

SPECIAL EDUCATIONAL NEEDS POLICY

**Date of policy: March 2018
Review date: March 2020**

COMPLIANCE

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

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0 – 25 Sept 2014
- Somerset Core Standards for Children and Young People (0-25); December 2016
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012

This policy was created by the school's Special Educational Needs Coordinator (SENCo) with the Special Educational Needs (SEN) Governor in liaison with the Senior Leadership Team (SLT), all staff and parents of pupils with Special Educational Needs and Disability (SEND), in the spirit of the current reforms.

Key Staff Roles

ROLE	NAME
Head Teacher	Liz Stiddard
SEN Governor	Tracey Smith
SENCo	Sue Dymel National Award for the Coordination of SEN

A POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

MISSION STATEMENT

“Every pupil with Special Educational Needs and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well being of all pupils in relation to: being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well being.” Rita Cheminais ‘Every Child Matters a New Role for SENCOs’ p18.

AIM

To create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all children can thrive.

We will achieve this by;

- Ensuring that the arrangements made for pupils with SEN are in line with the requirements in the Children and Families Act 2014, SEN and Disability Regulations, Equality Act 2010, SEN Code of Practice July 2014 and Somerset Core Standards for Children and Young People (0-25) December 2016.
- Valuing the uniqueness of each child and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- Ensuring that children with SEN are able to participate fully in all school activities.
- Ensuring that all children are involved in the decisions made about them and their education.
- Ensuring that we involve parent/carers in school life and inform them about their children's progress.

OBJECTIVES OF THE SCHOOL'S SEN POLICY

- The School aims to provide the most effective support for all students with special needs.
- All students are entitled to have access to all areas of school life.
- Extra support is given in such a way as to cause minimal disruption to the student.
- Students are all assessed when concerns are raised so that if help is needed it can be provided at the earliest opportunity.
- The School aims to raise the reading abilities of all children with reading difficulties so that, by the time they leave, they are choosing their own books and are no longer on a structured scheme.
- The School aims to give all children with SEN, a sound basic knowledge of spelling which is based on a structured phonic spelling programme.
- The School aims to raise the basic Numeracy levels of all students with SEN using Wave 3 Maths resources to target gaps in mathematical understanding.
- Parents are kept fully involved in decisions made about their child.
- Pupils take part in decisions about how they should be supported.
- All staff are fully informed about any course of action taken for SEN students.
- SEN is a whole school approach with everyone involved in providing the most effective learning environment to suit the needs of the individual student; in which the teaching and learning, achievements, attitudes and well being of every child matters.
- The following policies support the SEN Policy: Behaviour Management and Anti-Bullying Policy, Accessibility Plan, and Safeguarding policy.

ORGANISATION OF SEN WITHIN THE SCHOOL

- Responsibility for SEN lies with the SENCO, Mrs Dymel
- There are a number of Teaching Assistants (TA), the number of which can vary according to the needs of specific children and any funding received for them.
- Mrs Dymel is responsible for maintaining the school's SEN register and ensures that all staff teaching a pupil with SEN have written information covering the nature and extent of these special needs contained within a provision map drawn up.

DEFINITION OF SEN

Children have special educational needs if they have;
a learning difficulty or a disability which requires special educational provision to be made for them.

Children have a learning difficulty or disability if they;

- a) have a significantly greater difficulty in learning than the majority of their peers
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority

SEN is divided into 4 types;

Communication and Interaction

Children with speech, language and communication needs may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with autism (including Aspergers Syndrome) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and interaction needs include;

- Speech Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

The schools follow guidance from and receive additional support from Integrated Therapy Services, Autism and Communication Team and The Communication Trust.

Cognition and Learning

Children with learning needs may learn at a slower pace and may have difficulties developing literacy skills, numeracy skills or understanding new concepts, even with appropriate intervention.. They may also have working memory difficulties or slower than average processing speed. These learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) may have learning difficulties which cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD) where children are likely to need support in most or all areas of the curriculum. Pupils with profound learning difficulties (PLD) are likely to have severe and complex learning difficulties as well as physical or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning and encompasses a range of conditions including;

- dyslexia (reading and spelling)
- dyscalculia (maths)
- dysgraphia (writing)
- dyspraxia (co-ordination)

The school is accredited under the Inclusive Dyslexia Friendly Schools Initiative (July 2018) and therefore complies with the criteria additional to those outlined in the Core Standards. This includes the areas of;

