



Parkwood
Primary School

SEND Policy

January 2022

Review: Dec 2021
Date of Next Review: Dec 2021

Coordinator		Nominated Governor	
Helen Collins		Julie Medhurst	
Headteacher	Alex Moir	Date	2/3/22
Chair of Governing Body	Terry Wildman	Date	2/3/22

Contact Details

Helen Collins (SENDCo)

Michelle Wintle (Pastoral Pathways Lead)

Alex Moir (Head Teacher)

Julie Medhurst (SEN Governor)

All of these can be contacted through the school office or on (01634) 234 699

This policy should be read in conjunction with the following policies, guidance and acts:

- SEND Code of Practice (2015)
- The Children and Families Act (2010)
- Equality Act (2010)
- Statutory Guidance for Supporting Pupils with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)
- Teaching Standards (2012)
- School Admissions Code (DfE 2012)
- Parkwood Primary SEND and Pastoral Offer
- Parkwood Primary Information Report to Governors 2021_22

1. Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at Parkwood Primary School.

This policy was developed and consulted with parents and carers, representatives from the governing body and particularly with parents of children with SEND and will be reviewed annually. Medway Council guidelines and DfES Code of Practice have been taken into consideration in the formulation of this policy.

This document provides a framework for the identification of and provision for children with Special Educational Needs and any Disability. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum, an environment where every child is valued and respected and also able to learn in a happy and confident manner and within an atmosphere of good quality teaching with high expectations for all pupils

2. Core Values

Parkwood School is a creative, safe and welcoming school where we celebrate and welcome difference within our school community. The ability to learn is underpinned by the teaching skills, knowledge, concepts and values with a vision to prepare pupils for a

happy and healthy life beyond primary school. Our vision for Parkwood School is that our children will leave us with genuine enthusiasm for learning.

3. Aims and Visions

Parkwood Primary School is dedicated to providing an inclusive school environment where all stakeholders pride themselves in having the shared responsibility and vision in working above and beyond to meet all the needs of all children. The School's ethos of Imagine, Believe, Persevere and achieve is reflected in everyday school life and underpinned by the core rules of Safe, Respectful and Ready.

As a school we make every effort to meet the individual needs of all children and achieve inclusion for all pupils. We are highly adaptable which means we do not treat all learners the same way but consider their varying needs and learning styles.

The School's Objectives are to:

- Be an inclusive school and ensure that SEND is not sidelined. This process will involve the Governing Body, staff and parents in line with the Local Authority (LA) guidelines and the SEND Code of Practice (2015)
- Create a consistent and coordinated whole school approach to Special Educational Needs and Disabilities (SEND),
- Ensure all children can access the whole school curriculum and be included in all aspects of school life at levels appropriate to their needs
- To reach high levels of achievement for all and achieve his/her personal potential
- ensure that the most vulnerable children are supported by trained, competent staff who work within the expectations of this policy
- To achieve a level of staff expertise to meet pupil need
- Provide planned strategies for the identification, monitoring, assessment and review of SEND
- To meet individual needs through a wide range of provision
- To involve parents and families and consider their views when planning for their children

4. Definitions

Taken from the SEND Code of Practice (2015).

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, 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

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above, when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

5. Special Educational Needs at Parkwood Primary

Many children require additional support at some stage in their educational journey, this does not necessarily, mean they are identified as having SEND.

Quality First Teaching is implemented (see appendix 1) across the curriculum to enable every child to achieve their full potential, whilst removing barriers to their learning.

At Parkwood we believe that early identification and communication is key, therefore we strive to identify and provide effective early support to children who may be at risk of poor outcomes. It is recognized that children learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity.

Identifying Areas of Need

Children with Special Educational Needs or Disabilities (SEND), can find it difficult to access the curriculum alongside their peers, many need extra support because of a range of needs.

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." SEN Code of Practice (2015, p94 6.15)

The four areas of need as identified with the SEN Code of Practice 2015 are:

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

(Defined in appendix 2)

6. Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan.

Parkwood Primary recognizes this duty to properly support pupils with medical conditions, adhere to any individual health care plans and ensure that such pupils have full access to educational experiences including physical education and off site trips. Some children with medical conditions may be disabled and therefore we will comply with our duties under the Equality Act (2010).

