



## **SOUTHWICK C E PRIMARY SCHOOL**

### **Special Educational Needs and Disabilities Policy**

At Southwick C E Primary School we are fully committed to providing an inclusive curriculum that meets the needs of all children and enables them to identify their own strengths and abilities. Every teacher and staff member is committed to providing learning opportunities that encourage participation and achievement for every pupil in their class.

#### **Introduction**

This policy complies with the statutory requirements in the SEND Code of Practice 0 – 25 (2014) and should be read in conjunction with the following guidance, information and policies:

- Keeping Children Safe in Education (September 2022)
- The SEN Information Report
- Equality and Diversity Policy
- Subject policies
- Safeguarding and Child Protection Policy

The school SENDCo is Jessica Steel: [senco@southwick.wilts.sch.uk](mailto:senco@southwick.wilts.sch.uk)

The school SEN Governor is Paula Bartlett

#### **Definition of Special Educational Needs (SEN)**

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

A child of compulsory school age or a young person is considered to have a learning difficulty or disability if he or she:

*Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

(SEND Code of Practice, 2015)

#### **Aims**

We are an inclusive mainstream school catering for pupils with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with appropriate scaffolding and support. We believe in providing every possible opportunity to develop the full potential of all children. Our aim is that all children with special educational needs participate in activities compatible to the education of all children through the effective use of resources. All children at Southwick Primary School have access to a broad and balanced curriculum, including extra-curricular activities where appropriate. All children are valued and their self-esteem promoted in order to access the benefits of education regardless of their gender, culture, linguistic background, race, socio-economic background or disability. We believe that inclusion through equality of access is an essential requirement in education and that everyone in the school community has the responsibility for contributing to equality in education. We work in close partnership with parents/carers who play an active and valued role in their child's education.

## Objectives

The objectives of this policy are:

- To work within the guidance laid down in the SEND Code of Practice (2015).
- To ensure all members of the school community recognise and understand their responsibilities in teaching pupils with SEND.
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (assess, plan, do, review model).
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their involvement in this.
- To provide an appropriately qualified and experienced SENDCo who can ensure the SEN policy is put into practice.
- To ensure that all staff members are aware of the procedures for identifying children's needs, supporting and teaching them.
- To provide support and advice for all staff working with SEND pupils.
- To work in close partnerships with outside agencies to support the needs and provision for children who have special educational needs.

## Roles and responsibilities

### Governors' role

The governing body must:

- 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 appropriate governor - has been informed by the LEA that a child has special educational needs, those needs are made known to the SENDCO and 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 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;
- Ensure that the child with special educational needs is given efficient use of resources;
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment, resources and personnel are deployed;
- Ensure that SEN provision is an integral part of the School Improvement Plan;
- The quality of SEN provision is continually monitored;
- No discrimination is made against disabled children in their admission arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from school.

The Special Educational Needs and Disability Regulations (2014) states that a responsible body for the school discriminates against a child if:

- There is a reason relating to the child's disability, which it treats differently to that of a child for whom the reason does not apply;
- It cannot show that the particular treatment is justified.

The governor with responsibility for SEND is Paula Bartlett

## **SENDCO's role**

The SENDCO, Jessica Steel, with support from the head teacher is responsible for co-ordinating the provision of special educational needs throughout the school. This involves:

- Day to day operation of the SEND policy.
- Providing advice to staff, supporting and liaising with them about the completion of Individual Learning Plans, provision maps and other documents where appropriate;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;
- Contributing to, and supporting the training of staff;
- Monitoring, evaluating and reporting on the provision for and the progress of children with SEND to the head teacher and governing body in conjunction with the designated responsible person;
- Co-ordinating the range of support available to children with special educational needs;
- Liaising with parents of children with special educational needs in conjunction with the class teacher;
- Managing teaching assistants;
- Being the advocate for children with SEND.

