



SEND Policy for Castlechurch Primary School 2025



The SEND Policy in respect of the Castlechurch Primary School has been discussed and adopted by the Local Advisory Board

Chair of Local Advisory Board:

Mrs T Drinkwater

Headteacher – Mrs E Goodyear

Responsible Officer:

Agreed and ratified by the Local Advisory Board on:

February 2025

To be reviewed:

February 2026 or earlier if required

CONTENTS

- Section 1: Main contacts and Policy details
- Section 2: Legislative Compliance
- Section 3: Our School Profile and School Values
- Section 4: Aims and Objectives of this Policy
- Section 5: Definitions of SEN and of Disability
- Section 6: Graduated approach to identifying whether a child should be in receipt of SEN Support
- Section 7: Request for statutory Education, Health and Care needs assessment
- Section 8: Education Health and Care Plan (EHCP)
- Section 9: Management of SEND within our school
- Section 10: Partnership with Parents/Carers
- Section 11: Involvement of Children
- Section 12: Supporting pupils at school with medical conditions
- Section 13: Effective Transition
- Section 14: Admission Arrangements
- Section 15: Storing and Managing information
- Section 16: Complaints
- Section 17: Links with Other Services
- Section 18: Information on where the Local Authority's Local Offer is published

NOTE: Child/children are used throughout to refer to children and young people unless a quote e.g. from the Code

Section 1: Main Contact details and Policy key dates

Contact details:

Head teacher: Mrs E Goodyear

Assistant Head Teacher: Mrs M Hough

SENCo: Mrs E Goodyear

SEND Governor Mrs Z Parrish

Castlechurch Primary School

Tennyson Road

Stafford

Staffs

ST17 9SY

01785 334955

SEND Intent

At Children First Learning Partnership we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We strongly believe in the role of Quality First Teaching and Curriculum Entitlement for all children, regardless of their ability or background.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. At times and when it is felt appropriate, modifications to the curriculum may be implemented by providing personalised interventions that break down barriers to learning such as Little Wandle, Tentown, Colourful Semantics and Time to Talk.

We believe in removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies such as the Speech and Language Service, Autism Inclusion Team and Educational Psychologists.

Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework
- Teachers Standards 2012

- National Inclusion Statement
- Relevant National Curriculum frameworks/ document 2014
- Documents are kept In the School office and on the website <http://www.castlechurch.staffs.sch.uk>

2.2 Our school has separate policies in place for:

Safeguarding, Accessibility, Assessment, Anti-Bullying.

2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010.

2.4 – SEND and Alternative Provision Improvement Plan: Right Support, Right Place, Right Time Summary Document March 2023. This green paper sets out the Government’s proposals for a system that ‘offers children and young people the opportunity to thrive, with the access to the right support, in the right place and at the right time’. Our intent as a school is to uphold these same proposals so that SEND pupils can fulfil their potential and lead happy, healthy lives.

2.5 – Staffordshire Special Educational Needs and Disabilities Strategy 2021-2026 states that ‘Our highest priority is to ensure that children with Special Educational Needs and Disabilities receive the support they need to achieve the best possible outcomes in life’. Our school SEND policy incorporates their 4 key priorities to help achieve that vision, which are:

- We communicate well with each other
- We work in partnership to meet the needs of children and young people
- We ensure the right support is available at the right time
- We encourage families to be inclusive.

Section 3: Our School Profile and School Values

Intent

- We will provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately scaffolded curriculum. We strongly believe in the role of Quality First Teaching and Curriculum Entitlement for all children, regardless of their ability or background.
- Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. At times and when it is felt appropriate, modifications to the curriculum may be implemented by providing personalised interventions that break down barriers to learning such as Beat Dyslexia, Tentown and Motor Skills United.
- We intend to remove barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies such as the Speech and Language Service and Educational Psychologists.

Our Mission Statement

'Working together to achieve our best'

- Castlechurch Primary School aims to equip each of its pupils with the skills, knowledge and understanding that they will require to succeed in future life.
- Castlechurch Primary School achieves this by adopting a child-centred, caring approach, working with parents to inspire individual achievement and attainment to the highest level.
- Our aim, through the school curriculum is for children to grow to accept their own individuality, to expand their horizons and to develop a love of learning and enquiry.
- The school's ability to achieve this can be judged by the confident, caring and able children who leave this school to go out into the wider world.
- All our teaching staff possess a wealth of experience both at the planning stage and the teaching of children with SEN and are responsible for their progress and development.

