributing to them;
- Encouraging the social, emotional and educational development of the pupils, in co-operation with the teacher, by offering appropriate attention, relationships, care and interest in the children and their activities;

5. Arrangements for co-ordinating provision for pupils with Special Educational Needs and Disability

The needs of the majority of pupils will be met in the classroom through quality first teaching. Teachers are expected to make every effort to ensure that pupils with special educational needs are fully involved in the life of the class, such as participating in assemblies and the Maths and English lessons. For some pupils it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their individual education plans. This may be delivered by the class teacher, SENCO or teaching assistant and will complement ordinary classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher in conjunction with the SENCO will oversee this provision to ensure it meets the objective of the policy.

The SENCO will oversee this provision to ensure it meets the objective of this policy.

A. All children are entitled to a broad-based curriculum as set out in the National Curriculum.

B. Each child should be treated as an individual accepting his/her strength and areas for development.

C. We recognise that each child's achievements are of equal value.

D. It is essential that differentiation of work be taken into consideration when planning work. Children should always be given work to match their ability.

E. Parents/carers of children with SEND should be involved and supported and should be encouraged to support their children positively.

F. The class teacher should keep accurate and up-to-date records of the child's progress.

G. Effective use should be made of outside agencies as and when they are required to meet the needs of the child.

H. The SENCO will give teachers advice when setting individual targets. They will inform teachers of the resources available in school to help teachers meet these children's needs.

I. Class Teachers will inform the SENCO of any child who causes concerns.

J. When discussing the children with Special Educational Needs with others within the school and relevant outside agencies, confidentiality must be considered at all times.

K. It is the delegated SEND Governor's responsibility to oversee the SEND policy is in place and is operated effectively.

Please see the attached documents at the end of this policy – SEND Teacher Guidance Pack 2024 and also our SEN Information Report which is available on our school website.

The Wiltshire Local Offer is also a service available to help parents, carers and young people to find out about the support and services available in their local area and how to access them. Wiltshire's Local Offer can be accessed through their website SEND Local Offer - Wiltshire Council and there is a link available on the school website. For those people who do not have internet access, it is also available at local libraries and selected children's centres. The Local Offer includes information on:

- Education
- Preparing for adulthood
- Health and social care
- SEND service
- Leisure
- Travel
- Support and guidance

6. A Graduated Approach to Special Educational Support

The new Special Educational Needs Code of Practice (2014) recommends a graduated approach, initially using classroom and school resources, before bringing in specialist expertise to address specific difficulties that a child is experiencing. This means that children will receive different levels and amounts of support depending upon their individual requirements.
The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas:

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

6.1 SEN Support

Children at SEN Support level receive specialist intervention where provision goes beyond the differentiated approaches.

If there is a concern that a child is failing to make adequate progress and that the attainment gap is widening then the school will follow the 'Assess, Plan, Do, Review' process.

In-class support from teaching assistants is targeted within the timetable to ensure the maximum amount of allocated curriculum time is accessed thus ensuring pupil progress. Consistency of support across year groups is taken into account. All teaching assistants offer support under the direction of the teacher and SENCO.

A child would move to SEN Support if it is necessary to make provision which is additional to, or different from, that which is already provided, for example, if the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches used in school;
- Has physical or sensory problems, and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which adversely affect the child's progress.

6.2 Education, Health and Care Plan (EHCP).

Where, despite the school's best endeavours, the child still makes little or no progress in the areas targeted and their level of need is either so complex or so severe as to require further action, the school will consult with parents/guardians and the child and a SEN Support Plan will be put in place. This document will provide a clear picture of what is working and not working for this child along with any other additional support or intervention that has been put in place to date. The Support Plan can be amended and added to regularly and can support a child from 0-25. An approach to the local authority through the SEND lead worker can then be made to request an Education, Health and Care Plan needs assessment, with the SEN Support Plan as evidence. This may or may not result in the issue of an Education, Health and Care Plan (EHCP). The progress of children with an EHC plan is reviewed annually with parents/guardians, the child, outside agencies, the SENCO and any other appropriate

member of staff. This review monitors the progress against the objectives of the EHCP and any actions to support them. This meeting has a child centred approach and involves all parties equally in the discussion that takes place.

7. Resources for pupils with SEND

Most of the resources used by children having special educational needs are available within the classroom. Money will be spent on additional resources and staffing costs to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO. Resources, both consumable and non-consumable, will be purchased following recommendations from Subject Leaders and other external agencies.

Provision mapping is undertaken by Class Teachers termly and shared with the SENCO, identifying pupils requiring provision and resources. Some pupils may be allocated a named pupil allowance by the LA if they have a 'Statutory My Plan'. The SENCO will liaise with parents to discuss the use of this funding so that it best meets the needs of the child.

8. Admission arrangements

Normal admission arrangements apply. In Voluntary Controlled Schools, the LA is the admissions authority.

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his/her characteristics.

We uphold the principle of positive inclusion and where a pupil has a particular need, the Governing Body will make reasonable adjustments to ensure that the child's needs are fully met. Our school building is fully accessible. If a child is transferring into the school with a Statutory My Plan (EHCP), or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs be met.

9. Specialist facilities/expertise

There are no specialist facilities or a Specialist Learning Centre in the school.

The SENCO attends regular network meetings and also keeps up-to-date with new initiatives at trust, county and national level.

All the TA's have had County SEN training and some have achieved national accredited qualifications (e.g. HLTA).

