





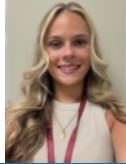


Identifying and supporting pupils with Special Educational Needs (SEND)

SEN and Inclusion Team

Mrs K. O'Grady Headteacher	Miss M. Carbonell SENDCo and Inclusion Leader	Mrs A. Greenway Inclusion Coordinator	Mrs D. Henton HL Teaching Assistant
			
Miss A. Woodhouse Inclusion TA	Mrs A. Coleman Inclusion TA	Miss I. Aucott Inclusion Apprentice	
			

Identifying SEN (see also page 4)

“When a learning difficulty or disability calls for provision different from or additional to that generally available to pupils of the same age”

Pupils are identified as having an SEN if their difficulties have been **evidenced over time** (normally a period of at least two terms). Our monitoring process takes the form of a four-part cycle (**assess, plan, do, review**). Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support they require to secure good outcomes increases. This is known as the '**graduated approach**'

Categories of SEN

- Communication and interaction. E.g.;
 - Speech, language and communication needs
 - Difficulties with understanding or using social rules of communication—including Autism Spectrum Condition (ASC)
- Cognition and learning. E.g:
 - Moderate learning difficulties (MLD) - general learning difficulties across a range of areas
 - Specific learning difficulties (SpLD) - including dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties. E.g:
 - Mental health issues such as anxiety, depression, self-harming
 - Challenging behaviours as a result of social and emotional difficulties
 - Disorders such as ADHD or attachment disorder
- Sensory and/or physical needs. E.g:
 - Visual impairment
 - Hearing impairment
 - Sensory processing difficulties
 - Physical disabilities

Universal Provision (quality first teaching)

Staff will ensure that all children, whether they have an identified SEN or not, are able to access the curriculum and will make reasonable adaptations to ensure this is the case. Examples of how the classroom or the teaching approach might be adapted include:

- Scaffolding tasks, or breaking them down into smaller chunks
- Using visual resources / prompts / word banks etc
- Using concrete / practical resources
- Increased use of praise / reward
- Adapting language used with certain pupils
- Planning additional support from Teaching Assistants
- Using peer-to-peer support
- Providing pupils with alternative ways of recording (ICT / voice recording / scribing)
- Pre-teaching certain concepts to ensure understanding

Targeted Provision (normally delivered to small groups)

Some children may need additional targeted support to enable them to 'keep up' or 'catch-up'. This type of provision is usually delivered to small groups of pupils away from the classroom (sometimes known as intervention groups), by the class teacher or a TA, and is usually focused on securing key skills within reading, writing or maths.

Children already identified as SEN may be identified as needing targeted support to help meet their needs in one or more area, and may benefit from a range of targeted support to help continue to meet their needs.

Targeted support (intervention groups) is also used as a way of gathering assessment evidence to support in the identification of SEN, as part of the assess, plan, do, review cycle, so it is not solely used to support pupils who already have an identified SEN.

Higher Needs Provision (normally delivered 1:1 or in very small groups)

Pupils identified with a higher level of need may need a higher level of provision, if targeted support alone does not enable them to make consistent progress. Usually, these pupils will have been referred to an external agency such as the Specialist Teaching Service (STS), the Educational Psychologist or CAMHS and school will be implementing higher needs provision in line with their recommendations.

Examples of higher needs provision includes:

- Accessing the DEN; a specialised and targeted provision designed for a small group of children with specific needs, guided by one or two highly trained staff members, following the advice from external specialists.
- Ongoing, regular, structured small group or 1:1 teaching, or activities delivered 3 or more times per week by trained staff with ongoing advice from external agencies.
- Highly structured routines with individual support and/or prompts.
- Pupil-specific changes to the school or classroom environment, following advice from external specialist.

Assess, Plan, Do, Review (APDR) cycle for pupils on the SEN register

Every child on the SEN register has a personalised One Page Profile and an APDR Plan that is reviewed and updated at least termly by the class teacher, in consultation with support staff and the Inclusion Team.