Section 4: Aims and Objectives of this Policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
 - To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
 - To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
 - To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 - 1. Communication and interaction**
 - 2. Cognition and learning**
 - 3. Social, emotional and mental health**
 - 4. Sensory/physical needs**
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
 - To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Section 5: Definitions of SEN and of Disability

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England, Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, emotional and mental health**
- 4. Sensory/physical needs**

- A pupil asks for help
- There is a significant change in the pupil's behaviour

Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a range of factors, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a child's progress and attainment, but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 6: Graduated approach to identifying whether a child should be in receipt of SEN Support. (Please refer to Appendix 1)

6.1 All our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review). Pupils receive a carefully monitored, graduated response to their needs, and small steps of progress are meticulously tracked, enabling next steps to be identified.
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- Referral to and discussion at the Children First Learning Partnership (CFLP) SEND Hub
- involving an external agency, including the Stafford SEND and Inclusion Hub and the Educational Psychology Service (EPS) as a minimum.
- If the APDR is considered appropriate the school may make a request to the district SEND and Inclusion Hub. The Hub will consider the request and refer to the locality management group, who will determine whether the request will then be agreed.
- If the EAPDR is agreed there will be a 'Team Around the Child' meeting, families will be fully included within decision making.
- Involving an external agency or the Educational Psychology Service (EPS) where necessary, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Pupils' progress is assessed and discussed within Pupil Progress meetings.
- Data on progress is stored and analysed through various computer database systems.

6.2 General provision for all children using core school funding

- All children will have access to well-scaffolded, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.

6.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers personalise learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- differentiation of curriculum resources
- SMART target setting
- booster intervention groups
- 1:1 support
- Small group work
- Equal access to all before and after-school clubs and trips
- Specialist intervention led by external agencies including SpeakWrite and speech and language services, Busy Bodies, Mental health support, Autism Inclusion Team, Teacher for Hearing Impaired, Occupational Therapy

6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation and scrutiny
- scrutiny of planning and level of differentiation and use of classroom resources
- 6 monthly standardised testing scores e.g PHAB, BPLV, Sandwell.
- informal feedback from all staff
- staff, child and parental questionnaires and conversations
- SEND Pupil Progress Meetings following each term.
- SEND pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about children's progress between teachers and the head teacher
- head teacher's report to parents and governors
- meetings with the Senior Leadership Team

6.5 Additional SEND Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support to replace School Action and School Action Plus from September 2014. We will meet with parents during the autumn term to review their child's educational needs and discuss whether their child should continue to receive SEN provision at this level. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEND Support is as follows:

- the class teacher, sometimes with the SENDCO, will discuss with parents if we feel that their child requires SEND Support;
- additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-scaffolded curriculum on offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on a SEND Personal Learning Plan (PLP) or Strategy Plan);
- children will have targets they can understand;
- our PLPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as a working document which can be constantly refined and amended;
- we will use the latest LA's guidance on SEND Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;
- evidence of progress made towards PLP targets will be captured and can then be shared with parents/ carers via Evidence Me
- our PLPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership of their PLP;
- our PLPs will state what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- our PLPs will have a maximum of four SMART targets;
- targets for a PLP will be arrived at through:
 - discussion, wherever possible, with parents/carers, teachers, support staff and the child
 - discussion with other practitioners as appropriate
 - classroom observations by the school's Special Educational Needs Co-ordinator (SENDCO) and other senior leaders;
- our PLPs will be time-limited – at termly review;
- our PLPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.
- EAPDR cycles will also be used to contribute to PLP targets.

Where the child's class teacher, SENDCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support however a Strategy Plan will remain in place to ensure continued progress.

Section 7: Request for statutory Education, Health and Care needs assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

Children with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/

commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary.

Section 8: Education Health and Care Plan

Children with an Education Health and Care Plan (post September 2014) will have access to all arrangements for *children in receipt of SEN Support* and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 9: Management of SEND within our school

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCo). The SENCo is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEN on the ongoing effectiveness of this policy.

Section 10: Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- producing an SEND Information Report that will be published on the school website; and

- Parents are consulted at a variety of times during the year.
- ensuring that if a EAPDR was to be agreed there would then be a 'Team Around the Child' meeting, families will be fully included within decision making.

Section 11: Involvement of Children

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their TSP.