10. Identification and Assessment Arrangements and Review Procedures

In accordance with the Children and Families Act 2014, Lydiard Millicent CE Primary School aims to identify SEND at the earliest point and then make effective provision that improves the long term outcomes for the child. Children with SEND are identified through the following:

- The attainment and progress of each child is continually monitored and termly progress review meetings with the senior leadership team take place. Those pupils not making expected progress are identified and a cycle of Assess-Plan-Do-Review is used.
- Class teachers are constantly aware of their children's learning. If they observe a child is making less than expected progress, given their age and individual circumstances, they will inform the SENCO and seek to identify the cause. This can be characterised be progress which:
    - Is significantly slower than that of their peers, starting from the same baseline.
    - Fails to match or better the child's previous pace of progress.
    - Fails to close the attainment gap between the child and their peers.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through individual targets and the implementation of a SEN Support Plan, highlighting the entitlement to support the school aim to provide for that child. Please see our SEN Information Report and teacher guidance details which explains these clearly.

11. Arrangements for SEN in-service training

Through the monitoring and evaluating of our provision, as well as performance management, the SENCO/Head Teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's development plan. All teachers and TA's will continue to undertake school based and external training. Staff undertaking external training will disseminate the information at Staff Meetings. The effectiveness of training will be monitored and evaluated by the SENCO and information provided during the annual evaluation of the school's overall SEND provision.

12. Arrangements for partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in their school. Parents/carers contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing My Special Target sheets and My Plans. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know their own opinions will be valued and who can practice making choices, will be more secure and effective children during their school years. In this school we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Development Plan through the School Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for success in their targets and My Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Parents/carers are informed by the SENCO and the Class Teacher prior to special educational provision being made for their child. Parents/carers have many opportunities and are encouraged to discuss their child's progress informally and at designated parent interviews throughout the year. Parents/carers of children that have My Special Target sheets will also be invited to give input and attend meetings with external agencies. Parents/carers of a child with a Statutory My Plan will also be invited to contribute and attend Annual Review Meetings and attend meetings with external agencies.

Parents/carers are asked to contribute their views to their child's Target Sheet and their progress at review meetings with the Class Teacher and can request access to the information in their child's SEND file. Parents'/carers' contribution to their child's education is highly valued by the staff of the school and they are encouraged to involve their child in the decision making processes such as recording pupils' views and in implementing and reviewing their My Special Targets.

The Local Authority, Wiltshire Council, has a legal duty to make arrangements to provide information and advice on SEND matters to parents/carers of children with SEND. This is known as parent partnership services. See the Wiltshire Council website or our school website for further details on the Wiltshire Local Offer.
The Local Authority must also make arrangements for avoiding or resolving disagreements that parents/carers have either with them or with the School about SEND matters.

Parents/carers can make a request to the LA for a Statutory My Plan and also have a right to appeal if the LA refuse the School's request for a statutory assessment.

Additional information on the Code of Practice for SEND is available on the DfES website – www.dfes.gov.uk, however, parents/carers with specific concerns can contact the SENCO or visit the school website which has lots of SEND information.

13. Links with other Mainstream/Special Schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years' settings. Pre-school children are invited to visit the school for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

All children experience secondary induction programs in Year 6. SEND children are discussed at length with the secondary SENCOs during the summer term. For children transferring to secondary schools other than Wootton Bassett and Bradon Forest, it is the responsibility of the SENCO to ensure that the school has been informed of the child's needs and that records have been sent.

When SEND children leave mid Key Stage, it is the responsibility of the SENCO to ensure that the receiving school is informed and records sent. Summaries of these records are kept on file for 18 months.

There have been no links formed with Special Schools in Wiltshire primarily because none of the school's SEN pupils have transferred to Special Schools and also because of their geographical location. However, should the need arise, then links would be formed as appropriate.

14. Links with other agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Authority team including the Educational Psychologist, Cognition and Learning team, Physical and Sensory Impairment Support Service team, Speech and Language Therapist, Behaviour Support team, social services, health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of individual targets set to ensure children's attainment is raised and progress made.

The Local Education SSENS Team provides a full range of services to support children's learning and behaviour needs and staff's professional development.

Children requiring daily medication to address their needs will have a Health Care plan that will be reviewed with the School Nurse and parents annually. The School Nurse will also provide training at this time. Referral to outside agencies is made through the SENCO.

15. Monitoring and evaluating

The SENCO and SEND Governor will meet yearly prior to the Governing Body's Annual Report being written and the success criteria in Section 3 will be used to assess the implementation and success of the SEND Policy one and will be measured by:

- The graphing of the register of each year group, which will be reviewed on an annual basis to determine the overall progress of the pupils. The aim will be to improve the development of the children so that they can be removed from the register.
- An analysis of all teachers' planning by Subject Leaders/managers/subject leaders ensures that a differentiated approach is taken and that the targets and learning objectives are identified and reflected in planning.
- Parents/carers being aware of individual targets set for children by discussing, receiving and having their views recorded.
- Children being involved in discussing, constructing, reviewing and having their views recorded.
- Individual targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Ensuring that outside agencies, where appropriate, have their comments recorded on SEN Support Plan documents.
- The Governing Body's Annual Report to Parents shows the success of the policy or any changes needed for the subsequent year.
- The School Development Plan priorities which include the provision for SEND.
- Undertaking a value for money review of our Special Educational Needs funding.
- Any external evaluation or inspection.
- Termly monitoring of procedures and practice by the SEND Governor.

15.1 Success criteria will be:

- All planning reflects individual targets and any previously identified need.
- The majority of those children identified and needing SEND support reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support.
- All targets/SEN Support Plans include written/recorded comments from parents and children, and where necessary outside agency involvement.

16. Complaints procedures for SEND

In the event of a complaint with a child's SEND provision, the child's parents/carers should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO. Should the matter still be unresolved the parents/carers should contact the SEND Governor. If the complaint remains unresolved the Chair of Governing Body should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

Glossary of Terms

BSS Behaviour Support Service

LA Local Authority

LET Local Education Team

SEN Special Educational Need

SEND Special Educational Needs and Disability

SENCO Special Educational Needs Co-coordinator

SMART Specific, Measurable, Achievable, Realistic, Timely

TA Teaching Assistant

LSS Learning Support Service

Lydiard Millicent CE Primary School Inclusion Policy

Please also refer to our Equality objectives 2023 - 2026 with reference to this policy

Introduction

At Lydiard Millicent CE Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, sexual orientation or background. Our school population has limited social and ethnic diversity and members are taught to value and celebrate difference in others.