6. SEND Register

Those children who have need which is provided for in school are named on the SEND Register. This is managed by the SENDCo and is reviewed and amended when children have a recognized need which needs additional management within school.

7. Roles and responsibilities

7.1 The SENCO

The SENDCo is Mrs Helen Collins.

- The SENDCo has an important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.
- The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SENDCo, including those who have EHC plans.
- The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

7.2 The SEN governor and Governing Body

The Governing Body has duties under Section 161(2a) of the Education Act to ensure that a child with SEND receives the help that his/her learning difficulty requires.

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

7.3 The headteacher

The headteacher has responsibility for the day to day management of SEND provision. The Headteacher will make budgetary, staffing and resource decisions and will be responsible for the internal moderation of standards and overseeing implementation of the SEN policy. Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.

7.4 Class teachers

- Each class teacher is responsible for the progression and attainment for all pupils in their class, this includes those with SEND, and they should ensure lessons and learning experiences are accessible and appropriate for all as part of quality first teaching.
- The class teacher is responsible for the identification of needs and delivery of programmes of work for the SEND pupil in the classroom including differentiation of learning for pupils with SEN.
- Working with the SENDCo the class teacher is responsible for monitoring and reviewing outcomes of this additional provisions and decide on any changes to provision. Recording these interventions and evaluating them via the appropriate procedures.

- The class teacher will liaise with parents and keep them informed at all stages of provision for special needs teacher/ parent meetings and where needed through written contact.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring they follow this SEND policy.

7.5 Continued Professional Development

The SENCo – Mrs Helen Collins has held The National Accreditation for Special Educational Needs Coordinator since January 2020

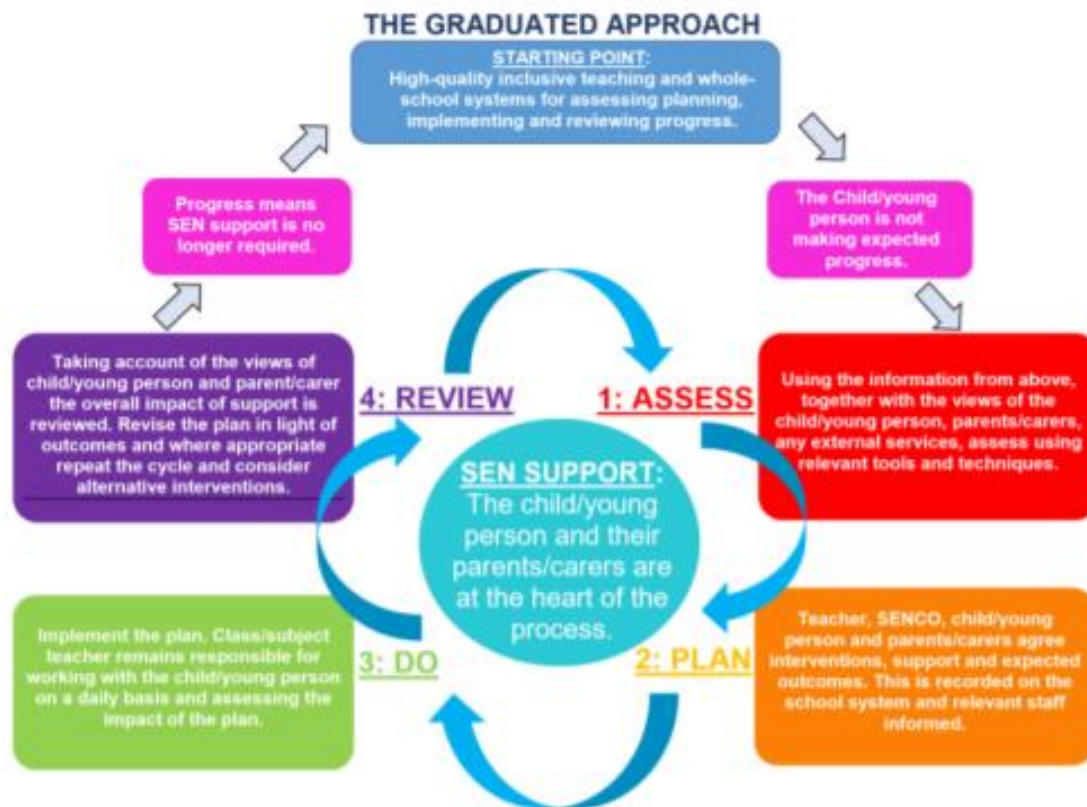
Regular training will be sought through outreach services, NHS services such as Snapdragons and Medway Council to ensure policies and practice are following the most recent findings and research.