Section 12: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable 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 may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

Section 13: Effective Transition

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- A meeting with the class teacher can be arranged for pupils entering our school in the Early Years Foundation Stages Classes.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed.
- Where risk assessments indicate a need, we may implement an Induction Plan that will be developed in partnership with parents, professionals and the local authority.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
 - We will discuss transition needs of all children with an Education Health and Care Plans at their statutory Annual Reviews to be held during Year 5.
 - Liaison with High schools takes place with the year 6 teachers and SENCOs are invited to TAC's, SEND reviews etc.

Section 14: Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school).

Section 15: Storage of records

Children's records are sent to the next school as soon as possible after a child has transferred. Whilst the pupils are attending Castlechurch Primary School the records are kept in the SEND filing cabinet and copies made for the relevant staff.

Section 16: Complaints

If a parent wishes to discuss their child's educational needs or are unhappy about something regarding their child's schooling please contact the following:

- The class teacher
- The SENDCo
- The Assistant Headteacher
- The Headteacher

For complaints please contact the School Governor with responsibility for SEND.

Appointments can be made with any of these people through the school office Tel: 01785 334955

Section 18: Links with Other Services

Staffordshire SEND Family Partnership

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Staffordshire-SEND-Family-Partnership.aspx>

Telephone 01785 356921 during office hours.
Alternatively email on spps@staffordshire.gov.uk.

Section 19: Information on where the Local Authority's Local Offer is published

Information on where the Local Authority's Local Offer can be found on Staffs County Council Website.

Policy agreed: February 2025

To be Reviewed: February 2026

Version Control

| Version | Review Date | Changes Made |
|---------|---------------|---|
| V4 | January 2024 | CFLP Logo changed |
| V4 | January 2024 | Section 2.4 addition of: 2.4 – SEND and Alternative Provision Improvement Plan: Right Support, Right Place, Right Time Summary Document March 2023. |
| V4 | January 2024 | Section 6.1 Addition of: If the APDR is considered appropriate the school may make a request to the district SEND and Inclusion Hub. The Hub will consider the request and refer to the locality management group, who will determined whether the request will then be agreed. If the EAPDR is agreed there will be a 'Team Around the Child' meeting, families will be fully included within decision making. |
| V4 | January 2024 | Section 6.3 amendment of wording: • teachers personalised learning |
| V4 | January 2024 | Section 6.4 addition of: 6 monthly standardised testing scores e.g PHAB, BPLV, Sandwell. |
| V4 | January 2024 | Section 6.5- addition of-evidence of progress made towards PLP targets will be captured and can then be shared with parents/ carers via Evidence Me EAPDR cycles will also be used to contribute to PLP targets. |
| V4 | January 2024 | Section 10 addition of- ensuring that if a EAPDR was to be agreed there would then be a 'Team Around the Child' meeting, families will be fully included within decision making. |
| V4 | January 24 | Section 13 addition of- Where risk assessments indicate a need, we may implement an Induction Plan that will be developed in partnership with parents, professionals and the local authority. |
| V4 | January 2024 | Updated Graduated Responses appendix added |
| V5 | January 2025 | Added Early years Graduated Response to Appendix |
| V5 | January 2025` | Changed SEND Leader to Mrs E Goodyear Pg 3 |

Graduated Response for Cognition & Learning - Children working below

| What all pupils should be getting: | | | | |
|---|---|--|--|--|
| <p>Quality first teaching:</p> <ul style="list-style-type: none"> • Know each child's needs and address through lesson planning • Model and develop language used – sentence stems • High expectations for learning behaviour & ambition for all • Clear Learning Intention and success criteria • Use of working walls • Additional adult input (We do) • Reasonable adjustments/Scaffolding • Live marking • Marking conferences • Create a positive learning environment and atmosphere • Access to support resources including visual success criteria for non -readers | | | | |
| | <p>1 point behind SCAFFOLDING & CATCH UP</p> | <p>2 points behind INTERVENTION & STRATEGY PLAN</p> | <p>3 points behind SEN SUPPORT</p> | <p>4+ points behind SEN SUPPORT & EHC</p> |
| <p>Core offer</p> | <p>Pre teach for Maths/English Additional Adult input – we do Additional language support/unpicking Individualised scaffolding resources GAPS grids support for LW & Keep up interventions Use of data to analyse misconception and specific misconceptions to aid accelerated progress (GPV/Spelling/Timestables/Phonics screener/LW/WR) Additional Reading activities (Lowest 20% Core offer) Focus on narrative for writing genres to evidence progress Staff approach Core subject leads during drop in to discuss and support progress</p> | <p>Pre teach for Maths/English Handwriting/Reading/Maths Interventions planned and carried out – parents informed Use toolkits to filter and plan strategies to support planning Use WR tests to support assessment and planning process for Maths Additional adult input – we do Little wandle catch up interventions Additional Reading activities (Lowest 20% Core offer) Focus on narrative for writing genres to evidence progress SENCo made aware in order to monitor intervention progress and support writing of targeted strategy plan</p> | <p>Child added to the SEN register as SEN support PLP targets set and parents invited into the process Start Assess Plan Do Review process- reduce timings to support evidence gathering Review evidence through SEND PPM and SEND Case Studies to ensure provision matches need Refer to outside agencies for support:</p> <ul style="list-style-type: none"> o Speech and Language Service and Speakwrite o PDSS o Rose McCartney <p>Refer to CFLP SEND Hub to discuss provision and evidence gathering</p> <ul style="list-style-type: none"> o Capture parent views | <p>Review APDR process and evidence gathering through SEND PPM & Case studies Refer to SEND HUB to seek further outside agency support Refer to Educational Psychologist Outside agency reports scrutinised and recommendations put into practise and trialled. Capture Parent views Evidence gathered of recommendations in practise.</p> |