Aims and objectives

Inclusion lies at the heart of our School's vision. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

· Girls and boys;

· Minority ethnic and faith groups;

· Children who need support to learn English as an additional language;

· Children with special educational needs;

· Gifted and talented children;

· Children who are at risk of disaffection or exclusion;

· Travellers and asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

· Setting suitable learning challenges;

· Responding to children's diverse learning needs;

· Overcoming potential barriers to learning and assessment for individuals and groups of pupils;

· Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

· Do all our children achieve their best?

· Are there differences in the achievement of different groups of children?

· What are we doing for those children who we know are not achieving their best?

· Are our actions effective?

· Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and learning styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we may need to use the programmes of study from earlier key stages.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers ensure children:

· Feel secure and know that their contributions are valued;

· Appreciate and value the differences *they see* in others;

· Take responsibility for their own actions;

· Participate safely, in clothing that is appropriate to their religious beliefs;

· Are taught in groupings that allow them all to experience success;

· Use materials that reflect a range of social and cultural backgrounds, without

Stereotyping;

· *Have a* common curriculum experience that allows for a range of different learning styles;

· Have challenging targets that enable them to succeed;

· Are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities (physical, learning, emotional/behaviour)

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. At present we do not have any pupils with physical disabilities however in response to the Disability Act 2001, the Governing Body reviews annually how the school can be made more accessible for disabled children and it has an Accessibility Plan with time-related targets. Further details are to be found in the school's disability policy. Information relating to pupils with learning disabilities can be found in the school's SEND policy.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources and learning support assistants. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's Governing Body with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

· Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;

· Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Racism and inclusion

The school has implemented the recommendations of *The Stephen Lawrence Inquiry.- MacPherson Report (1999).* The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the Governing Body by the Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

LYDIARD MILLICENT CE PRIMARY SCHOOL
SEND TEACHER GUIDANCE PACK 2024

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SEND Identification, recording monitoring and support process

Universal Offer

Adaptive Teaching	Quality First Teaching	Inclusive environment

Initial Concern

Class Teacher observes and assesses.
Review Adaptive Teaching and QFT strategies in place

Concerns identified?

Concern Level

Class Teacher to:

- Complete GRSS Quickchecker to identify areas of need
- Start SEND Pupil Record and share with SENCO
- Inform SENCO, who adds the pupil to the concern register
- Organise observation by SENCO, if appropriate
- Speak to parents about concerns
- Put in support in class as appropriate e.g. targeted intervention

After 6-8 weeks Class Teacher to:

- Assess and review progress with parents. Plan next steps of support.
- Record meeting in SEND Pupil Record
- Consult with SENCO if needed

After a further 6-8 weeks Class Teacher to:

- Assess and review progress with parents. Plan next steps of support.
- Record meeting in SEND Pupil Record
- Consult with SENCO and discuss if external advice needed.

SENCO to:

- Submit referral(s) if needed

More support needed?

SEN Support (1)

Class Teacher to:

- Agree SMART targets and support with parents
- Ensure parents consent to move to SEN Support. Record in SEND Pupil Record.
- Update SEND Pupil Record with SMART targets and support
- Put agreed support in place
- Inform SENCO of move to SEN Support.
- Consult with SENCO about support strategies if needed.

- Continue Assess, Plan, Do, Review cycle
- Update SEND Pupil Record with each cycle
- Review SMART targets with parents **at least three times a year**.
- Consult with SENCO about support strategies or need for professional advice as needed.

SENCO to:

- Submit referral(s) if needed

Support increasing/needs escalating?

SEN Support (2)

Class Teacher with SENCO: • Start SEN Support Plan with parents • Continue Assess, Plan, Do, Review cycle • Invite SENCO to review meetings to be held **at least three times a year.** • Update SEN Support Plan, including targets and provision with each cycle.
SENCO to: • Attend SEN Support Plan review meetings if possible. • Support with updating plans and support strategies • Submit referral(s) if needed

Support is now extensive and needs cannot be supported using current support strategies possible in school?

EHCNA Request

SENCO to: • Submit EHCNA request, with parental agreement. • Support EHCNA process and submit evidence
Class Teacher to: • Ensure SEN Support Plan Assess, Plan, Do, Review cycle continues as above during EHCNA process.

EHCP (Statutory My Plan)

Class Teacher to: • Create SEND Plan using Section F of EHCP and update if EHCP is amended • Map provision into a weekly timetable of support. Update regularly as needed. • Arrange **at least two mid-year reviews** and invite SENCO. • Complete mid-year review record and save in pupil's SEND folder • Provide a report for the Annual Review
SENCO to: • Organise and conduct Annual Review at least once a year • Organise transition reviews if in Year 5 • Attend mid-year reviews if possible • Support with strategies from Section F as needed • Gather evidence to support changes needed to EHCP/funding. • Submit referral(s) if needed

Class Teacher SEND To-Do Checklist

Class Teacher Checklist for Children of Concern:

Class Teacher to: o Complete GRSS Quickchecker to identify areas of need o Start SEND Pupil Record and share with SENCO o Inform SENCO, who adds the pupil to the concern register o Organise observation by SENCO, if appropriate o Speak to parents about concerns o Put in support in class as appropriate e.g. targeted intervention
After 6-8 weeks Class Teacher to: o Assess and review progress with parents. Plan next steps of support. o Record meeting in SEND Pupil Record o Consult with SENCO if needed
After a further 6-8 weeks Class Teacher to: o Assess and review progress with parents. Plan next steps of support. o Record meeting in SEND Pupil Record o Consult with SENCO and discuss if external advice needed. SENCO to: o Submit referral(s) if needed

Class Teacher Checklist for Children receiving School Support (SS):

Class Teacher to: o Agree SMART targets and support with parents o Ensure parents consent to move to SEN Support. Record in SEND Pupil Record. o Update SEND Pupil Record with SMART targets and support o Put agreed support in place o Inform SENCO of move to SEN Support. o Consult with SENCO about support strategies if needed.
o Continue Assess, Plan, Do, Review cycle o Update SEND Pupil Record with each cycle o Review SMART targets with parents **at least three times a year**. o Consult with SENCO about support strategies or need for professional advice as needed. SENCO to: o Submit referral(s) if needed o Attend review meetings if next steps are unclear, if a referral or an EHC Needs Assessment might be needed.