- Leadership and Management (dyslexia policies are firmly rooted into day to day practice within their learning environment)
- Quality of Learning (the level of expertise and knowledge of staff to identify and support dyslexic learners as well as evidence of effective use of appropriate intervention strategies)
- Creating a Climate for Learning (evidence of appropriate marking policy, resources and interventions being utilised throughout the school)
- Partnership and Liaison with Parents, Carers, Governors and other Concerned Parties (signposting opportunities provided to parents and how accessible they are and the processes in place for response to concerns raised by parents)

Social, Emotional and Mental Health (SEMH)

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Children may have disorders such as;

- Attachment Disorders
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)

The schools have clear processes in place to support children with SEMH and managing the effect of any disruptive behaviour so that it does not adversely affect other pupils. We uphold the Department for Education publication guidance on 'Managing Pupils' Mental Health and Behaviour Difficulties in Schools (2016)'.

Sensory and/or Physical Needs

Some children may require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related or may fluctuate over time.

Many children with Vision Impairment (VI), Hearing Impairment (HI), Physical Impairment (PI) or Sensory Impairment (SI) will receive specialist support and/or equipment in order for them to access their learning.

Sensory and/or physical needs include;

- Visual impairment (VI)
- Hearing Impairment (HI)
- Physical Impairment (PI)
- Sensory Impairment (SI)

The schools are supported through the Vision and Hearing Support teams and the Physical Impairment and Medical Support team.

Some pupils may also require specialist support from the Special Educational Needs Assistive Technology Advisory Service (SENATAS).

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child's special educational needs should be identified as early as possible.

However, behavioural difficulties, disruptive or withdrawn behaviours, slow progress, low attainment and/or difficulties related solely to limitations in English do not necessarily mean that a child has SEN.

A Graduated Approach to SEN support

We adopt a 'high quality inclusive teaching' approach as outlined in the Somerset Core Standards.

Initial identification of children with SEN is achieved through;

- a) Pre-school – home visits by the Foundation Stage Teacher prior to entry; links with local Children's Centres; links with Health Visitor; liaison with Nursery providers
- b) In school – teacher observation and assessment; screening; information from parent/carers; pupil progress meetings; SEN review meetings;
- c) Transfer – liaison with previous school; transfer of information; visits to/from transferring school staff

If concerns regarding progress, attainment or behaviour persist these are discussed with the SENCO and parent/carers. If the pupil's needs are not met under the Somerset Core Standards provision level of 'Universal' the pupil may have additional intervention, resources or support at the level of 'SEN Support' (Appendix 2). If the pupil is identified as having SEN the school will then take action to remove barriers to learning and put effective SEN provision in place. This takes the form of a four part cycle;

ASSESS – teacher and SENCO carry out a clear analysis of the child's needs, drawing on teacher assessments and knowledge of the pupil, additional targeted assessments; tracking or progress and attainment; views of child and parent/carers; advice from external support services.

PLAN – if it is concluded that SEN support is required, parent/carers will be formally notified and in consultation with them, the child, the teacher and the SENCO, adjustments, interventions and support will be put in place. The expected impact of these interventions will be determined and a date for review set. Support and interventions will be selected to meet the outcomes identified, based on reliable evidence of effectiveness, and this will be provided by staff with sufficient skills and knowledge. The support and interventions available vary by age and are recorded in the Whole School Provision List (Appendix 1). Where appropriate, plans made will include parental involvement to reinforce or contribute to progress towards the outcomes. All staff who work with the child will be made aware of the needs and the plan to support the child.

DO – the class teacher is responsible for working with and assessing the progress of the child, even if the interventions require group or 1:1 support away from the class. They will work closely with other staff involved in order to plan and assess the impact of the support. The SENCO will offer additional support or assessments if the child's particular strengths or weaknesses and advise on the effectiveness of the interventions provided.

REVIEW – the effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and parent/carers. This will feed back into the analysis of the child's needs. The teacher and SENCO will then revise the support and interventions in light of the progress and developments made, deciding on any alterations to the support given in consultation with parent/carers and child.

Early Help Assessment: An EHA is used to refer a pupil or family to external agencies for additional advice and support. It identifies the needs of children, young people and their families and if necessary can then make 'request for services' involvement, if services already involved are not able to meet the identified needs. It captures a child/young person's and family's needs at the earliest opportunity and importantly is a shared tool which can then be used by all agencies in Somerset who are delivering early help in a coordinated way.

Education and Health Care Plan (EHCP); where a child has an EHCP, the local authority and the school must review that plan every twelve months as a minimum.

Monitoring and Evaluation of SEND;

The success of the school's SEND policy and provision is evaluated through;

- Monitoring of classroom practice by the Head Teacher, Senior Leadership Team and SENCO
- Analysis of pupil tracking data
- School Self Evaluation document
- Local authority moderation and OFSTED inspection arrangements
- Formal and informal meetings of parent/carers and staff

Interventions

Interventions are planned as part of the Assess Plan Do Review cycle and these are monitored each half term. Start and end point data is collated to ensure that interventions are providing targeted and effective support.

The schools believe in encouraging the independence of pupils so TA support and interventions are adapted and altered to ensure that reliance on adult help and missing classroom activities are kept to a minimum.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

When a child has been identified as having SEN they are placed on the SEN Register which is held on the School Information Management System (SIMS). The criteria for adding a child to or removing a child from the SEN Register are described in the SEN Register Criteria document (Appendix 2).

This process will include the main category of need being recorded with additional needs if necessary and the level of support provided. There are 3 levels of support for children with SEN;

- **Universal** – (Element 1) funding is provided on a per-learner basis allocated to each school
- **Targeted** – (Element 2) providers contribute the first £6,000 of any additional educational support or provision from their notional SEN budget
- **Specialist** – (Elements 1 and 2) top-up funding provided on a per-learner basis following submission of evidence from the school through an audit process

ALLOCATION OF RESOURCES

Element 1 and 2 money is used to pay the salaries of Learning Support Assistants team and in addition, some or all of the following:-

- Specialist equipment/books
- Supply cover for reviews/planning meetings
- Travel expenses for attending SEN courses
- Payment for support staff to attend training days
- Course fees for SEN teaching and support staff

Depending on the level of need and intervention required, the teacher, in collaboration with the child, SENCO and parent/carers, may utilise one or both of the following in order to support, evaluate or review the provision;

- Personal Learning Plan – a child friendly plan of how outcomes will be achieved, including SMART Targets (Specific, Measurable, Achievable, Relevant, Timed) which will be reviewed termly
- Individual Provision Map – a working document designed to share information with all who are involved with the child and which may include the child's history, needs and their impact, strengths and weaknesses, vulnerabilities, attainment and progress, provision and views of stakeholders

Criteria for Exiting the SEN Register – If it is felt that a child is making progress which is sustainable and they no longer meet the criteria for being included in the SEN Register, the teacher and SENCO may decide to remove them from the SEN Register, following consultation with child and parent/carers. The progress and development of the child will continue to be monitored through the school's monitoring procedures.

Storing and Managing Information – Documents relating to children on the SEN Register will be stored within their Pupil File in locked cabinets in the SEN Office. These files will be passed on to a child's next setting.

It is important that information regarding a child's SEN is shared with all staff involved with a particular child within a school and between schools when a child transfers. This is done through the distribution of relevant paperwork and through discussions at staff meetings, Pupil Progress Meetings and review meetings. The sharing of information (written and verbal) complies with the school's Code of Conduct and Acceptable Use Policy.

ADMISSION ARRANGEMENTS

There are no special admission arrangements for pupils with special educational needs. If a child has an EHCP then the Local Authority has a responsibility to name the school the pupil should attend.

ACCESSIBILITY

The SEN and Disability Act 2001 places a duty on all schools to increase the accessibility for all disabled children.

The school does not have any specialist provision other than those listed in this policy. A disabled toilet is available near the hall.

MONITORING AND REVIEW

- There are 2 meetings each year Multi Agency Consultation meetings for the whole school per year. Personal Learning Plans are reviewed twice yearly. The SENCO meets termly with staff to review attainment and progress data.
- The progress of each child is monitored in detail, with targets being set and reviewed as an on-going process within each class.
- Decisions about individual pupils are made at the Consultation Meetings.

ACCESS TO THE CURRICULUM

- All children, including those with SEN, are entitled to a broad and balanced curriculum with full reference to the National Curriculum.
- Support may be given on an individual basis, or in a small group, either in class or out. We design our learning activities in different ways so that all pupils can access the National Curriculum. In general there are a range of groupings used in the classroom based upon pupils' abilities and opportunities for pupils to work at their own pace with and without support.
- In line with Local Education Authority policy, children will only be disapplied from National Curriculum in very exceptional circumstances.

TRAINING AND PROCESSES

In order to maintain the quality of teaching and provision and respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. This includes regular meetings between SENCO and staff to discuss SEN students, interventions and staff development. Teachers and staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The school's SENCO attends local network meetings in order to keep up with local and national updates in SEND.

EXTERNAL AGENCIES (including Health and Social Services)

The school works closely with the following services to provide advice in specialist areas.

- Educational Psychologist
- Learning Support Services
- Integrated Therapy Services (Physiotherapy; Speech and Language; Occupational Therapy)
- Autism and Communication Team
- EWO(Education Welfare Attendance Officer)
- School nurse
- Social, Emotional and Mental Health Support Service
- Visually Impaired Support Service
- Hearing Impaired Support Service
- PFSA (Parent Family Support Advisor)

Any contact with outside agencies about specific pupils is only made with parental and Headteacher consent.

LINKS WITH OTHER SCHOOLS

- Close links are maintained with Early Years education providers. Prior to admission in Year R the SENCo will liaise with these providers where pupils require a School Entry Plan. Parents are also seen prior to admission.
- Links with secondary schools are well established so that information regarding SEN pupils is transferred to the receiving SENCo and additional support put in place where necessary.

SUPPORTING CHILDREN AND FAMILIES

Teachers, in partnership with the SENCO, are responsible for ensuring that children are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENCO will liaise with teachers to assess the child's eligibility for access arrangements.

Parents are welcome to make an appointment at any time to discuss any concerns they may have about their children.

Parents with children on SEN Support are invited to make an appointment to discuss their child's SEN provision with the SENCO. An SEN Review will be held with parents, pupils, SENCO and other relevant staff for pupils with High Needs (top up funding or EHCP) and for those pupils for whom the school is applying for an EHCP.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have an EHCP in which case the SEND Code of Practice is followed.

The school has a Children with Medical Conditions Policy which is located on the school website.

DEALING WITH COMPLAINTS

We are always happy to talk to parent/carers and listen to any concerns they may have. If you have any worries or concerns about your child please talk to their class teacher or to the SENCo. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, the school has a complaints procedure. A copy of this can be obtained from the school office or on the school website.

THE LOCAL OFFER

As part of the new Code of Practice July 2014, local authorities must publish a Local Offer which gives information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. The Local Offer has 2 purposes;

- 1) To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- 2) To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

Schools are required to be transparent in what their setting offers in terms of support for children with SEN. Schools in Somerset have contributed to this by producing their own Local Offer which can be found on the school web site and a link is given from the Somerset County Council website.

Review and Responsibilities

Date of Policy	March 2018
Date of Next Review:	March 2020
Members of Staff Responsible:	
Governor(s)/Committee(s) Responsible:	
The plan was approved by the governing body on:	

Signed:

Chair of Governors

Headteacher

APPENDIX 1 – Whole School Provision List

APPENDIX 2 – Core Standards (All)

APPENDIX 3 – SEN Criteria

R	High Quality Inclusive Teaching	SEN Support	High Needs
Cognition and Learning	Differentiation by level, outcome, pitch, pace, grouping, activities and opportunities to practise and reinforce skills. TA support Visual aids – timetable, displays, resources ICT activities – laptops; class computers; IWBs; software LITERACY – Phonics games; group reading; 1:1 reading; Read Write Inc; word banks; key word flash cards; talking partners and paired work; puppets; recorders; story sack MATHS - practical activities; focussed questioning; small group activities; 1:1 support; ICT programmes; concrete resources; role play Multi-sensory activities	In class support from TA Additional reading support Screening and additional assessments Small group work specific to needs Additional parent / carer support (LP)	Specific provision for SEP SpLD Assessments EP assessments External agency support Advice from SENSS Additional support from parent/carer Additional class change planning
Communication and Interaction	EYSTC Differentiation of curriculum delivery eg by level of language, reiteration by TA Modified language Key words Visual aids, visual timetable, modelling Structured school and class routine (age appropriate) Role play opportunities	In class support with focus on speech and language SLT support from TA Playground monitoring Preparation for changes in routine Continued development of close links with home Talk Boost	Advice from SALT 1:1 support programme EP assessment 1:1 support for interaction with peers
Social, Emotional, and Mental Health	Whole school behaviour policy Whole school / class rules Whole school rewards and sanctions Class rewards and sanctions Clear boundaries Special Achievement Assemblies(self-esteem) Head teacher badges Role play opportunities Outdoor provision Whole school trips	Circle time / PSHE / Social Skills / SEAL In class support for behaviour targets Behaviour assessments Social skills training – taking turns, role play, drama, cooperation “Change in routine” preparation PFSA involvement	Advice from EP/SMEH/CAMHS Key adult Individual behaviour support programmes Home school record GP support Morning key adult time Playtime monitoring Additional “Change” preparation
Sensory and Physical	Flexible teaching arrangements – seating, access Multi-sensory activities Staff awareness of implications of physical impairment Pencil grips / Triangular pencils Medical support and advice Integration of exercises within PE Role play opportunities Outdoor provision Playtime equipment Learn to Move / Change 4 Life	Small group motor skills practice Additional handwriting practice Access to additional equipment ICT	Involvement of GP Advice from physio / OT 1:1 physio programme 1:1 OT programme Motor skills programme Specialist furniture 1:1 TA support during PE

KS 1	High Quality Inclusive Teaching	SEN Support	High Needs
Cognition and Learning	Differentiation by level, outcome, pitch, pace, grouping, activities and opportunities to practise and reinforce skills. LITERACY – Phonics games; group reading; 1:1 reading; Read Write Inc; word banks; key word flash cards; talking partners and paired work; puppets; recorders; monitoring of key words; story sack; Talk for Writing MATHS - practical activities; focussed questioning; small group activities; 1:1 support; ICT programmes; concrete resources; role play Multi-sensory activities Visual aids – timetable, displays, resources ICT activities – laptops, class computers, IWBs Guided, paired individual and buddy reading Phonics groups Foundation Stage Provision where needed Assessment for Learning strategies / Individual targets Creative curriculum Trips out / specialists in	In class support from TA ELS Additional reading support Screening and additional assessments Specific 1:1 teaching of LP targets P Scales monitoring Precision Teaching Small group work specific to needs Additional parent / carer support (LP) Literacy / Numeracy Target groups Word Shark Clicker 5 Extra reading support – specific schemes Literacy Difficulty tracking TRUGS	Specific teaching of Learning Plan Targets Individualised Literacy Intervention SpLD Assessments EP assessments External agency support Advice from SENSS Additional support from parent/carer Additional class change planning
Communication and Interaction	STC Differentiation of curriculum delivery eg by level of language, reiteration by TA Modified language Key words Visual aids, visual timetable, modelling Structured school and class routine (age approp) School Council Representatives Role play opportunities Clubs	In class support with focus on speech and language SLT support from TA Playground monitoring Preparation for changes in routine Continued development of close links with home Consultation Meeting advice	Advice from SALT 1:1 support programme EP assessment 1:1 support for interaction with peers
Social, Emotional, and Mental Health	Whole school behaviour policy Whole school / class rules Whole school rewards and sanctions Clear boundaries Golden Time Special Achievement Assemblies(self esteem) Head teacher badges Role play opportunities Outdoor provision Head Teacher postcards Whole school trips	Circle time / PSHE / Social Skills / SEAL In class support for behaviour targets Behaviour assessments Social skills training – taking turns, role play, drama, cooperation Talk About “Change in routine” preparation PFSA involvement Consultation Meeting advice	Advice from EP/SMEH/CAMHS Key adult Individual behaviour support programmes Home school record GP support Morning key adult time Playtime monitoring Additional “Change” preparation “Safe Place” plan for pupil / PHP
Sensory and Physical	Flexible teaching arrangements – seating, access Multi-sensory activities Staff awareness of implications of physical impairment Pencil grips / Triangular pencils Medical support and advice Integration of exercises within PE Role play opportunities Outdoor provision Playtime equipment Change 4 Life / Learn To Move	Small group motor skills practice Additional handwriting practice Access to additional equipment ICT Toe By Toe Write From The Start Speed Up Dyspraxia skills development Consultation Meeting advice	Involvement of GP Advice from physio / OT 1:1 physio programme 1:1 OT programme Motor skills programme Specialist furniture 1:1 TA support during PE
KS 2	High Quality Inclusive Teaching	SEN Support	High Needs

<p>Cognition and Learning</p>	<p>Differentiation by level, outcome, pitch, pace, grouping, activities and opportunities to practise and reinforce skills. TA support LITERACY – Phonics games; group reading; 1:1 reading; Read Write Inc; word banks; key word flash cards; talking partners and paired work; recorders; Talk for Writing MATHS – practical activities; focussed questioning; small group activities; 1:1 support; ICT programmes; concrete resources Visual aids – timetable, displays, resources ICT activities – laptops, class computers, IWBs Multi-sensory activities Guided, paired individual and buddy reading Phonics groups Assessment for Learning strategies / Individual Targets Creative curriculum Trips out / specialists in</p>	<p>In class support from TA FLS Screening and additional assessments Specific 1:1 teaching of LP targets P Scales monitoring Precision Teaching Small group work specific to needs Word Shark Clicker 5 Squeezables Spelling hornet Additional parent / carer support (LP) Literacy / Numeracy Target Groups Extra reading support – specific reading scheme Auditory Memory games/listening activities Literacy difficulty tracking Consultation Meeting advice</p>	<p>Specific teaching of Learning Plan Targets SpLD Assessments EP assessments External agency support Wave 3 Literacy – ILI / Surfers Wave 3 Numeracy Dyscalculia Toolkit Memory Skills/Barrier games Advice from SENSS Additional support from parent/carers Additional class change planning</p>
<p>Communication and Interaction</p>	<p>STC Differentiation of delivery (level of language, reiteration by TA) Modified language Key words Visual aids, visual timetable, modelling Structured school and class routine (age appropriate) Circle time / PSHE sessions Role play / drama opportunities School Council Representatives Clubs</p>	<p>In class support with focus on speech and language Mr Goodguess SLT support from TA Playground monitoring Preparation for changes in routine Continued development of close links with home Talk About Consultation Meeting advice</p>	<p>Advice from SALT 1:1 support programme EP assessment 1:1 support for interaction with peers</p>
<p>Social, Emotional, and Mental Health</p>	<p>Whole school behaviour policy Whole school / class rules Whole school rewards and sanctions Special Achievement Assemblies (self esteem) Head teacher badges Clear boundaries Drama opportunities Whole school trips Residentials</p>	<p>Circle time / PSHE / Social Skills / SEAL In class support for behaviour targets Behaviour assessments Social skills training – taking turns, role play, drama, cooperation “Change in routine” preparation Additional home/school communication Talk About PFSA Involvement Consultation Meeting advice</p>	<p>Advice from EP/SMEH/CAMHS Key adult Individual behaviour support programmes Home school record GP support Morning key adult time Playtime monitoring Additional “Change” preparation “Safe Place” plan for pupil / PHP</p>
<p>Sensory and Physical</p>	<p>Flexible teaching arrangements – seating, access Multi-sensory activities Staff awareness of implications of physical impairment Pencil grips / Triangular pencils Medical support and advice Integration of exercises within PE Swimming/Drama opportunities Playtime equipment Learn to Move / Change 4 Life</p>	<p>Small group motor skills practice Additional handwriting practice Access to additional equipment ICT Speed Up Write From the Start Dyspraxia Skills Development Consultation Meeting advice</p>	<p>Involvement of GP Advice from physio / OT 1:1 physio programme 1:1 OT programme Motor skills programme Specialist furniture 1:1 TA support during PE</p>

APPENDIX 2

Core Standards (All)

UNIVERSAL ALL children & young people High quality teaching		SEN SUPPORT SOME children & young people Additional targeted support	
WHY		COLUMN 1 PLUS:	
All children and young people have the opportunity to be happy, safe and lead fulfilling lives as per the Somerset SEND Strategy 2016-19	Website Adherence to Equality Act Equality Statement Award assemblies	Children and young people requiring provision that is additional to and different from their peers to make progress are recorded as 'SEN Support' on the setting's SEN register and parent/carers are informed.	Teacher/parent meetings SENCO/parent meetings SEN register Whole School Summary Provision Map by need
The educational setting inspires confidence by recognising children and young people along with parent/carers as full partners in the education journey towards adulthood as per the Somerset Participation and Engagement Strategy and the national SEND Code of Practice	School Council SEN parent reviews SEND Policy	The views of children, young people parents and carers are sought regularly, about their strengths, difficulties, provision and progress; for example using an Early Help Assessment.	EHA APDR process – pupil page in IPM
There is a focus on clear and accessible communication to establish positive relationships between staff, parent/carers and children and young people	Open door policy + parent meetings Parent meetings Target setting Parent mail Website	Additional provision is agreed, monitored and reviewed in partnership with parent/carers, children/young people.	APDR process
All staff demonstrate a positive attitude to inclusion, informed by case studies of best practice.	CPD Safeguarding Updates SEND Policy Learning Walks	Staff work in partnership with relevant agencies and professionals to support identified needs and enhance coordination, for example by arranging a Team Around the School meeting.	EHA TAC PFSA meetings Consultation Meetings Transition planning meetings
The setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing, which prepares people well for independence in adulthood.	Behaviour Management and Anti-Bullying Policy ELSA (Team Teach Training planned May 18)	Children/young people and their families are clear about the support they can expect and their progress/expected outcomes via regular review meetings	Termly SENCO/parent meetings
Every teacher is a teacher of every child and young person	Core Standards Training and monitoring	.	
WHAT		COLUMN 1 PLUS: Staff ensure that an Assess-Plan-	

		Do-Review cycle is followed	
Clear processes are in place to identify children and young people's strengths and needs.	Award assemblies HT good work board Attainment tracking G+T events SENCO referral process Graduated Response / APDR	Parents and carers are given information about changes to SEND legislation and parental support organisations	Parent reviews termly School website Notice board
Reasonable adjustments are made to enable the curriculum to engage ALL children and young people. Every teacher is a teacher of every child and young person and is responsible for appropriate differentiation	IPMs in place where necessary Differentiated planning TA support Lesson observations	Appropriate, regular and accurate assessments are carried out to inform planning	SEN reviews with staff Assessments chart
Children and young people's progress is tracked and reviewed throughout the year in line with assessment policy.	Half termly PPMs Attainment / Progress tracking Target setting	Additional approaches are in place which complement the teaching and support available at a universal level	IPMs – pupil summary page
High aspirations and expectations for all children and young people are realistic and are set in partnership with children, young people and their parents/carers	APDR IPMs Planning (med/long term) Outcome based planning top down	The outcome led plan is developed, agreed and reviewed with all involved including the child young person and family	SENCO referral form ADPR process
Transitions are planned appropriately to support individual need, age and setting.	Pre-school to R transition days Pre-school inclusion in events Class transition planning and visits Secondary transition planning	The setting makes use of evidence based specialist resources and professional expertise to inform additional/alternative provision. This could include external specialist advice	Consultation Meetings PEVP
Parents and carers are informed about local services via the SEND Directory.	Parent reviews Parent SEND reviews Parent notice board Website	Enhanced transition support is available and well planned.	SEPs Transition planning with secondary schools
		For more guidance on specific provision for SEN, refer to the SEN specific Core Standards	
HOW		COLUMN 1 PLUS:	
The environment and curriculum reflects the needs of the learners, is accessible and engages all learners.	Differentiation according to pupil needs/abilities Learning Walks (SLT/Governor) SENCO lesson observations	Specific environmental adaptations are made swiftly and effectively as per the Accessibility Strategy 2015-17	Accessibility Policy – changing facilities; adaptations to class 2; disabled toilet

Every teacher is a teacher of every child and young person and is responsible for appropriate differentiation and health care arrangements	Cross class teaching Job descriptions CPD	Children/young people have access to relevant equipment and technology to aid access to the curriculum, eg, pen(cil) grips, computers, relevant software etc	Provision map IDFSI resources Provision map by need
Staff are informed about updates and training opportunities via the SEND Newsletter	SEND newsletter in staffroom Regular updates through SEN reviews (SENCo and staff)	Staff have access to targeted advice and support from specialist staff	Consultation Meetings EP / ACS / OT / SaLT / LSS/ Vision Support Services /PT / Early Years SENCO
There are high aspirations and expectations for all pupils which are realistic and designed to reduce/remove barriers to learning.	Graduated response Manageable steps Clear expectations SEN file of conditions and strategies IPM summaries	Outreach support	2016/17 – South Somerset Partnership School
Teachers reflect upon and review their planning, and adjust their teaching, environment and resources in consultation with children, young people and their parents/carer	CPD Lesson evaluations Planning adaptations – individualised timetables Review of MT plans SEN reviews with SENCO	Individual or small targeted support is available	Provision Map
Inclusive education is planned and monitored, for example using the Index for Inclusion.	SEND Policy Accessibility Plan Outdoor learning/Forest School IPMs Individualised planning /timetables /provision according to need Index for Inclusion work begun	Strategies such as pre-teaching, visual support or reinforcement of specific vocabulary is available as necessary	Provision Map
		For more guidance on specific provision for SEN, refer to the SEN specific Core Standards	
WHO		COLUMN 1 PLUS:	
Leadership, management and governing body has due regard to statutory guidance, including the SEN Code of Practice, the Equality Act (2010), and the Governance Handbook.	SEND Policy (updated February 18) Governor training SEND reforms training – staff 12.02.16 governors 23.05.16 Core Standards Training – staff 14.03.17 ; SEN governor 20.06.17; Governors Governor Learning Walks SEN Reviews CPD	The SENCO co-ordinates SEND provision and discusses any concerns with parent/carers, children/young people and staff members	Whole School provision map (termly) Whole School overview of SEN (termly) Reviews with staff – termly Reviews with parents – termly SENCO attendance at parents evenings Reviews with pupils - termly
Leadership, management and governing body support staff to develop their knowledge, skills and confidence to meet the needs of all the young people, providing a full	Training (as above) CPD	Senior leaders regularly review interventions and resources and their effectiveness against previously agreed outcomes	SENCO monitoring of all interventions – outcomes and effectiveness reported to governors termly

range of training opportunities, including specific SEND Reforms training.			
Leadership, management and governing body uses a self-evaluation tool to monitor implementation of SEND reforms	Core Standards self evaluation SEN audit Feb 17	Senior leadership oversee effective deployment of staff	
Governing body and all staff have a good understanding of their roles and responsibilities and expect all young people to achieve good progress.	SEN Governor / SENCo attendance at conference (March 17)	Senior leadership team ensures time is allowed for planning and delivering targeted interventions by appropriately skilled and trained staff who embed outcomes in whole class / whole group teaching	PP target groups and class-based intervention groups monitored by SENCO SENCO intervention groups All interventions – entry/exit data and analysis of effectiveness
Every teacher is a teacher of every child or young person	Cross Class teaching SEN File of all pupil summaries Whole School Summary of Need	Leaders and managers prioritise children in consultation with practitioners / key person to plan access to targeted interventions, resources, opportunities and equipment	SEN reviews termly (sENCO and staff); PPM termly; SEN governor/SENCo meeting termly
		Governors monitor and scrutinise progress and outcomes	Termly SEN Report to governors – attainment and progress of all pupils, SEN pupils and non-SEN pupils. Analysis of intervention effectiveness. SENCO book scrutiny / lesson observations / TA observations - termly

APPENDIX 3

SEN Register Criteria - Sept 2017

	Communication and Interaction	Cognition and Learning	Social and Emotional	Physical and Sensory
R	Needs raised at MAISEY/School Entry Meeting Need identified by Speech and Language Therapist ECAT/TALC assessment – significantly below expected level	Needs raised at MAISEY/School Entry Meeting/EHA Working significantly lower in EYFS <ul style="list-style-type: none"> • Mathematics • Literacy • Characteristics of effective learning 	Needs raised at MAISEY/School Entry Meeting Working significantly lower in EYFS PESD	Needs raised at MAISEY/School Entry Meeting Medical diagnosis Working significantly lower in EYFS Physical
School Entry Plan in place				
KS1	-Need identified by Speech and Language Therapist -Diagnosis of ASD -Below level 4 TALC -Renfrew vocabulary score / spoken vocabulary score significantly below CA	-Working more than 1 year below age-related expectations in reading, writing or maths - P Scales being used to track progress from the end of Year 1 -Small group maths/english -Reading (accuracy and comprehension) or spelling age 18 months+ behind C.A. -Unable to read first 45 words at end of Yr 1 / First 100 words at end of Yr 2 -Identified processing difficulty -Identified working memory difficulty	-Boxhall Profile indicates areas of need -Attachment Disorder -Significant difficulties in peer relationships -High level of adult support for engagement with tasks -Unable to work independently -Unable to concentrate for 15 minutes unprompted -ADD/ADHD diagnosed	-Medical diagnosis -OT/Physio involvement -Significant gross or fine motor difficulties
KS2	-Need identified by Speech and Language Therapist -Diagnosis of ASD -Vocabulary score 2 years below C.A. on BPVS	-Working more than 1 year below age-related expectations in reading, writing or maths - P Scales being used to track progress -Small group maths/english -Reading (accuracy and comprehension) or spelling age 18 months+ behind C.A. -Identified processing difficulty -Identified working memory difficulty	-Boxall Profile indicates areas of need -Attachment Disorder -Significant difficulties in peer relationships -High level of adult support for engagement with tasks -Unable to work independently -Unable to concentrate for 20 minutes unprompted -ADD/ADHD diagnosed	-Need identified by Speech and Language Therapist -Diagnosis ASD -Vocabulary score 2 years below C.A. on BPVS