Graduated Response for Social, Emotional and Mental Health - Children working below

| What all pupils should be getting: (The Castlechurch Way) | | | | |
|--|---|--|---|---|
| <p>Quality First Teaching/Whole Class Approach:</p> <ul style="list-style-type: none"> Assemblies to explore Trust/School Values CHILDREN Adult's desire to have an in-depth knowledge of the class needs and backgrounds in order to develop emotional currency within the classroom Create a relationally consistent and positive learning environment and atmosphere based on mutual respect Exploration of collaborative class/school rules which are displayed, referred to regularly and used to praise correct behaviours Adults and children have high expectations for learning behaviours and involvement Individualised praise for correct behaviours to support first attention being given to best conduct Clear and consistent routines embedded and visually displayed for the class Pinch points identified and 3 step routines used to minimise Class visual Behaviour Tracker which allows for positive and negative movement. Praise in public, Reprimand in private (PIP, RIP) Adults use structured interventions (Scripts) to remind children of expectations and shared rules Use of Class visual emotion board displaying a range of emotions that have been introduced/explored by the children Access to class worry station to ask for help/time/access to adults Access to Class Anti Bullying Advocates Circle times PSHRE curriculum | | | | |
| | Reasonable Adjustments | Intervention | SEN Support | SEN Support/EHC |
| Core offer | <ul style="list-style-type: none"> Academic Assessment analysis – is the child able to access the curriculum? Are barriers to learning the root cause? Individual discussion with child – what <u>are</u> the trigger points for negative learning behaviours Individual behaviour tracker introduced Positive reward chart developed based on information gained from discussion Increased communication with home through texts, emails, informal catch ups Log any major behaviour incidents on Arbor with actions | <ul style="list-style-type: none"> ABC sheets to be completed by school staff after incidents Behaviour for learning classroom audit completed by SENCo and provide recommendations Language assessment completed – BPVS/ Wellcomm/Speakwrite Meeting with parents to discuss the child's emotional needs and behaviours Targeted Strategy Plan (TSP) written with pupil (if appropriate) SENCo, parents and class teacher signed by all parties Plan to be shared with all relevant adults including | <ul style="list-style-type: none"> Child added to the SEN register as SEN support SENCo to complete CFLP timed observation and provide recommendations Review Targeted Strategy Plan (TSP) Strategies plan to be written by all parties and include lessons learned from previous plans, recommendation from times observation and intervention organised | <ul style="list-style-type: none"> Refer to SEND or Inclusion HUB to seek further outside agency support Refer to Educational Psychologist Outside agency reports scrutinised and recommendations put into practise and trialled. Evidence gathered of recommendations and interventions Log major behaviour incidents on Arbor with actions |

| | | | | |
|--|---|--|---|---|
| | <ul style="list-style-type: none"> Reasonable adjustments made around trigger points – cloakroom/playtime/lunchtime/lining up/PPA/drop off & collection Good communication and shared expectations from all school staff DSL discussions and report analysis | <p>reasonable adjustments, rewards and sanctions to ensure consistency</p> <ul style="list-style-type: none"> Complete Parent/teacher CFLP SDQs to gain a baseline and direction for intervention – analysed by SENCo Provide Nurture/Time to talk/ELSA/CFLP interventions to support emotional literacy Complete Parent/Teacher CFLP SDQ to measure impact of intervention – analysed by SENCo Log major behaviour incidents on Arbor with actions ABC incident review to be completed and analysed by SENCo Refer to Trailblazers DSL discussions and report analysis | <ul style="list-style-type: none"> Start Assess Plan Do Review process of strategies plan Refer to outside agencies for support: Action for children, Dove, CAMHS, SAL, Early Help Log major behaviour incidents on Arbor with actions ABC incident review to be completed and analysed by SENCo Classroom staff to complete CFLP EIBC daily logs and analysed by SENCo Refer to CFLP SEND Hub for additional support and discussions | <ul style="list-style-type: none"> ABC incident review to be completed and analysed Complete Classroom staff to complete CFLP EIBC daily logs and analysed by SENCo Completed CFLP timed observation and review recommendations Consideration of Reduced timetable Plan and notify LA AEN funding application EHC application |
|--|---|--|---|---|

Early Years Graduated Response

| What all pupils should be getting: Quality first teaching: | | | | |
|--|--|--|--|---|
| <ul style="list-style-type: none"> • Know each child's needs and address through lesson/ provision planning • Model and develop language used – supported by visuals, repetition and hands-on experiences • High expectations for learning behaviour & ambition for all • Clear Learning Intention and success criteria • Additional adult input (We do) Facilitation in provision • Reasonable adjustments/Scaffolding • Share WAGOLLS and give verbal feedback frequently • Create a positive learning environment and atmosphere • Verbalise success criteria and support this through small step instructions and modelling | | | | |
| | 1 point behind SCAFFOLDING & CATCH UP | 2 points behind INTERVENTION & STRATEGY PLAN | 3 points behind SEN SUPPORT | 4+ points behind SEN SUPPORT & EHC |
| Core offer | <p>Pre teach and extra rehearsal Additional Adult input – we do Additional language support/unpicking/ experiences Individualised scaffolding resources Use of data to analyse misconception and specific misconceptions to aid accelerated progress (BLPV, WELCOMM, SALT, Squiggle assessments) Offer adjustments to resources such as pencil grips Offer examples of sentence stems Introduce colourful semantics to aid verbalisation of ideas. Social stories to be used to support PSED Ensure the provision offer extra activities focused on prime area to support access to development areas i.e dough disco areas, squiggle areas etc.</p> | <p>Pre teach and extra rehearsal Additional Adult input – we do Additional language support/unpicking/ experiences Individualised scaffolding resources Refer to SALT/ Speak Write support Offer adjustments to resources such as pencil grips Offer examples of sentence stems Introduce colourful semantics to aid verbalisation of ideas. SENCo made aware in order to monitor intervention progress and support writing of targeted strategy plan Introduce adjusted behaviour ladders Be safe, Be ready, Be respectful personalised visual strips to support behaviour expectations. Intervention Packages such as: Motor Skills United, Stoke Speaks Out, Squiggle Whilst You Wiggle, Nurture, VIP education Emotional coaching.</p> | <p>Child added to the SEN register as SEN support Refer to the Early Years Area SENDco team (Nursery) PLP targets set and parents invited into the process Start Assess Plan Do Review process- reduce timings to support evidence gathering SENCo is aware and is to monitor intervention progress and support writing of targeted strategy plan. To aid understanding introduce PECs symbols Review evidence through SEND PPM and SEND Case Studies to ensure provision matches need Refer to outside agencies for support: <ul style="list-style-type: none"> o Speech and Language Service and Speakwrite. o MHST o Paediatrician Refer to CFLP SEN Hub to discuss provision and evidence gathering <ul style="list-style-type: none"> o Capture parent views Attention Autism Bucket Time to increase interaction skills.</p> <p>(for concerns that at SEN support are linked around PSED only please consult the SEMH graduated response for support with SEND)</p> | <p>Review APDR process and evidence gathering through SEND PPM & Case studies Refer to EY Forum/SEND HUB to seek further outside agency support Refer to Educational Psychologist Outside agency reports scrutinised and recommendations put into practise and trialled. Capture Parent views Evidence gathered of recommendations in practise.</p> |
| Responsibility | Class teacher EYFS Lead Leader | Class teacher & EYFS Lead SENDco informed | Class teacher SENDco | Class teacher SENDco |
| Communication | Telephone call Log on Communication log on Arbor | Intervention/LAP notification letter – attach to Arbor | Meeting with parents SEN Support on Arbor | External agency referral & reports – uploaded to Arbor Recommendations noted on paperwork/ put into practise. |