Class Teacher Checklist for Children with a SEN Support Plan:

Class Teacher with SENCO: o Start SEN Support Plan with parents o Continue Assess, Plan, Do, Review cycle o Invite SENCO to review meetings to be held **at least three times a year.** o Update SEN Support Plan, including targets and provision with each cycle.
SENCO to: o Attend SEN Support Plan meetings if possible. o Support with updating plans and support strategies o Submit referral(s) if needed

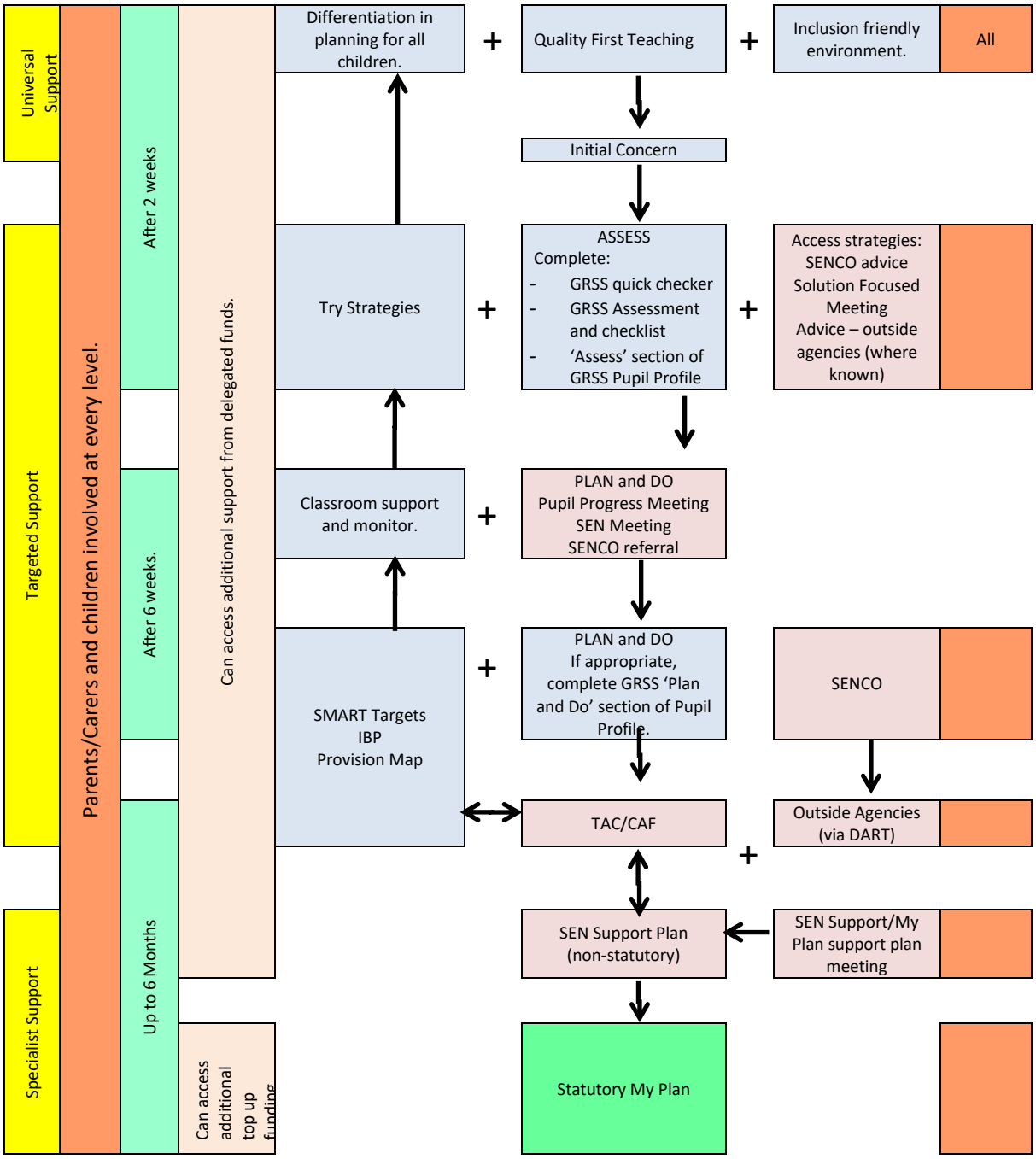
SEN Support Plans and reviews to be saved in pupil's SEND folder with initials and date. E.g. AB SEN Support Plan 01.09.24 or for reviews, AB SEN Support Plan Review 1 01.12.24

Class Teacher Checklist for children with an EHCP/Statutory My Plan:

Class Teacher to: ○ Create SEND Plan using Section F of EHCP and update if EHCP is amended ○ Map provision into a weekly timetable of support. Update regularly as needed. ○ Arrange **at least two mid-year reviews** and invite SENCO. ○ Complete mid-year review record and save in pupil's SEND folder ○ Provide a report for the Annual Review
SENCO to: ○ Organise and conduct Annual Review at least once a year ○ Organise transition reviews if in Year 5 ○ Attend mid-year reviews if possible ○ Support with strategies from Section F as needed ○ Gather evidence to support changes needed to EHCP/funding. ○ Submit referral(s) if needed

EHCP reviews to be saved in pupil's SEND folder with initials and date. E.g. AB EHCP Mid-year Review 01.09.24

SEND Levels of Support Flowchart





Lydiard Millicent CE Primary School
SEND Pupil Record

Name:	DOB:
Date of entry to RF:	Year Group:
Date added as concern:	Date added to SEND register:
Please circle any other following that apply: SEN A, G & T EAL Ethnic min. LAC Pupil Premium	

Long Term Progress							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading							
Writing							
Maths							
GLOD?							