Training needs are identified by staff themselves or by the SENDCo to meet the profile of needs of children in school or those known to be coming into school.

8. Supporting children with SEND – A graduated approach

Parkwood Primary has adopted the graduated approach in line with the SEND Code of Practice (2015). (Appendix 3)

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. The graduated approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. The Assess Plan Do Review cycle allows school to continually review and amend pupil provision based on need. (As shown in the diagram below.)



At Parkwood Primary- we believe that accurate support comes from knowing where each child is in their education journey. Using the framework to gather information and implement the graduated approach. Universal Provision and Early Identification is essential for supporting the child through the ordinarily available school offer.

Assessing Need

<p><u>Academic and Diagnostic Testing</u></p>	<ul style="list-style-type: none"> - National Curriculum Assessments - Literacy and Maths testing using PiXL assessments - Speech and Language Link - Phonics screening - Sound linkage - Snapdragons questionnaires - SNAP IV profile - Strength and difficulties questionnaire (SDQs) - Salford reading and comprehension - The dyscalculia assessment - GL Dyslexia Screener - Boxall Profiles
<p><u>Observation and discussion</u></p>	<ul style="list-style-type: none"> - Teacher observations - Parent observations

	<ul style="list-style-type: none"> - SENDCo observations - SALT observations/ assessments - Nursery report - Previous teacher pen portraits/ handover - Health records - Outreach services - Meet the teacher
--	--

Transition

This is an on-going process and particular attention is given to transition at the following times:

- prior to entry to school
- on entry
- change of school
- change of year/teacher

9. Provisions at Parkwood

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. At Parkwood Primary, SLT all ensure that all teaching and provision is delivered effectively. Pupil Progress Meetings and SEND assessments inform provision planning.

There are two types of provision map used at Parkwood Primary.

Year Group Provision Maps	These identify individuals who have targets which are managed within Wave 1 and 2 support within the class environment.
Medway Costed Provision Maps	These are implemented for children who have an EHC plan or are identified as high needs and in receipt of Element 2 or 3 funding.

Interventions Offered at Parkwood Primary include:

Curriculum (English/Maths)	<ul style="list-style-type: none"> Plus 1 Power of 2 The Hornet Word Wasp Number connections Read Write Inc
-------------------------------	---

	SNIP Daily/ Frequent reader Personalised spelling strategy Pixl Interventions and Therapies
Cognition and Learning	Daily Lesson Support small group or 1:1 Stile Beat Dyslexia Toe-by-toe Sound Linkage Pre-teaching Precision Teaching Memory Games
Communication and Interaction	Speech and Language Link Speech and Language Therapy Language for Thinking Talk Boost Nuffield Early Language Intervention Advisory Teacher – HI and VI
Social Emotional Mental Health	School Counsellor Mid-Level Therapeutic Interventions Time to Talk Emotional Regulation Social/ Confidence Group Anger Management activities Access to managed playtimes within the Hive and lunchtime support Time out support managed by the Hive Fiddle Toys Wobble Cushion Ear Defenders Weighted blankets
Sensory and Physical	OT support BEAM Sensory Circuits Fine motor skills – clever fingers, dough disco Handwriting interventions
External Professional Support	Marlborough Outreach Forti Trust Outreach (Bradfields) Specialist Dyslexia Teacher- Specific Learning Plans Occupational Therapist – My Plans Speech and Language – My Plans NHS Professionals such as Diabetic Nursing Team

10. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

11. Additional support for learning

The Staff team at Parkwood Primary have recognized training in the following areas:

- Nurture
- Speech and Language
- Occupational Therapy
- Precision Teaching
- Behaviour Management
- Medway Hopscotch Core Standards
- Counselling and Emotional Support
- Learning Support
- TEACCH Methods supporting children with ASD
- Attachment Needs
- Nurture

Teaching staff will have the opportunity to attend training courses relevant to Special Needs and to further their own professional development. Teaching assistants work within a whole class setting, small group intervention, 1:1 interventions and where necessary will support pupils on a 1:1 basis for high needs as defined by an EHCP.