The APDR outlines the specific targets set for that pupil and the provision that will be put in place to meet those targets. Pupils are given the opportunity to contribute their views for the One Page Profile, and their targets are shared with them in a child friendly way.

For most pupils, APDRs are reviewed in October, February and May/June. Updated APDR's are shared with parents, along with a feedback form for parents to complete. Parents are encouraged to come in to discuss these plans at parents evenings, or at any other time.

Requests for an Education, Health and Care Plan Assessment

In a minority of cases, where pupils have received ongoing targeted and higher needs support over a period of time (including implementing recommendations from an Educational Psychologist) yet continue to make less than expected progress, consideration will be given to requesting an assessment for an Education, Health and Care (EHC) plan.

The school will follow the assess, plan, do, review cycle and liaise with STS and the Educational Psychologist to determine if an EHC needs assessment may be appropriate for individual children. The school will always involve parents/carers in this decision-making process and parents/carers/pupils will be asked to share their views through the referral process. All referrals are sent to the Local Authority Special Educational Needs and Disabilities Assessment and Review service (SENDAR) where a panel of professionals meet to determine if a child's needs meet the criteria for an EHC plan, based on the evidence presented in the referral.

If an EHC plan is agreed, this will clearly outline provision that needs to be put in place to support the child's high needs, and school will sometimes be awarded additional funding to help meet these needs. If school are unable to meet the needs outlined within the EHC plan, they will make this clear to the parents, who may then decide to look at alternative mainstream or specialist settings.

How are school staff trained to support pupils with SEN?

All staff are expected to actively promote and support our inclusive ethos, and actions to develop inclusive practice are always included in the Academy Improvement Plan each year. Part of the SENDCo's role is to identify any training staff may need in order to meet the needs of pupils with SEN. Staff training takes place in a variety of ways including:

- Staff sharing good practice with each other (e.g. during staff meetings / TA meetings).
- Staff working alongside one another to improve practice (mentoring).
- Advice / training from the Specialist Teaching Service and the Educational Psychology Service (both planned opportunities and through staff 'drop-ins').
- Attending training courses.
- SENDCo / Specialist Teacher / External agencies leading staff meetings / TA meetings on specific areas of SEN
- SENDCo / Specialist Teacher / External agency classroom / pupil observations and staff feedback

Process for Identifying pupils with Special Educational Needs

Is pupil making at least expected progress through quality first teaching?

YES

Continue to monitor progress half termly in line with rest of class.

NO

Universal Provision: Develop provision within your own classroom (universal provision) to support the child's needs. Consult with Inclusion Co-ordinator for further advice

Targeted (group or 1:1) teaching: aimed to address pupil's areas of need for at least half a term. Record this on Intervention Record.

Discuss concerns with parents: arrange meeting with parents to gather bigger picture. Discuss how areas of need will be addressed.

Record outcomes of meeting

Does pupil respond to targeted teaching and progress improve?

YES

Continue to monitor progress half termly in line with rest of class

NO

Discuss on-going concerns with parents: arrange further meeting and record outcomes of meeting

Arrange meeting with SENDCo

Class teacher to present evidence of lack of progress and interventions/support already provided

Evidence should include highlighted Strategy Sheets / Intervention Records / Conversation records

SENDCO decides whether the child has an SEN

A pupil has an SEN if it is deemed that they will need provision that is ABOVE AND BEYOND what you can provide through universal and 'normal' targeted

Has pupil been identified as having an SEN?

YES

Category / categories of need identified

SENDCo adds pupils to SEN Support Register and SIMS

SENDCo informs parents

Class Teacher retains overall responsibility for pupil's teaching/progress

Class Teacher writes **One Page Profile** (with pupil views) and **APDR** (identifying Universal, Targeted and Higher Needs provision) and reviews this with Inclusion Team and parents termly.

Class teacher shares information with any additional adults directed to work with pupils and with parents/carers

NO

Continue with targeted teaching: aimed to address pupil's areas of need (this may involve Targeted intervention) for at least half a term

Discuss and record Targeted provisions at Pupil Progress meetings