This Year's Progress							
	Previous year	T2		T4		T6	
Reading							
Writing							
Maths							
Date SMART targets set & reviewed							

Concern Sheet

Date:	Name of pupil:
DOB:	Parents informed Y/N
Year group:	Teacher:

Area(s) of Concern (Identified using the GRSS Quick checker):

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical

Please reflect on this child's learning (highlight concerns):

Learning Skills	Response to teaching style	Social Skills	Subject Competence
Maintaining focus to tasks.	Working well in a group.	Relationships with other pupils.	Speaking, listening and communication.
Confidence in attempting tasks.	Ability to take responsibility for own work.	Relationship with adults.	Reading.
Interest in tasks/ motivation.	Motivation on a 1:1 level.	Attention seeking/withdrawn.	Writing.
Understanding tasks.	Resilience during group or whole class work.	Co-operation.	Spelling/Phonics.
Completion of tasks.	Working independently.	Self-control.	Numeracy.
Age appropriate skills.	Organisation of resources/possessions.	Play times/lunch times.	Other:
Gross/fine motor skills.	Asking for help.	Ability to regulate emotions.	

Actions taken to remove barriers and support the child (Quality First Teaching):

Cognition and Learning		**Communication and Interaction**	
Identified gaps in learning.	Peer support.	Individual visual timetable.	Peer support.
Alternative methods for recording.	Increased use of role play and drama.	Seated with a suitable role model.	Pre-teaching vocabulary.
Word banks, sentence starters, writing frames.	Use of resources e.g. Numicon.	Social stories.	Simplified language.
Simplified instructions.	Visual support.	Individual word banks.	Visual prompts.
Now and Next task board.	Small group support in class.	Specific groupings in class.	Referred to SWASS document.
Social, Emotional and Mental Health		**Sensory and/or Physical**	
Sitting near an adult/role model.	Clear expectations.	Different coloured paper/IWB etc.	Pen/pencil grips.
Regular positive praise.	Clear time limits.	Coloured overlay.	Modified exercise books.
Regular routines.	Clear choices.	Writing slope.	Pincer scissors, triangular pens etc.
Tactically ignoring minor behaviour.	Class responsibilities.	Enlarged versions of text.	Support with changing if required.
Prepare for change.	Modelling.	Sitting near the front.	Fine motor programme.
1:1 time to build relationships.	Safe space within the classroom.	Use of ICT where appropriate.	Gross motor programme.
Ways to indicate need of support.		Discussion with specialist TA.	Specialist resources e.g. ear defenders.

What adaptations of the core offer has the child been part of?

Resources/support tried	Duration (with dates)	Impact

Date and outcome of discussion with parents:

Has the child had a recent eye test?	Y/N	Is the child EAL?	Y/N
Has the child has a recent hearing test?	Y/N	Is the child Pupil Premium?	Y/N
Has the child been seen by the GP recently?	Y/N	Is the child CIN/under a CP Plan?	Y/N

Additional Information if applicable:

Date raised at SFS		Date observed by SENCO	
Date seen by SSENS		Date last seen by other professional:	
		Behaviour Support	
		SALT	
		TaMHS/CAMHS/Young Minds	
		Hearing Support	
		Occupational Therapy	
		Paediatrician	
		Other:	

Class Teacher Checklist for Children of Concern:

Class Teacher to: ○ Complete GRSS Quickchecker to identify areas of need ○ Start SEND Pupil Record and share with SENCO ○ Inform SENCO, who adds the pupil to the concern register ○ Organise observation by SENCO, if appropriate ○ Speak to parents about concerns ○ Put in support in class as appropriate e.g. targeted intervention
After 6-8 weeks Class Teacher to: ○ Assess and review progress with parents. Plan next steps of support. ○ Record meeting in SEND Pupil Record ○ Consult with SENCO if needed
After a further 6-8 weeks Class Teacher to: ○ Assess and review progress with parents. Plan next steps of support. ○ Record meeting in SEND Pupil Record ○ Consult with SENCO and discuss if external advice needed. SENCO to: ○ Submit referral(s) if needed

Progress Meeting/Review Form 1	**Date:**		
Name:	Year Group:		
Date: Those present:			
Current Attainment Levels (ARE):	R	W	M
Expected / target Attainment Levels:	R	W	M
What's working well:	What's not working well:		

Agreed actions:	By Whom/By When

Reports & discussions (can include professionals):
Next review date:
Signed:

Progress Meeting/Review Form 2	**Date:**		
Name:	Year Group:		
Date: Those present:			
Current Attainment Levels (ARE):	R	W	M
Expected / target Attainment Levels:	R	W	M
What's working well:	What's not working well:		

Agreed actions:	By Whom/By When

Reports & discussions (can include professionals):
Next review date:
Signed:

SEN Support

Date moved to SEN Support:

Parental permission: Yes/No SENCO informed: Yes/No

Additional provision not related to specific targets

Long Term Outcomes to be achieved by the end of the academic year:

Assess, Plan, Do and Review Cycle Term 1						
Date started:			Review date:			
Outcomes for Terms 1 & 2 (These should be **SMART**: Specific, Measurable, Achievable, Relevant and Timebound with a review date)						
SMART Target	Start data	End data	Provision delivered	Specific Activity (What, when with whom, group size, how often)	Review notes and impact	
					Parent	School
Additional meeting notes/Actions:						
Next review date:						

Assess, Plan, Do and Review Cycle Term 3						
Date started:				Review date:		
Outcomes for Terms 3 & 4 (These should be **SMART**: Specific, Measurable, Achievable, Relevant and Timebound with a review date)						
SMART Target	Start data	End data	Provision delivered	Specific Activity (What, when with whom, group size, how often)	Review notes and impact	
					Parent	School
Additional meeting notes/Actions:						
Next review date:						

Assess, Plan, Do and Review Cycle Term 5						
Date started:				Review date:		
Outcomes for Terms 5 & 6 (These should be **SMART**: Specific, Measurable, Achievable, Relevant and Timebound with a review date)						
SMART Target	Start data	End data	Provision delivered	Specific Activity (What, when with whom, group size, how often)	Review notes and impact	
					Parent	School
Additional meeting notes/Actions:						
Next review date:						

Class Teacher Checklist for Children receiving School Support (SS):

Class Teacher to: ○ Agree SMART targets and support with parents ○ Ensure parents consent to move to SEN Support. Record in SEND Pupil Record. ○ Update SEND Pupil Record with SMART targets and support ○ Put agreed support in place ○ Inform SENCO of move to SEN Support. ○ Consult with SENCO about support strategies if needed.
○ Continue Assess, Plan, Do, Review cycle ○ Update SEND Pupil Record with each cycle ○ Review SMART targets with parents **at least three times a year**. ○ Consult with SENCO about support strategies or need for professional advice as needed. SENCO to: ○ Submit referral(s) if needed ○ Attend review meetings if next steps are unclear, if a referral or an EHC Needs Assessment might be needed.

Class Teacher Checklist for Children with a SEN Support Plan:

Class Teacher with SENCO: ○ Start SEN Support Plan with parents ○ Continue Assess, Plan, Do, Review cycle ○ Invite SENCO to review meetings to be held **at least three times a year.** ○ Update SEN Support Plan, including targets and provision with each cycle.
SENCO to: ○ Attend SEN Support Plan meetings if possible. ○ Support with updating plans and support strategies ○ Submit referral(s) if needed

SEN Support Plans and reviews to be saved in pupil's SEND folder with initials and date. E.g. AB SEN Support Plan 01.09.24 or for reviews, AB SEN Support Plan Review 1 01.12.24

Class Teacher Checklist for children with an EHCP/Statutory My Plan:

Class Teacher to: ○ Create SEND Plan using Section F of EHCP and update if EHCP is amended ○ Map provision into a weekly timetable of support. Update regularly as needed. ○ Arrange **at least two mid-year reviews** and invite SENCO. ○ Complete mid-year review record and save in pupil's SEND folder ○ Provide a report for the Annual Review
SENCO to: ○ Organise and conduct Annual Review at least once a year ○ Organise transition reviews if in Year 5 ○ Attend mid-year reviews if possible ○ Support with strategies from Section F as needed ○ Gather evidence to support changes needed to EHCP/funding. ○ Submit referral(s) if needed

EHCP reviews to be saved in pupil's SEND folder with initials and date. E.g. AB EHCP Mid-year Review 01.09.24

Appendix 2

Evaluation of Quality First Teaching				
Name of Child:	Subject:		Date:	Examples/Comments:
Intervention Used (please tick)			Effectiveness in participation in learning (Please circle) 1 = very effective 5 = not effective	
Pupil's name and eye contact established before giving instructions			1 2 3 4 5	
Clear and simple instructions, breaking down longer instructions and giving one at a time			1 2 3 4 5	
Tasks are clearly explained, modelled or scaffolded, and staff check for understanding			1 2 3 4 5	
Key points/instructions are jotted down			1 2 3 4 5	
New learning broken down into small steps			1 2 3 4 5	
Link new learning to what pupil already knows, for example, start a lesson with a class mind-map of what they already know about a subject			1 2 3 4 5	
Specific activities are differentiated appropriately, e.g words for spelling practice, times tables practice, methods of recording			1 2 3 4 5	
There are opportunities for practical and interactive, as well as paper and pencil tasks.			1 2 3 4 5	
Give pupils 'thinking time' or opportunities to work with talk partners before answering a questions, or say "I'm going to come back to you in a minute for your idea"			1 2 3 4 5	
A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, e.g learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting			1 2 3 4 5	
Multiple examples of new concepts are provided and staff aim to take these examples from children's own real life experience rather than talking in the abstract			1 2 3 4 5	
A list of key vocabulary for a particular topic or lesson is put up and staff teach the meaning of each word			1 2 3 4 5	
A range of aids and resources is easily accessible to support learning and aid independence, such as letter and number charts, word banks of high frequency and topic words, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate)			1 2 3 4 5	

Visual cues and prompts, visual timetables are used.		1 2 3 4 5	
Staff provide writing frames and templates (e.g writing up a science experiment) to help structure thinking		1 2 3 4 5	
Staff provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings, etc		1 2 3 4 5	
Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them		1 2 3 4 5	
Other strategies used:			
Other comments:			
Please return to SENCO SENCO notes:			

Appendix 3

Intervention Programmes



Universal**:**

The effective inclusion of all children in high-quality daily literacy & numeracy lessons – '**quality first teaching'.** Lessons are differentiated for pupils. **Teachers should take the lead and teach pupils with concerns.** See appendix 4 for guidance.