Parkwood School works with the following named agencies to provide support for pupils with SEN:

- Occupational Therapist
- Speech and Language Therapist
- Fortis Trust Outreach
- Marlborough Outreach
- Advisory Teacher for hearing and vision
- Educational Psychologist
- School Nurse Team
- Play therapist
- Specialist Teacher
- Counsellor
- Mid Level Therapeutic Counsellor

12. Funding

The notional SEND budget is not ring fenced and therefore it is for schools to manage the whole of its budget to include provision for SEND. At Parkwood Primary we strive to always use this process to provide the highest quality of SEND support possible and have a large teaching assistant team to implement this.

The Governors and Head Teacher will determine the appropriate allocation of resources including staffing following receipt of budget allocations from Medway Council. The school allocates the SEND funding based on the whole school needs of children with SEND.

Additional funding for more expensive special educational provision is available from Medway Council. This is known as E2 (Top-Up) funding for children without EHCPs and E3 funding for those with EHCPs. This is provided where the cost of special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (Code of Practice, 2015, p.110) The school provides evidence of how the allocated budget and additional money is used to support the pupil.

13. Consulting and involving parents and children

This school has a commitment to working in partnership with parents. The class teacher will have an initial early discussion with their parents and pupil, where applicable, when identifying whether a child requires additional support or there is a need for special educational provision. These conversations may take place after school or at parents' evenings and will make sure that:

1. Everyone develops a good understanding of the pupil including likes, dislikes, areas of strength and difficulty.
2. We consider the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are. The parent is informed of any additional support the child may receive, outside agency involvement going forwards or SENDCo support.

If additional support is required parents will be sent home a copy of the provision map for their child or asked to consent to outside agency involvement. Other instances where formal consent will be asked for by parents is if class teachers have concerns and would like to

discuss a child to seek advice from other agencies in the In-School Review (ISR) This will also give parents a chance to comment on their concerns over a child's progress, performance, behavior, health and general development if they should wish.

At any point a parent is actively encouraged to seek advice of the class teacher, SENDCo or head teacher at any time. Parent's views are sought and acknowledged as part of the identification, assessment, provision and review cycle of SEND support. The SENDCo and class teacher will be available at regular parents' evenings for drop-in appointments or formal conversations. If there is a concern before these meetings parents are advised to contact the school office to book an appointment or a drop-in session with the SENDCo. School will formally notify parents when it is decided that a pupil will receive SEND support, outside agency advice is sought or they are receiving outside agency involvement or they are being placed on the school's SEND register. This may be from the agency directly or through the school, this may be in person or through writing. (See appendix 4 "Working in partnership with parents")

14. Monitoring and evaluation

Pupil's progress is monitored using teacher assessment and small step tracking three times a year using PiXL. If a child is receiving additional support the progress of these are monitored on and their impact reviewed to see if the additional support should continue or be changed.

Provision maps are used to record additional interventions and data is collected at the start and end using record sheets and teacher assessment tracking. The SENDCo will then monitor their effectiveness for individual children and evaluate whether the additional support is meeting the needs of the child.

Quality of teaching is monitored through lesson observations, learning walks and book scrutiny with the Senior Leadership Team. Pupil voice is sought by the SENDCo for children with SEND. Feedback is given via parents evening forms and yearly reports. Children with EHCPs will have a scheduled annual review meeting to look through a child's targets and amend as necessary based on their achievement's.

15. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where it is necessary the school will use resources available to it, to provide additional adult support to enable the safe participation of the pupil in the activity.

16. Support for improving Emotional and Social development

At Parkwood we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching (for instance through PSHE), Social Use of Language Programme (SULP), Emotional Regulation, 'Circle Time', 'Talk Time' 'Circle of Friends' and indirectly in every conversation an adult has with pupils throughout the day. The school has an area dedicated to pastoral support in The Hive, where pupils can access pastoral support.

For some pupils with the most need for help in this area we also can provide a counselling service within school, external referral to CAHMS, time-out sessions for pupils when upset or agitated and access to the Hive for pupils who cannot cope on the playground at lunch time.

Pupils in the early stages of emotional and social development because of their special educational needs, will be supported to enable them to develop resilience, beyond that required by pupils who do not need this support.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of any lunchtime and afterschool clubs

We have a zero tolerance approach to bullying.

17. Complaints about SEND provision

Should a parent or carer have a concern about special provision made for their child they should, in the first instance, discuss this with their class teacher. If this continues this should be referred to the head teacher, who will try to resolve the matter and can advise on formal procedures for complaint.

The Complaints procedure for SEND issues follows the same guidelines as complaints for other issues and is available on the school website and as a policy within school.

18. Dissemination

Critical information is disseminated through the most appropriate of the following means:

- Staff meetings

- Pupil Progress Meetings
- Provision Map Reviews
- Photocopying of reports from agencies to teachers and teaching assistants
- Profile of need and SEND register
- In School Reviews (ISRs) held three times a year
- Transition meetings

In accordance to GDPR all information on children is stored in lockable facilities or used on our secure shared area.

19. Contact details of support services for parents of pupils with SEND

- MCH Services including Snapdragons and School Nursing
www.medwaycommunityhealthcare.nhs.uk/patients-families-and-friends
Tel 0300 123 344
- Family Action- Small Steps Service
www.family-action.org.uk/what-we-do/children-families/medway-small-steps-service/
- Family Solutions- Early
www.medway.gov.uk/downloads/download/269/family_solutions_early_help
- Kent Autistic Trust – 01634 405168
- MAGIC (Medway Autism Group and Information Centre) - 01634 570706
www.medway-magic.org/
- Young Medway Parents & Carers Forum
- ROCC Stars – Rivermead Outreach Community Challenge
<http://www.rivermead.org.uk/rocc/298.html>
- NEFLT <https://www.nelft.nhs.uk/services-kent-medway/>
- A Guide to Special Educational Needs and Disabilities for parents and carers, summing up the new Code of Practice:
 - <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
 - "My Autism and Me video"
 - <http://www.bbc.co.uk/newsround/15655232>
 - Talking to your child about autism
 - <https://www.bbc.co.uk/cbeebies/joinin/pablo-talking-to-your-child-about-autism>
 - Hints and tips for children with ADHD
 - <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-adhd/>
- Ten things parents should know about Dyslexia.

- <https://www.nessy.com/uk/parents/dyslexia-information/10-facts-every-parent-needs-know/>

20. The local authority local offer

The Local Offer will:

- give you information about Education, Health and Care services
- give you information about leisure activities and support groups
- hold all the information in one place
- be clear, detailed, accurate and accessible
- make it easier to find out what you need to know
- help you to find the nearest and most suitable services
- make service provision more responsive to local needs and aspirations

https://www.medway.gov.uk/info/200307/local_offer/831/about_medways_local_offer

22. Inclusion and Equality

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make our teaching fully inclusive. We recognize the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation.

At Parkwood we seek to actively encourage equity and equality through our work. No gender, race, ethnicity or disability will be discriminated against.

21. Monitoring arrangements

This policy and Governors information report will be reviewed by Helen Collins – SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the head teacher and governing board.

22. Local Authority

As a school we make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND information report.

Appendix 1- Provision Plan Parkwood Primary

Provision Plan Parkwood Primary 2021-22



Area of Need	Step 1: Quality First Teaching	Step 2: Interventions	Step 3: Parent Discussion Possible Referral	Step 4 SEND Diagnostic Conducted by HC/MW/HT/JE External: GE SW SP SE JF	Step 5 School Based Plan
Cognition and Learning Global Delay Dyslexia Dyspraxia Auditory Processing Disorder (APD)	Differentiated: planning , activities, delivery and outcome. Visual prompts / modelling Word Banks Sentence Starters Task Boards Writing frames Mind Maps Longer processing time Multi-sensory approach	Precision Teaching Handwriting: Letters and Sounds Toe by Toe Colourful Semantics Daily Reading Stile: Reading Comprehension Mind the Gap Feedback	Meeting with parents to discuss school and parental concerns. Discussion documented on Parent Contact Form and copied for pupil file, both SEND files.	Specific Learning Difficult Assessment Numeracy Assessment Reading Benchmark Phonics Screening Memory Screening Referral to Educational Psychologist	Targets to be written with the SENCO/CT and shared with parents and child. To be reviewed termly.
Communication and Interaction ASD Speech and Language Need	Visual timetables Simplified/Modified language Children to repeat back instructions Increased visual aids / modelling etc Communication in Print Structured class routines	Colourful Semantics Speech group- Melj Language group- Talk Boost Communication in Print My Plan targets written by Speech and Language Therapist.	Complete SEND referral form and pass onto the Inclusion Team for discussion.	Speech and Language Link Language for Learning Referral to Speech and Language Therapist. Small Steps Team	
Emotional, Behavioural and Social ADHD OCD ODD	Whole school / class rules Class reward systems Circle Time Emotional Check In	CBT Lego Therapy Social Stories		Boxall Profile Referral to Educational Psychologist Referral to school nurse Small Steps Team Family Solutions (Early Help)	
Sensory and Physical Visual Impairment Hearing Impairment Physical Disability	Sensory circuits Writing slopes Pencil grips Ear Defenders Fiddle toys Wobble Cushion Weighted Snake/blankets	BEAM/Hopscotch FIZZY Clever Hands Sensory Circuits Sensory tent/bags Heavy work Movement Break OT Student Passport Targets		Fine and Gross Motor Checklist Referral to Occupational Therapist, Hearing or Visual Impairment Team	

Year Group Provision Map Example



Parkwood Primary School Provision Map 2021/22

Year :	Term: 1	Teachers:
---------------	----------------	------------------

Children with SEND	Children in Receipt of PP	Children with SEND AND PP
Children with SEND only need to be listed here	Children with PP only Listed here	Children who fall into both categories listed here (combined SEND and PP)

PRE SEND

SEND Concerns being investigated	Pastoral Needs being supported
Children who have been referred to the SEND team but have NO FORMAL DIAGNOSIS	Children who are in receipt of pastoral support but not on the SEND register

+

Wave 1 (Quality First Teaching) in classes:	Wave 2 (Teacher and TA Intervention)	Wave 3 (Outside Agencies)
Lessons using all VAK learning styles Visuals to be used for non-verbal behaviour prompts Know me to Teach Me Strategies for seeking help Widgit Visual Prompts for Language Learning partner talk Differentiated questioning Use of mini whiteboards Range of AFL strategies Choice of working location/regular changing of seats Peer and self-assessment Mixed ability grouping/ability groupings/independent opportunities/in a different section of the room Visual timetables Use of manipulatives in Maths Word banks/handwriting letter strips Task boards Writing Frames Longer Processing Time given Range of learning output styles	Spelling Group- Alpha to Omega Targeted Phonics Groups Precision Teaching Speech and Language Link Talk Boost Nuffield Early Language Intervention (Melj- FS/1 only) Time to Talk Social Skills Groups Pre Teaching of key concepts Sensory Programmes HFW spelling intervention Arithmetic focus group Mind the Gap BEAM Fizzy Heavy Work	Speech and Language Therapy- My Plans Occupational Therapy- My Plans Specialist Teachers – SPLD guidance Educational Psychologist Support Emotional First Aid Counselling Marlborough/Behaviour Support Bradfields Behaviour Support

<p>Opportunities for jobs and responsibilities Credit system to encourage behaviour for learning/awards at the end of term for individual children Regular feedback session with class teacher and teaching assistant Small group teaching Sensory Circuit(whole class) Work breaks Sustained teaching needs to be only 1-2 minutes longer than academic age</p>		
--	--	--

Name	Targets working towards :	Targets Review Date Met/Reset/New	Wave 1	Wave 2 (In class and TA Intervention) (Identified CT ,HLTA,SLTA,TA)	(Wave 3) External Support-Specialist Services
Child A	<p>To write 3 independent sentences. To remain on task for 5 minutes in every 10. To consistently use exchanging in HTU. To be able to socially interact for a time limit with a peer.</p>	<p>Review Dec 2020 Met- 21/11/20</p>	<p>Regular checks by class teacher and teaching assistant. Word Bank Use of mind map Timer Mind the Gap Catch up</p>	<p>TA 1:6 3 X 15 mins SPAG focus CT 1:3 4 X 10 mins carpet sessions maths lessons SLTA 1: 3 1 X 20 mins Social Skills Group Language Link Intervention- 1:1 3 x 5 mins</p>	<p>Emotional First Aid 1:1 45 mins per week.</p>

Appendix 2- Codes and Abbreviations for SEND.

ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEMH	Social Emotional Mental Health Needs
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Areas of SEND Explained

1. Communication and interaction

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

2. Cognition and learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

4. Sensory and/or physical needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Appendix 3**SEND Graduated Support Provision**

Stage of Support	School Support	Specialist Support	School Based Support Plan	Education, Health and Care Plan
Nature of Support	Quality First Teaching/ additional support using school's resources	<p>This may be advisory or direct input with the pupil</p> <p>It may or may not require some level of funding from the school</p>	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
Criteria for placement	<p>Working below age expectation</p> <p>Making below expected progress</p>	<p>Some children will go straight to this stage if they have a specific need requiring specialist advice eg children requiring input from Speech and Language Team or Autism Outreach.</p> <p>Other children will progress to this stage if they are making insufficient progress at the previous stage</p>	<p>Insufficient progress is being made and standards are significantly below expectation.</p> <p>Child meets the criteria specified by the LA</p>	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan

Moving on	Child will remain at this stage if making progress but still below standard	Child will remain at this stage whilst there is a need for external support	Child will remain at this stage whilst significant modifications/support are essential to access the curriculum. Annual review	Child will remain at this stage whilst need remains subject to annual review.
Criteria for exiting	Child is making expected progress and attaining at the expected , or just below the expected standard for their age	When the child no longer needs specialist support they may be removed from SEND support altogether or move back to 'In school Support' progress is as good as or better than expected	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.

The Graduated Approach Explained:

All staff are obliged to follow and implement the Code of Practice 2015, relating to students with SEND or additional needs. The code is based around an approach of making reasonable adjustments for all students within the classroom and monitoring these changes in the following cycle.

1. **Quality First Teaching** – using our knowledge of the students and their needs we prepare and deliver quality lessons using a variety of methods and provisions.
2. **Concerns** - Review the QFT guidance for strategies and make reasonable adjustments where necessary. Also ideas to develop the quality first teaching strategies into interventions can be taken from Medway Core Standards and what school has to offer doc. Monitor and record these strategies and their impact using the provision map and intervention records. This is the first cycle of the graduated approach.
 - **Monitor** – evaluation of provision, concerns and strategies are shared with teaching staff by the SENCo and the student is then monitored using the new provision or referred to ISR or for further assessments. This is the second cycle of the graduated approach. (At this stage the student may be placed on the SEN Register if their provision and interventions goes above and beyond normal practice)
3. **SEN Register** – using the data gathered the SENDCo will determine whether the student is to be placed on the SEN register, what further assessments/ referrals are

needed or whether the student can be catered for with QFT and therefore is not placed on the SEN register

WAVE 1 – we cater for **all** students through quality first teaching.

WAVE 2 – teachers make **reasonable** adjustment for students and monitor these for impact.

WAVE 3 – the adjustments become increasingly personalised and cater for individual needs. The cycle will be completed multiple times as the students’ needs change

Appendix 4 Working in Partnership with Parents

- Parents are informed of outcomes in reading, writing and maths twice yearly through parent consultation meetings.
- All parents are invited 2 x a year to discuss their child with the class teacher and SENDCo on request.
- All parents receive an End of Year Report with an offer of a meeting with the class teacher. This includes data information including phonics screening, end of KS1 results.
-

BAND	Information Sharing with Parents
A	<p>Children who have not been previously raised as a concern but are now requiring additional provision that is beyond normal classroom differentiation and quality first teaching and added to the provision map</p> <ul style="list-style-type: none"> • This does not require formal discussion or written information for parents • These children are not on the SEN register • If after a period of assessment over two terms of consistent additional provision which could be in class at QFT or out of class in small group or 1:1 and where the child has not progressed or met targets the Class Teacher is to have a discussion with parents informing them that their child requires ongoing support and input from the SENCo. • At this point parent discussions are recorded and passed to the SENDCo.
B	<ul style="list-style-type: none"> • Class teacher to have a discussion with parents informing them that their child requires ongoing support/ an assessment by SENCo or SALT/ OT or asking permission to refer to external agency. • SENDCo referral document completed detailing discussion with parents, signed by parent and passed to SENDCo. • A letter will be sent home to inform parents their child is on the SEND register and will be receiving additional support. • Provision will be recorded on the provision map with an opportunity for parents to discuss this further with the class teacher and/or SENDCo.
C	<ul style="list-style-type: none"> • The children receiving either direct or programme package from SALT parents will be offered approximately 3 x per year meetings with the SALT and the SENCo.

	<ul style="list-style-type: none"> Provision will be recorded on the provision map and sent home 3x yearly with an opportunity for parents to discuss this further with the class teacher and/or SENCo.
D	<p>These children may have a School Based Plan drawn up with the parents</p> <ul style="list-style-type: none"> Parents are offered the opportunity to meet or offer their views with class teachers, any outside agencies involved (where possible) and the SENDCo 3 x yearly. In addition class teachers and the SENDCo will ensure formal updates and meetings are held in line with parental requests.
E	<p>Likely to have an EHCP</p> <ul style="list-style-type: none"> Parents are offered the opportunity to meet or offer their views with class teachers, any outside agencies involved (where possible) and the SENDCo 3 x yearly. The final meeting will be an annual review in line with the code of practice

Appendix 5- In School Referral Form



Parkwood Primary School SEND Referral Form

Name of Student:	Class:	Date:
------------------	--------	-------

SECTION 1: IDENTIFY AREA OF NEED

(Number in order of concern if more than one)

1. Cognition and Learning Needs – Specific Learning Difficulty (SPLD) - Moderate Learning Difficulty (MLD)

Literacy

- Difficulty in learning to read, write and spell. Poor handwriting and punctuation, may reverse letters, may mispronounce common words

Numeracy

- Difficulty in acquiring mathematical skills and understanding simple number concepts; problems learning facts and procedures.

Motor Needs

- Impairment of movement, often appears clumsy, poor balance / co-ordination. Gross and fine motor skills are hard to learn and difficult to retain. May be hesitant in many actions: running, hopping, holding pencil, etc.

2. Social, Emotional and Mental Health (SEMH)

Mental Health (MH)

- Disruption in learning (own or peers) poor concentration, temper outbursts, unusual behaviour
- May be uncooperative and have difficulty in managing during unstructured times

Emotional (E)

- Signs of emotional turbulence (unusual tearfulness/withdrawn) Non-attendance or strategies to 'absent' themselves from classroom

Social Interaction (SI)

- Difficulty in making and sustaining peer relationships and group work, socially inappropriate or 'strange' behaviour. Isolation or aggressiveness to peers

3. Communication and Interaction Needs

Speech, Language and Communication Need (SLCN)

- Difficulties with speech or meeting the language demands of the class, such as following instructions
- May use words incorrectly with inappropriate grammatical patterns. Reduced vocabulary and may find it difficult to recall words and express ideas

Autistic Spectrum Disorder (ASD) – Only tick if students are diagnosed with this need

- Difficulty in understanding verbal and non-verbal communication and thinking and behaving flexibly, such as when routines are changed. Can demonstrate obsessive, withdrawn or challenging behaviours.
- May interpret instructions in a very literal way, may make little or no progress in some areas and have significant strengths in very specific areas

4. Sensory and/or Physical Needs

It is expected that the majority of pupils with sensory and/or physical needs will be identified by health services and their needs will be met at Early Years

Visual Impairment (VI)

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI)

Physical Disability (PD)

Please
Tick

SECTION 2 FURTHER INFORMATION



<p>Concerns and areas of difficulty. (If possible please also provide any recent evidence/ work/data that you are concerned about)</p>		
<p>What has been tried in class to support the child? (Comment on any strategies have been tried within the classroom to support this student.)</p>		
<p>Outcomes- What next? Please provide as much detail as you can with regard to what you would like us to do, for example:</p> <ul style="list-style-type: none"> literacy/numeracy support- core underachievement- intervention/precision teaching strategies to aid behaviour issues- nurture/behaviour arrange help from specialists etc. 		
<p>Agreed Action</p>		
	Yes	No
Are parents aware of concerns?		

Staff member details:

Staff Name:	SEND Team:
Signature	Signature

Please return completed form to the SEND Team

Appendix 6- School Based Plan

Document available as a separate attachment on the school website.