## **Teacher's role**

All teachers are teachers of SEND and are responsible for the progress and development of every pupil in their class. They will work with the pupil, families, SENDCO, school staff and other professionals to ensure the most appropriate support for pupils with SEND is provided. Teachers will be responsible for:

- Ensuring that all pupils have access to Quality First Teaching and the curriculum is appropriately adapted to meet the needs of individual pupils whilst maintaining high expectations.
- Tracking the progress of all pupils in the class and identifying, planning and timetabling the delivery of any additional support individual pupils may need through setting of SMART (Specific, Measurable, Achievable, Realistic, Time-limited) targets.
- Being aware of the individual needs and outcomes for children with SEND and ensuring that agreed strategies are in place within the classroom.
- Communicating with teaching assistants, school staff, supply teachers and sports coaching staff to ensure they are aware of learning or medical needs of individual pupils in their class.
- Reviewing individual pupil progress towards targets at the end of each half term and identifying new targets and strategies using the graduated approach with parents and the pupil three times per year at the end of each long academic term.
- Working closely with teaching assistants, the SENDCO and specialist staff to ensure a pupil's targets are the most appropriate to their needs and specified interventions take place within the class timetable to support progress.
- Building positive relationships with parents and meeting with them three times per year to review progress, the changing needs of the pupil and to identify the most appropriate targets.
- Preparing children for the next stage in education and supporting the transition process by sharing targets and strategies with the next class teacher or school.
- Providing information, reports and attending review meetings for those pupils with SEND or potential needs in their class.

## **Admission arrangements**

Normal admission arrangements apply this is based on the agreed Wiltshire admissions policy. We strive to be a fully inclusive school and 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 or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an 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 can be met.

Any variation to the above will need to be agreed by the full governing body.

### Specialist facilities

There are no specialist facilities or special unit in the school.

### Resources

Most of the resources used by children with special educational needs are available within the classrooms but additional resources are kept within the school. Any particular requests for additional resources should be made to the SENDCo. An amount from the total school budget will be allocated to special educational needs. Money to be spent on additional resources, staffing costs and time allocations will be managed by the SENDCo, in consultation with the head teacher, to ensure the support for children with special educational needs meets the objectives of this policy. Teaching Assistants may be targeted to work with identified children under the guidance of the teacher as directed by the SENDCo and head teacher.

### Identification of Special Educational Needs

Children and young people are identified as having SEN if they require prolonged provision that is 'additional to and different from' normal classroom practice to help sustain learning and progress.

The SEND Code of Practice 0 – 25 (2014) specifies 4 broad areas of need:

Cognition and Learning	Specific Learning Difficulties including dyslexia, dyspraxia and dyscalculia Moderate Learning Difficulties Severe Learning Difficulties
Communication and Interaction	Autism Spectrum Disorder (ASD) Speech and language difficulties
Social, Emotional and Mental Health	Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD)
Physical and/or Sensory	Hearing Impairments Visual Impairments Multi-sensory Impairments Physical Impairments

The school uses data from a child's pre-school or previous school on entry to the school. If the child already has an identified special education need, this information will be transferred during transition meetings to the school SENDCO and is used to plan and implement appropriate support for the child.

The school has a continuous cycle of planning, teaching and assessment which takes into account the wide range of abilities, aptitudes and interests of children. Teaching takes account of pupils' needs and the importance of using a range of teaching styles. Where possible, every child's needs are met within the classroom through effective differentiation and scaffolding. Teaching Assistants are used strategically to support learning, encourage independence and avoid over-reliance on adults. The majority of children will learn and progress within these arrangements.

The process for identifying and monitoring children with SEN can be found in Appendix 1. Class teachers are responsible for monitoring the progress and attainment of all children in their class through ongoing assessment for learning and termly assessments. These are monitored by the SENDCo and Head teacher through termly pupil progress meetings to identify any children not making expected progress. An Initial Concern Form (Appendix 3) will be completed by the class teacher or SENDCo if a 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 lead to them making little or no progress.

There are four different waves of provision which support children within our school and these change depending on where a child is in the identification process. A one-page visual of this provision can be found in Appendix 2 and can be viewed alongside the identification process in Appendix 1.

### Wave 1 Universal Provision

All children at Southwick Primary School receive high quality teaching which supports the effective inclusion of all pupils in the class. This will include a range of teaching strategies using visual, auditory and kinaesthetic activities alongside individual, partner and group work. Most children will make progress within this wave. However, through classroom observations, assessment data and discussions with parents, some children will be identified as requiring Wave 2 support.

### Wave 2 Small Group and Personalised Universal Provision

Some children may be identified by their class teacher and parents as requiring additional in-class support. This may be through personalized adaptations and resources or as part of small groups with either the class teacher or TA. There will be a clear need and focus for these provisions which will be reviewed to monitor progress.

Children who continue to find learning challenging will be referred to the SENDCo. The class teacher, with the support of parents will complete an **Initial Support Form** (Appendix 3) and move to **step 2** of the **Identification Process** (Appendix 2). The class teacher, with the support of the SENDCO, will adapt provision, ensure this is in place and monitor the effectiveness of the support. A few children will continue to make little progress despite the adaptations and support in place within 2 assessment cycles and move to **step 4b** (Appendix 2).

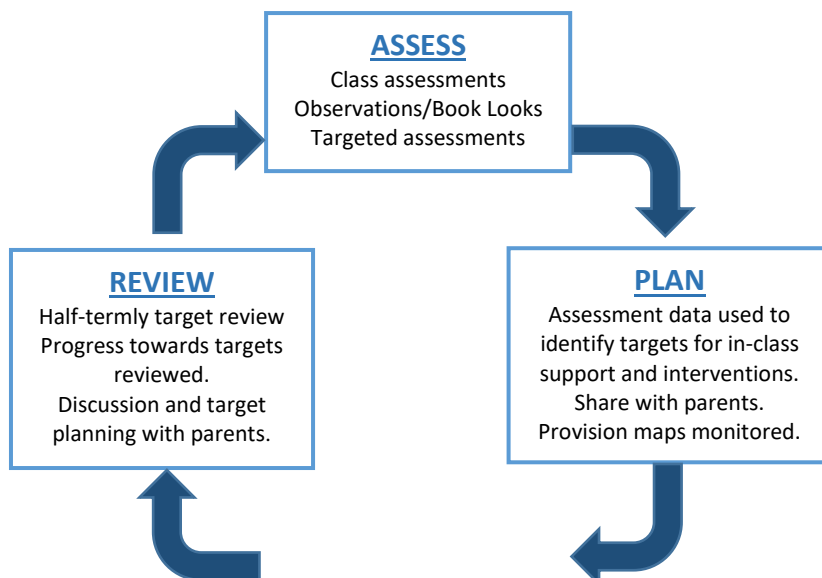
### Wave 3 SEN Support: Individual Learning Plan

A few children will require sustained additional intervention to help them make progress – **4b** of the **Identification Process** (Appendix 2). At this stage, the child will undergo internal assessments by the SENDCo and, with the agreement of the parents, be placed on the SEN register. The assessments used will be dependent on the primary need classified using the four main areas identified in the SEND Code of Practice (2015) and the most appropriate interventions used to support them. Current Wave 3 intervention available in school are listed in Appendix 4.

Using the assessments, the class teacher and SENDCo will set appropriate targets which will be placed in an **Individual Support Plan**. To ensure the most effective support is in place for each child, the graduated approach is used to monitor progress at the end of each term. Targets are then reviewed with parents at meetings three times per year.

### The Graduated Approach

In order to help ensure children with SEND get the most effective support, we adopt a graduated approach that includes successive cycles of assess, plan, do and review.



## DO

Carry out interventions  
Observations  
Monitoring files  
ILPs monitored

This process evaluates the impact of additional interventions and targets on a child's progress and attainment by reviewing the impact of individual targets on their learning. It allows the SENDCo to gain a better understanding of a child's needs and fine-tune the provision to best support them. Most children with SEND will remain at this level of support. However, a few may require specialist assessment and move to **Wave 4** and **step 5** of the identification process.

### **Wave 4 Specialist Support: My Support Plan**

A few children identify with SEND will require specialist interventions and recommendations to support them – **step 5** of the **Identification Process** (Appendix 2). The SENDCo will discuss and gain permission from parents before any referrals are made. The specialist services available for support are:

<b>Cognition &amp; Learning</b>	<b>Communication &amp; Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory/Physical</b>
Educational Psychologist	Speech and Language	Behaviour Support	Occupational Therapy
Specialist SEN Service Surgery C+L	Specialist SEN Service Surgery C+I	On Your Mind Mental Health	Paediatrician
Specialist SEN Service Assessment	Educational Psychologist Autism Assessment team	CAMHS ADHD Assessment team	Audiology

The Ethnic Minority and Traveler Service are available to support these communities.

A Wiltshire Authority approved alternative provision may also be identified and suggested if considered appropriate.

Any reports will be shared with parents and a **My Support Plan** created to detail how the school are meeting the suggested recommendations.

### **Education, Health and Care Plan (EHCP)**

If a child continues to make limited progress despite a high level of support and specialist recommendations following at least 2 graduated cycles at wave 4, the SENDCO, in partnership with the parents, may consider it appropriate to apply for a statutory educational assessment (EHCNA). Information about the child's progress over time and relevant documentation in relation to a child's special educational needs, resources or special arrangements will be given to the LA. These may include:

- A one-page profile of the child
- Parental views on best ways to support their child
- The child's health needs, including their medical history where relevant
- Analysis of the pupil's progress towards age related expectations set out by the National Curriculum in English and Mathematics
- Educational and other assessments, for example from an external or in-house advisory specialist support teacher or an educational psychologist
- Involvement of other professionals such as health or social services.

Wiltshire Local Authority, working co-operatively with parents, the school and, as appropriate, other agencies, will consider whether a statutory assessment of the child's special educational needs is necessary. Where the evidence presented to the Local Authority suggests that a child's learning difficulties have not responded to relevant and purposeful measures taken by the school, or external specialists, a statutory assessment will be carried out. This may demonstrate that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs requires the Local Authority to oversee this through an Education, Health and Care Plan (EHCP). These include:

- The views, interests and aspirations of the child and their parents
- Details of the child or young person's SEND
- The outcomes sought for the child or the young person, including outcomes for adult life where appropriate
- The special educational provision required by the child or young person
- Any health or social care provision reasonably required by the learning difficulties and disabilities which result in the child having SEND
- The name and type of school to be attended by the child or young person
- Where there is a personal budget, the details of this and outcomes to which it is intended to contribute
- The advice and information gathered during the assessment

All children with an EHCP have short-term targets set for them following consultation with parents and children and include targets that work towards the outcomes set out in the EHCP. These targets will be set out in termly ILPs and shared with the pupil and parents.

All EHCPs will be reviewed annually with the parents, the child, the Local Authority and other professionals invited. This provides an opportunity to consider whether any amendments need to be made to the description of the child's needs or special educational provision specified in the EHCP. The annual review will focus on what the child has achieved as well as any difficulties that need to be resolved. Careful consideration will be taken during the Year 5 annual review as to the most appropriate secondary school for the pupil. This gives the SENDCo of that school the opportunity to plan an effective transition.

More information about EHCPs and the assessment process can be found in the [Wiltshire Local Offer](#).

### **Criteria for evaluating the success of the policy**

This policy will be evaluated against the objectives stated on page one and measured by:

- Monitoring Individual Learning Plans to ensure that small group and individual interventions are taking place and having an impact on pupil progress.
- Analysis of SEN assessments to track data, monitor the impact of interventions and identify any children not making expected progress.
- Monitoring of topic, English and Maths books to ensure work is being appropriately scaffolded and identify evidence of progress throughout the school year.
- SEN Learning Walks to monitor universal wave 1 and 2 provision, ensure that provision identified in wave 3, 4 and EHC plans are being provided to pupils.
- Parents/carers being aware of individual targets set for children by discussing, receiving and where appropriate, having their views noted. Parental views are gathered which supports the paperwork for an EHCP;
- Monitoring of Individual Learning Plan targets to ensure they meet the needs of pupils and review data shows progress towards these.

### **Complaints procedure**

If parents/carers have a complaint concerning provision for their child they should discuss this with the SENDCo. If this proves unsuccessful, the matter should be referred to the Head teacher. Should the matter still be unresolved, the parents/carers should contact the SEND member on the governing body (Paula Bartlett). If the complaint remains unresolved, the Chair of Governors should be involved. For children with an EHCP, the parents can contact the Local Authority, and if the complaint remains unresolved, this should be taken to the Secretary of State.

### **In-service training**

Through the monitoring and evaluating of our provision, the SENDCO, with the headteacher, will identify any professional development needs of the staff. This will, where appropriate, be linked to the School Development Plan and SEN Action Plan. The effectiveness of such training will be monitored and evaluated by the SENDCO.

### **Links and Use of outside 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 SENDCO will make the necessary arrangements and inform parents/carers accordingly. These agencies normally include the Local Education Team, Education Psychologist, learning support team, Physical and Sensory Impairment Support Service



team, speech therapist, behaviour support team, social services, health and LEA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in order to ensure children's attainment is raised.

### **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 the school. Parents'/carers' contribution to their education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording children's views and implementing and reviewing their targets. 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 that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning by being voted onto the school council. We encourage them to have a voice in discussing the priorities for our School Improvement Plan and take ownership of their learning by discussing their targets and what they can do to improve. For children with SEND, this includes discussing different strategies that could be used in order for them to achieve their targets as part of a One Page Profile. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

### **Links with other schools**

Visits to our school are warmly welcomed and parents will be given a personal tour of the school by our Head Teacher or member of the Senior Leadership Team. To arrange a visit please call the school office on 01225 763325 or [admin@southwick.wilts.sch.uk](mailto:admin@southwick.wilts.sch.uk)

A meeting will be held for any child receiving additional support in their pre-school, before they start school. Parents and nursery staff are able to share their views and look at the best way to support the child's transition into school. The Early Years TA or class teacher will visit the pre-school in order to begin to develop a relationship with the child.

When a child is nearing their time to transfer to secondary school, the SENDCo and class teacher will have transition meetings with the new setting and additional sessions may be put into place. The SENDCo will ensure that important paperwork and information is transferred to the new school.

If a child transfers from another school, the SENDCo will contact the previous setting so that important information is passed on quickly.

We seek and share expertise with other schools in the Collaborative through Multi Agency Forum meetings as well as seeking outreach support from local schools with Specialist Learning Units.

This policy should be read in conjunction with the LA's Local Offer and our school SEN Information Report.

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations (2015)
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- The Governance Handbook 6.4 children with special educational needs
- Teachers standards 2012



## Appendix 1: Process of Identifying and Supporting Children with SEN

1) Class teacher/parent/SENDSCO identifies pupil's needs from observation, discussion, assessment gap analysis. Need for **wave 2** additional support identified and carried out and monitored.

2) If little progress is made following **wave 2** support, the class teacher meets with parents to discuss concerns, completes an **Initial Support Form** and meets with SENDSCO. Key areas of need are identified in relation to the Wiltshire GRSS key descriptors, strategies identified and next step actions agreed upon. The child is placed on the SENDSCO **Monitoring List** and review meeting date is agreed

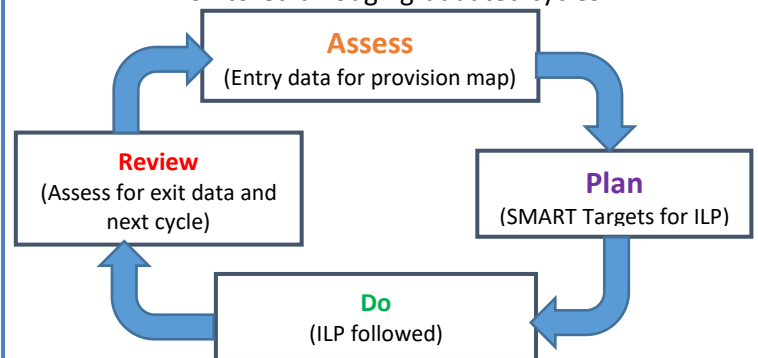
3) Class teacher meets with SENDSCO on review meeting date to share outcomes and decide next steps.

4a) If the child is beginning to make progress, **wave 2** strategies will continue and child remains on **Monitoring List**. Teacher to meet with parents and ensure strategies are in place.

4b) If the child is only making small amounts of progress, support through **Wave 3** intervention is required.

SENDSCO and class teacher meet with parents to discuss placing child on SEN register and an **Individual Learning Plan** is created.

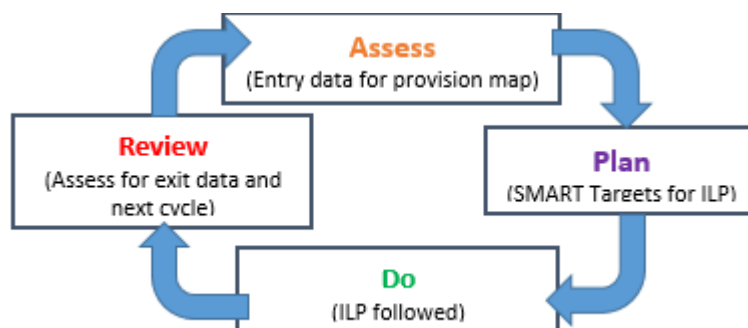
Teacher and SENDSCO identify **Wave 3** provision and targets monitored through graduated cycles



The class teacher will meet with parents 3 times per year to review the **Individual Learning Plan** and set new targets.

5) If little progress is made following at least 2 cycles, the SENDSCO and parents meet to discuss and gain permission for referrals for **wave 4** specialist advice and a **My Support Plan** is created to detail how their recommendations are being put in place to support the child.

The class teacher and SENDSCO will monitor the **wave 4** provision in place through graduated cycles.



6) If the child continues to make limited progress after 3 cycles, the SENDSCO may recommend applying to the Local Authority for an **Educational Health Care Needs Assessment (EHCNA)** which could lead to an **Educational Health Care Plan (EHCP)** if the Local Authority criteria are met. If provided, the needs of the child are then met through an SEND Lead Worker and the **Wiltshire Local Offer**. Parents can also make a request for an **EHCNA** by completing a form that can be downloaded [here](#).

## Appendix 2: Southwick Primary School Provision

### Wave 1 Universal Provision

All children at Southwick Primary School receive high quality teaching which supports the effective inclusion of all pupils in the class. This will include a range of teaching strategies using visual, auditory and kinaesthetic activities alongside individual, partner and group work.

Through classroom observations, assessment data and discussions with parents, some children will be identified as requiring Wave 2 support.

### Wave 2 Small Group and Personalised Universal Provision

Some children may be identified by their class teacher and parents as requiring additional in-class support. This will take place in small groups with either the class teacher or TA and sessions will have a clear focus and outcome to monitor progress. Additional support may be provided during lessons to aid learning during whole class teaching and activities.

Children who continue to make little progress will be referred to the SENDCO. The class teacher, with the support of parents will complete an **Initial Support Form** and move to **step 2** of the **Identification Process**.

The class teacher, with the support of the SENDCO, ensure provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles, move to Wave 3.

### Wave 3 SEN Support: Individual Learning Plan

Some children may require sustained additional intervention to help them make progress – **4b** of the **Identification Process**. There are 4 main areas of need and the school have a range of tools to help identify these and the appropriate support.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Cognitive Assessment SSENS Early Assessment Materials Sounds Write Assessment	Primary School Communication Tracker Strengths & Difficulties Questionnaire	Strengths & Difficulties Questionnaire Thrive baseline assessment	Individual and Environmental sensory screeners
Sounds Write Intervention Literacy Gold Reading Between the Lines Comprehension texts Handwriting Maths Passport	Talk Boost ELSA/ELTA Lego Club Chill Club	Thrive ELSA/ELTA Chill Club Wellbeing Workshops	Sensory Breaks Fun-Key-Moves Exit Cards Sensory Learning Aids Personalised support

The child is placed on the SEN register and interventions are provided by class teacher or TA. Progress towards individual targets is monitored through an **Individual Learning Plan** which is monitored and reviewed with parents.

The class teacher, with the support of the SENDCO, ensure provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles move to Wave 4.

### Wave 4 Specialist Support: My Support Plan

A few children will require specialist interventions and recommendations to support them – **step 5** of the **Identification Process**. The SENDCO will discuss and gain permission from parents before referrals are made.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Specialist SEN Service C+L Educational Psychologist	Speech & Language Autism Service Specialist SEN Service C+I	ADHD Service On Your Mind CAMHS Behaviour Support	Community Paediatrician

A Wiltshire Authority approved alternative provision may also be identified and suggested if considered appropriate. Any reports will be shared with parents and a **My Support Plan** created to detail how the school are meeting the suggested

## Appendix 3: Initial Concern Form



# Initial Support Form

<b>Name of pupil:</b>	<b>Class:</b>	<b>Date:</b>
<b>Have you spoken to parents regarding these concerns?</b>		<b>Yes</b> <b>No</b>

Please bullet point the key concerns:

**Tick which area(s) of concern apply to the pupil:**

Communication and interaction	<input type="checkbox"/>	Social, emotional, mental health	<input type="checkbox"/>
Cognition and learning	<input type="checkbox"/>	Sensory and/or physical	<input type="checkbox"/>

**Highlight/tick all statements that you are concerned about:**

Communication and Interaction	Cognition and Learning
The pupil's attention and/or listening skills	Pupil's lack of progress despite differentiation
The pupil's ability to understand language	Pupil's below ARE attainment levels
The pupil's expressive language skills	The pupil's attainment in underlying skills which is beginning to interfere with their ability to make progress eg. Speech and language, literacy, numeracy
The pupil's ability to make themselves understood	The pupil's difficulty in dealing with abstract ideas, generalising from experience and/or using problems solving skills.
The pupil's uneven learning profile and styles	The pupil's attitude and/or approach to learning which is restricting access to the curriculum eg pupil is demotivated, disorganised or lacks independence.
The pupil's communication skills	
The pupil's social development	
The pupil's rigidity of thought	
The pupil's sensory skills	
The pupil's cognitive development – ability to sustain concentration or self-direct their learning	
SEMH	Sensory and Physical
The pupil's learning behaviour is negatively affecting their access to the curriculum.	The pupil's sensory needs are affecting their learning and/or access to the curriculum.
The pupil's social behaviour which is negatively affecting their access to the curriculum.	The pupil's physical skills/needs are affecting their learning and/or access to the curriculum.
The pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum.	The pupil's medical needs are affecting their learning and/or access to the curriculum.
The frequency with which the pupil reaches the limit of normal school sanctions.	

**What are the pupil's most recent attainment levels?**

<b>Reading</b>		<b>Spelling:</b>	
<b>Reading age:</b>		<b>SPaG:</b>	
<b>Writing:</b>		<b>Maths:</b>	

<b>Bullet point what have you done to support them so far?</b>	<b>How well has it worked?</b>

## Wave 2 In-class Strategies

(Please highlight those that have already been used)

Already used

To be implemented

Second review

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory/Physical
<p>Small group and one-to-one teaching in specific areas requiring further support.</p> <p>Initial check-ins</p> <p>Multi-sensory activities.</p> <p>Sound/Word mats</p> <p>Planning/writing frames</p> <p>Use of pictures, cloze procedures, sentence and paragraph starters to support writing.</p> <p>Key word spelling bookmark</p> <p>Verbal rehearsal of ideas and sentences</p> <p>Physical resources in Maths</p> <p>Visuals to reinforce learning</p> <p>Lesson handouts</p> <p>Pre-teach Maths</p> <p>Pre-teach Vocabulary</p> <p>Additional time to complete tasks</p> <p>Task ladders</p> <p>Assistive software to support alternative ways of recording.</p>	<p>Visual timetable</p> <p>Social stories</p> <p>Personal Workstation</p> <p>Privacy screen</p> <p>Structured routines and pre-warning of changes</p> <p>Pre-teach key vocabulary with picture clues.</p> <p>Use of visuals and physical resources to support language.</p> <p>Instructions in short, simple sentences.</p> <p>Delivery slowed and repeated to support processing.</p> <p>Checklists and task lists.</p> <p>Talk partners</p> <p>Awareness of transitions</p> <p>Pre-warning of changes to routine</p>	<p>Explicit praise</p> <p>Prioritise for class jobs</p> <p>Movement &amp; brain breaks</p> <p>Low pressure strategies ie whiteboards for answers</p> <p>Quiet or calm zone</p> <p>Start or end of day check-ins</p> <p>Task ladders</p> <p>Visual timer to aid transitions</p> <p>Initial check-ins to support transition from class to independent work</p> <p>Wobble cushion</p> <p>Resistance band around chair legs</p>	<p>Sensory profile completed</p> <p>Careful consideration of seating</p> <p>Pencil grips</p> <p>Visuals to reinforce learning</p> <p>Exit cards</p> <p>Sensory learning aids</p> <p>Ear defenders</p> <p>Isolation screens</p> <p>Minimise background noise</p> <p>Face pupil when speaking</p> <p>Check instructions</p> <p>Writing slope</p> <p>Different width lines in book</p> <p>Coloured pages in book</p> <p>Whiteboard set to colour/not white</p> <p>Wobble cushion</p> <p>Resistance band</p>



## Initial Concern Meeting

Name of child:

Teacher:

Date of meeting:

Key difficulties	Support to be put in place	Review

Date of review meeting:

Additional next steps/actions	Who?	Review

## **Appendix 4: Wave 3 Intervention Programs**

<b>Cognition and Learning</b>	
Reading	KS1 and KS2 Sounds Write interventions Literacy Gold Fluency Builder Precision Teaching for reading Reading Between the Lines – inference intervention Comprehension passages and questions Pre-teach reading
Spelling	Literacy Gold Spelling Tutor Multi-sensory spelling practice of tricky/unknown words Precision Teaching for spelling
Maths	Literacy Gold Times Tables Tutor Times Tables Rock Stars Maths Passport Pre-teach Maths
<b>Communication and Interaction</b>	
Autism Spectrum Disorder (ASD)	Visuals to support routines and learning Pre-warning of transitions and changes to timetable Task check-list and now/next visuals Social stories Comic strip conversations to support social situations Individual controlled choice behaviour plan
Speech and Language	Talk Boost Colourful Semantics Short, simple instructions Pre-teach key vocabulary sessions Individual one-to-one speech and language for specialist targets
<b>Social, Emotional and Mental Health</b>	
Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder	Exit cards for movement breaks Personalised behaviour plans Task chart to break down and tick off charts Now/Next visuals
Attachment, early childhood adversity, emotional and social difficulties	Thrive ELSA/ELTA Time to Talk Lunchtime Chill Club
Excessive worries and difficulties regulating emotions	ELSA/ELTA Wellbeing Workshops Lunchtime Chill Club
Bereavement	ELSA/ELTA Nurture groups
<b>Sensory/Physical</b>	
Sensory	Exit cards for sensory breaks Sensory learning aids: weighted blanket, wobble cushion, resistance band, ear defenders, privacy screen
Physical	Support as determined by relevant qualified professionals Exit card for rest breaks Fun-Key-Moves – gross motor skills South Warwickshire NHS Foundation Trust Handwriting Program

## Appendix 5: Key Documentation

The following documents have informed which parents may find helpful have informed this policy:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>