Assessments available:

GRSS
Class Teachers' Assessment Pack – all teachers / classes have this pack to help assess general issues.
'Basic Maths Assessments' – Essential Keys Document.
WESFORD Screening – dyslexia screener.
Nessy Dyslexia Quest – dyslexia screener
Dyscalculia assessment.
Boxall Profile – SEMH needs.
Sensory Integration Screening Questionnaire – sensory processing issues/disorders.
Sensory Processing 101
Strengths and Difficulties Questionnaire – Social, Emotional and behavioural difficulties.
SPARKS 'ABC' assessment – Fine and Gross motor skills assessment.
GRTII - Group Reading Test to get Reading Ages.
Visual Stress Assessment Pack.
Emotional Based School Avoidance Guidance (EBSA)

Targeted Support

Small group interventions are used for pupils who may need to 'Catch-up' – these children may be withdrawn for group sessions and this support will help children to access Wave 1 teaching. Parents need to be informed that children are having a boost! This can include phonics, Maths, reading and writing booster groups within class.

Needs supported	**Strategy**	**Age range**

Phonics and reading	Rapid Catch Up	KS1 & KS2
Fluency and confidence Decoding	Paired reading	KS1 & KS2
Fluency and confidence Decoding	Project X Books	Years 2 - 4
Dyslexic tendencies Fluency and confidence Decoding	Dyslexia Friendly Books	8 – 12 years
Comprehension	Reciprocal Reading	Years 5 & 6 predominantly, but can be used in Years 3 & 4
Comprehension	Comprehension intervention group focusing on explicit teaching of comprehensions strategies following EEF guidance and building on skills learnt through whole class reading (see links below)	Years 1 - 4
Writing	Write Away Together	All years
Metacognition Maths (& all learning areas)	Metacognition Prompts	KS1 & KS2
Maths	Teacher/TA planned Maths intervention to plug gaps/revisit learning (See EEF guidance – link below)	KS1& KS2
Maths	Pre-teaching Teacher/TA delivered pre-teaching of upcoming concepts and vocabulary	KS1 & KS2
Maths	Overlearning Revisiting and recapping previous learning completed in class recently or prior to starting a new area of Maths. Flashback 4	KS1 & KS2
Maths – number bonds and times tables	Regular practise in class Step counting	KS1 & KS2
SEMH – Managing emotions	Emotion Coaching	All Years
EEF Recommendations: KS1: https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf p26 KS2: https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf p8		

Other targeted programmes
ELS (Early Literacy Support)
Year 3 Literacy Support
FLS (Further Literacy Support)

Specialist Support

Specific targeted approaches for individual children identified as requiring SEN intervention. Provision at specialist is likely to draw upon specialist advice – children's parents need to be informed that they are having this support.

Needs supported	Strategy	Age range
Dyslexic tendencies	WESFORD 1 & 2	7+
Memory difficulties Dyslexic tendencies Comprehension Phonics and sight words	Nessy Reading and Spelling	6-11 years
Dyslexic tendencies Phonics Working memory Phonological awareness	Nessy Dyslexia Screening tool Nessy Dyslexia prescreening	7+ 5 – 7 years
Phonics Dyslexic tendencies Spelling Writing	Acceleread Accelewrite	KS2, but can be used earlier
Fluency Sight words	Precision Teaching	KS2
Phonics	Nessy Phonics Apps – includes letters, phonics and words	KS1 & KS2
Dyslexic tendencies Phonics	Hornet Literacy Primer Word Wasp Toe by Toe	5+ 7+
Phonics	Sound Discovery Keep Up with Little Wandle Rapid Catch Up	 KS1 KS2
English	Catch-up Literacy	
English	Word Shark	
Writing	Write Away Together	KS1 & 2
Maths	Catch-up Numeracy	
Maths	Number Shark	
SEMH & Communication and Interaction	ELSA	All

SEMH & Communication and Interaction	Circle of Friends Approach	
Communication and Interaction	SALT Tracker and Support Pack	All
Communication and Interaction	Sliding in – Selective Mutism	
Communication and Interaction Sensory	Sensory Circuits Programme	
Fine and gross motor skills	SPARK Pack or SPARKEY Pack	

External Specialist Support

Needs supported	**Strategy**	**Age range**
Any needs	SSENS referral via DART	All
Any needs	EP consultation via Solutions Focus Surgery initially and then directly if appropriate.	All
Phonics Dyslexic Tendencies	Specific Learning Difficulties Service (Swindon pupils only) Wiltshire children referred to SSENS	All
SEMH	Behaviour Support	All
SEMH	CAMHS TaMHS (Swindon only) Barnados Young Minds	All
Communication and Interaction SEMH	Virgin Care referral (WAAS or ADHD – Wiltshire GP) Swindon Neurodevelopmental Conditions referral (Swindon GP only) Swindon Autism Support Service (Swindon only)	All
Communication and Interaction - SALT	SALT referral Virgin Care using SALT Tracker (Wiltshire) Swindon SALT	All
Physical and Sensory	School Nurse referral Information to support GP referrals to Paediatrics/OT etc	All

Notes:

The SENCO will have an overview of all these programmes and will be able to point you in the right direction of the sort of programme that might help.

The SENCO will expect a Vulnerable Pupil Tracking sheet to be filled out for all SEND pupils so she can monitor the impact of each programme children start on – please fill these in and let SENCO have the results after each course.

SENCO then fills out an impact report to monitor results over time.

GRSS – this is the provision document – use this to find out whether a child needs to be on the SEND register – fill in the appropriate sections (usually just a tick and the date as the child works through the suggestions for strategies and things to try).

SENCO will help with DART (Single Agency Referral Form) and CAF (Common Assessment Form) documents – these will need to have evidence attached (GRSS).

The SEN cupboard in the Meeting Room has loads of great resources for children who have difficulties accessing the curriculum, or for general support – have a look! Please remember to sign out any resources so that we can keep a track.

Remember to keep parents informed at every stage – they can help so much!



…….. 'All About Me' Sheet
I am in Class…..

I need you to know….

What people like about me…

-

How I can help myself…

My strengths and interests….

This is a picture of me!

How you can help….

What's important for my health, safety & happiness….

Appendix 5

Wiltshire Council

Parent/Carer Advice to an EHCP Annual Review Process

Name of Parent/Carer:	
Name of your Child/Young Person:	
Date of your Child/Young Person's Annual Review Meeting:	

1. What is going well for your child/young person at the moment and what are their achievements? This could be anything to do with home, at their school/educational setting or in the community.
2. Do you have any worries or concerns that you would like to discuss at the meeting?
3. Do you have suggestions to make things better or have ideas for what support or provision is needed for your child/young person to help make progress?

4. Are there any questions you want to ask or anything else you would like to discuss at the meeting?

Your aspirations and goals for your child/young person's future

What do you want your child to achieve as they get older? This could be to do with employment, healthy living, participating in the community or independent living. You could just say that you want them to be happy and safe, for example. It would be really helpful to add some detail about what happy and safe would look like for them. Happy might be having a close circle of friends, safe could be catching a bus to visit someone independently.

What is the best way to communicate with your child and to engage them in decision-making, now and in the future?

Your child's special educational needs
In preparation for the review meeting, please tell us if you feel there have been any **significant changes in their needs and strengths** since their last review meeting (or since their first EHCP was issued, if applicable). If changes are required to your child/young person's EHCP, these will be discussed with you at the review meeting. Please leave out any boxes which don't apply to your child's needs.

Communication and Interaction (Communication with and understanding others)
Cognition and Learning (Thinking, learning and processing information)

Social, Emotional and Mental Health (Management of feelings, emotions and getting on with others)
Sensory and/or Physical Abilities and Needs (Hearing and/or vision loss, sensory processing, physical and medical needs)
Have there been any changes to your child/young person's health needs? (If any)

Have there been any changes to your child/young person's social care needs? (If any)

Next steps for preparing for adulthood What are your views about higher education and/or employment, independent living, participating in society, being as healthy as possible for your child/young person as they grow up?
Education, Employment and Training: **Friends, Relationships, and Community:** **Independent Living:**

Good Health:

Is there anything else you want to tell us about your child/young person?

Signed:	
Date:	

My Views as a Professional

ECHP Annual Review Meeting

Child/young person's Name:		**Date of Birth:**	
Setting/School/ College:		**Date of meeting:**	
Name of Professional:		**Team/Role:**	

My involvement and what I like and admire about (child/young person's name**):**			
What I consider is important to (child/young person's name) **now and in the future?**			
The reports I have written this year or are still important			
Title of report	**Date**	**Key points**	**Where can this report be found**
Report detailing progress towards outcomes (essential)			
Attainment report			
What's working:			
What's not working:			

What do you think should be done differently?
Are there any new outcomes (child's name) **should be working towards this year?**
Are there any new needs identified?
Actions – what support can I provide over the next year?

Name ……

Signature ……..……

Date ……..…..

Please send this back to the school, early years setting or Further Education College.

Pupil Views

In order to obtain the pupil's views for an Annual Review, use the All About Me sheet (Appendix 4) or the Pupil Views for Annual Review document found in the latest SEND Paperwork Masters folder.

Appendix 6

CASE STUDY OF A PUPIL WITH SEN

Pupil	*Use first name only or Pupil A*
Date of placement on SEN register	

Pen Portrait including area(s) of need / barriers to learning

External agencies who have been involved

PROVISION OVER TIME / ARRANGEMENTS OVER TIME

e.g. type of targeted intervention;
mentoring – advice and guidance;
additional specialist teaching;
transition arrangements;
resources to support access to curriculum;
support for/involvement with parents/ carers,
peer support;
arrangement for pupils missing work through absence, through attendance at additional programmes or through exclusion etc

How the skills of staff have been developed to address needs	

QUANTATIVE OUTCOMES FOR PUPIL

YEAR																		
Attainment	**R**	**W**	**M**	**R**	**W**	**M**	**R**	**W**	**M**	**R**	**W**	**M**	**R**	**W**	**M**	**R**	**W**	**M**
FS/NC/P levels or GCSE/ other																		

Progress Summary – sub levels or points score
Pupil **made** ____(How much)___ **progress over** ___(time)__**in reading / writing / maths / etc**
Other data – Improvement in attendance, reduction in fixed term exclusions or numbers of behavioural incidents, etc.
This enabled *pupil* **to** {e.g. catch-up/ meet FFTD target, access Wave 2 provision, be removed from SEN record, be school }

QUALITATIVE OUTCOMES FOR PUPIL

Independence/ confidence / attitude to learning

Social skills / relationships

Behaviour / ability to make well informed choices

Other e.g. attendance, involvement of parents, participation in wider school activities (school council, clubs etc)

Impact on wider school practice and provision e.g. staff now trained in Makaton, links with area special school, change to school ethos/ policy/ practice

Appendix 7

Class Provision Map

Class _____ Provision Map **Term ___**

Focus of Intervention	Start Date	End Date	Pupils	Provision/Resource/Intervention	Frequency	Time	Staff	Means for measuring progress	Start data	End data

Appendix 8

EHCP Mid-Year Review

Name: **Class:** **Date:**

What progress has been made toward my outcomes on My EHC Plan?			
What were the outcomes recorded on the My EHC Plan?	**What progress has been made?**	**What support was provided and by whom?**	**Are we on target to meet outcomes?** **What short term targets can we work on?**
Are there any other outcomes or good things that have happened that we should talk about?			

My Short-Term Targets **Name:** **Class:** **Date:**

My SMART Targets	What help do I need to achieve target?	When do I have my support?	My progress! (Impact)
1.			
2.			
3.			

These targets need to be reviewed with parents or carers on a regular basis – please log the meetings in the pupil's SEND folder: