



Inclusion, Equity & Equality, including Special Educational Needs and Disability (SEND) Policy

Policy Responsibility:	Inclusion Lead/SENCo	Status:	Draft
Date Agreed:	<i>October 2022 - Updated March 2024</i>	Agreed	✓
Date for Review:	September 2024		

Vision and Values

Vauvert's Vision

A thriving, forward-thinking school with high aspirations for all. A happy school built upon care and kindness with the child at the centre; where everyone is valued, included and respected. A place where staff and children are challenged and supported to be the best that they can be.

Vauvert's Aims

As a school that has adopted the UNCRC - Rights Respecting Schools Award; the rights of the child are at the heart of everything that we do. As such, at Vauvert Primary School we aim to:

- Keep children at the heart of all that we do. *(Article 3)*
- Create a school community where all children, all staff and all parents feel that they are welcome and that they belong; where they feel safe and cared for, and where they are included, no matter what their circumstance or need.
- Foster a love of learning and an understanding of the need for a positive, growth mindset; where children are motivated, resilient, and inspired, and where their creativity and imagination are able to shine.
- Provide a high quality education through a rich and exciting curriculum, where every child can develop fully as an individual and achieve their personal best, ensuring that when they leave our school they are equipped with the skills and knowledge required to successfully access the next stage in their education. *(Article 6)*
- Equip children with the attitudes and attributes necessary to be effective members of society, understanding that we all matter, and that we should treat people with kindness and respect. *(Article 2)*
- Provide opportunities for all children to feel part of, and be able to contribute to school life; as well as to the local, and global communities through the teaching of rights and responsibilities and through hearing the children's voice in all aspects of the life of the school. *(Article 12)*

Vauvert Primary School

Be respectful. Be honest. Be the best you can be.

Intent

At Vauvert Primary School we are committed to provide a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and Learning Support Assistants (LSA's). The school provides a broad and balanced curriculum in a safe, stimulating and caring environment, which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Introduction:

This policy is written to provide a framework and a resource base to assist staff in meeting the wide variety of needs that our learners present with, whether they be physical, social and emotional, communication and interaction, or learning. This policy should complement the *Child Protection Policy and Safeguarding Policy* and the *Learning & Teaching Policy*, together providing a sound basis for the work within our school.

Rationale:

On 4th January 2010 the Children (Guernsey and Alderney) Law, 2008 (Children Law) came into force. The new law sought to create a child law for the 21st century, tailored to the unique character of the islands and to ensure compliance with the European Convention on Human Rights ("ECHR").

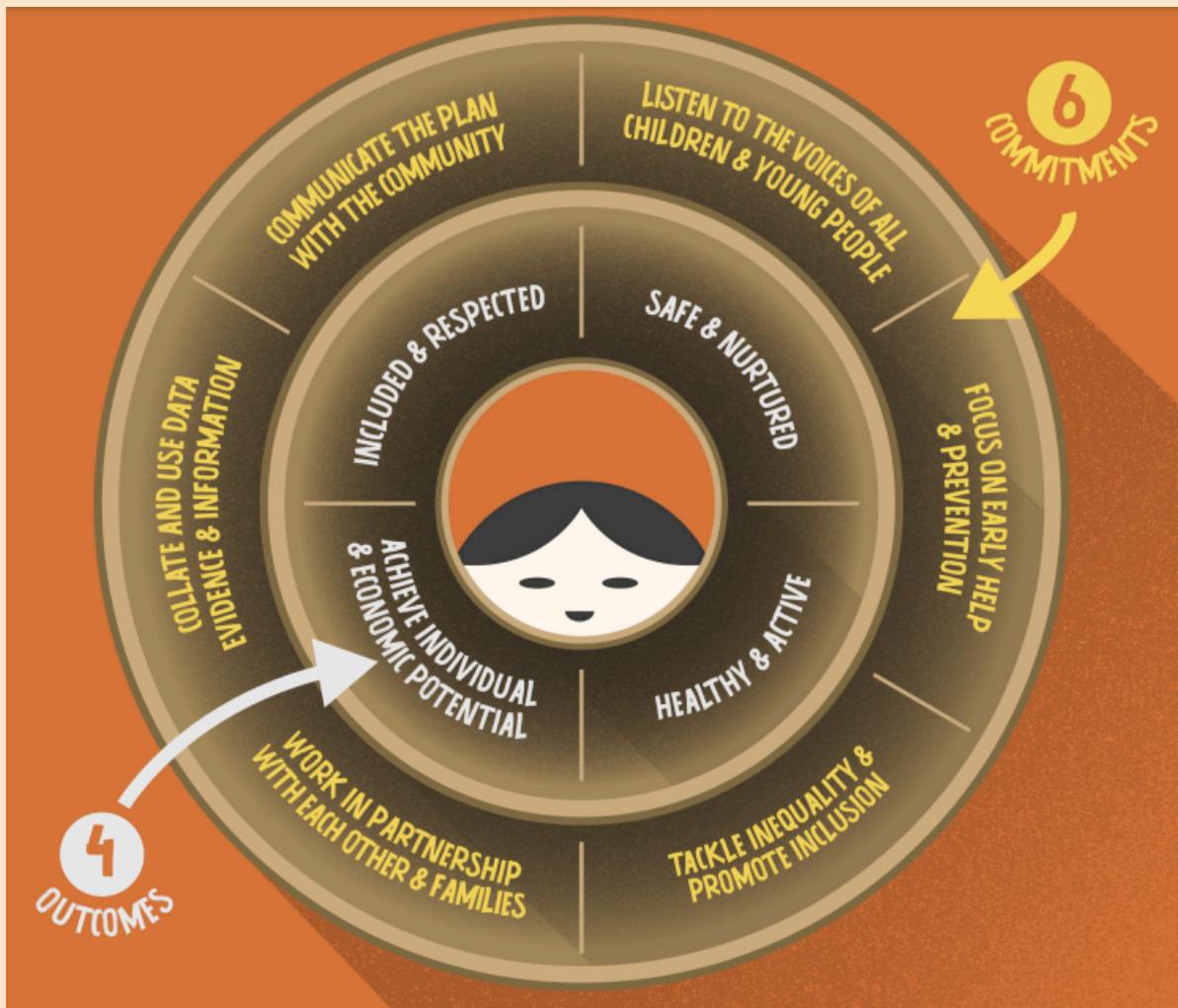
Children and Young People's Plan 2016-2022 p11

The Children and Young People's Plan 2019 outlines six core commitments...

- Listen to the voices of all children and young people
- Focus on early help and prevention
- Tackle inequality and disadvantage and actively promote inclusion
- Work in partnership with each other and families
- Collate and use data, evidence and information effectively
- Communicate the plan with the community

THE CHILDREN & YOUNG PEOPLE'S PLAN 2019-2022 p6

Overarching Aims:



These commitments are supported by overarching actions, and they provide the framework for four priority outcomes:

Included and Respected	Achieve individual and economic potential
We want to ensure that all children and young people have help to overcome inequalities and are valued members of their communities. This means having a voice in decisions that affect them and being supported to play an active and responsible role in all aspects of their lives.	We want all children and young people to achieve their full potential and to be supported in the development of their skills, confidence and self-esteem to enable them to achieve as much independence and financial security as possible.
Safe and Nurtured	Healthy and Active
We want to ensure children and young people are protected from abuse, neglect or harm at home and in the community, have nurturing relationships that build their emotional resilience and to engage in safe behaviour.	We want children and young people to have the highest possible standards of physical and emotional health and to lead active lives that promote their long term health.

Children and Young People's Plan 2016-2022 p7

Inclusion:

At Vauvert Primary School we aim to ensure that all pupils, irrespective of gender, race, culture, circumstance or need have access to quality teaching and learning to provide them with a sense of delight and wonder; to equip them to be successful with the knowledge, skills, ability, and confidence to use these to meet the needs of present and future society. As well as this, our SEND policy reinforces the need for high quality inclusive and purposeful interventions.

- ★ We acknowledge and draw on parents' knowledge and expertise by involving them in the assessment, planning, and review of the provision in relation to their own child.
- ★ We aim to have successful communication between staff, children, parents and outside agencies.
- ★ We aim to have effective management systems in place to track all learners' attainment, progress, SEND involvement, and school participation.
- ★ We have an effective review cycle that allows us to monitor, review and plan for next steps of development through the cycle of Individual Education Plans (IEPs), My Education Action Plans (MEAPs), Provision Mapping, and Pupil Progress meetings.
- ★ We are committed to continually developing the knowledge and skills of all staff to ensure that all teaching and support is of a high quality, enabling all staff to effectively meet the needs of all pupils in the school. We continually review the needs of our pupils and adapt how staff are trained to meet these needs.



<https://inco14.files.wordpress.com/2016/07/eevnb.png?w=700>

Management of SEND within school:

The States of Guernsey has delegated the responsibility for the day-to-day implementation of the policy to the SENCO, who has Qualified Teacher Status as well working towards the formal qualification of the NASENCO. The SENCO ensures that all school staff have a responsibility for pupils with SEND in their class, firstly to ensure High Quality Inclusive Teaching which is adaptive with differentiation and personalisation to meet the needs of all children. Equally, all staff are aware of their responsibilities towards children with SEND and will ensure that a positive, inclusive and sensitive attitude is shown towards the children. Staff responsibilities are identified in individual job descriptions.

At Vauvert Primary School, we recognise the need of the Learning Support Assistants (LSAs) and the pivotal role they play in supporting children with SEND. The rationale for the deployment of LSAs is pupil centred – based on the Education Endowment Foundation (EEF) guidance.

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1668607030

The SENCO is responsible for the following things at Vauvert and follows the recommendations as per the EEF (see below diagram), please note this list is not exhaustive;

- overseeing the day-day operation of this policy;
- coordinating provision for children with special educational needs;
- liaising with, and advising class teachers, ppa teachers and supply teachers;
- managing learning support assistants (in conjunction with other members of the SLT);
- Ensuring that accurate records are kept for all children with SEND;
- liaising with parents of children with SEND (in conjunction with class teachers);
- contributing to the in-service training of staff;
- liaising with external agencies including, but not limited to, the Educational Psychology Service, Health and Social Services, Communication Interaction and Autism Service, Schools Advisory, the Speech and Language Team, the EAL team and voluntary bodies such as the Downs Syndrome Association;
- The SENCO also delivers 1:1 and/or small group work to children with targeted learning and/or specific interventions as needed;
- Ensuring that the school SEND Register is accurate and up to date.

Special Educational Needs in Mainstream School Recommendations:



https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1668604884

Identify Learner's Needs:

At Vauvert Primary School we recognise that learners have a variety of needs. We understand that some learners may have an increased risk of academic, emotional or social difficulties given the presence of specific conditions or characteristics.

Potential indicators may include, but are not limited to:

- Parent mental health/other illness
- Poverty/low income
- Domestic violence
- Criminality
- Parental unemployment
- Child in need of protection
- Parental unemployment
- Parental substance abuse
- Looked after child (LAC)
- Poor housing
- Lone parents
- Teenage parents
- Parents' (lack of) education/qualifications
- SEN - Special Educational Need
- Disability
- Non-attendance at school
- Young carer
- Transience
- Summer born (Born between 1st April & 31st August)
- EAL - English as an Additional Language
- Learners identifying as Lesbian, Gay, Bisexual, Transgender, +
- Experience of childhood trauma

Early Identification & Tracking Learners' Needs:

Understanding that learners may be at risk of underachieving for a variety of reasons, we work to identify and track all learners.

Through the use of categories in SIMs, we are able to identify pupils who may be at risk of underachieving. As well as the main categories set out for us by *Education Services*, we also have an additional 'flag' that can be used to identify learners who may have been identified as being at increased risk of underachieving but who are not within one of the main specified groups. This is then used to flag and track those learners.

While we respond to 'difficulties' immediately, our tracking register is reviewed and updated on a termly basis.

Main SIMS Categories:

Attendance <96%

Attendance <90%

Summer Born

Special Educational Need (SEN)

English as an Additional Language (EAL)

Child in Care (CiC) *Formerly Looked After Child (LAC)*

UA (Uniform Allowance)

Previous holder of Uniform Allowance

SPECIAL EDUCATIONAL NEEDS & DISABILITIES - SEND

There can be many reasons for pupils not making the expected progress or not achieving age related expectations. Amongst others, these may include having a physical disability, a learning difficulty, a high absence rate, attending many different schools, difficulties with speaking English, or worries that distract them from learning. We understand that children who experience barriers to learning may be at risk of underachieving; however, this does not mean that they have SEND. Only those with a physical difficulty or a learning difficulty that requires special educational provision will be identified as having SEND.

Where, despite high quality teaching targeted at specific areas of difficulty, pupils' attainment is significantly lower than their peers, or where their progress is significantly slower, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

Children who have English as an additional language (EAL) do not have a learning difficulty solely because their first language is not English. However, some children with English as an additional language may also have learning difficulties. Therefore, we work closely alongside the States EAL Team to ensure that children with EAL receive appropriate support in school.

What does Special Educational Needs & Disabilities (SEND) mean?

The Education (Amendment) (Guernsey) Law 1987 states that a child has Special Educational Needs (SEN) if he/she has 'a learning difficulty which calls for special educational provision to be made' [paragraph 1(1)]

'A child has a learning difficulty if he/she 'has a significantly greater difficulty in learning than a majority of children and young people of his/her age' [paragraph 1(2a)]

or
'has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided in schools for children and young people of his age' [paragraph 1(2b)]

The Special Education Needs Code of Practice (Guernsey) 2004 suggests there are 4 main areas of special need. These are:

Cognition and Learning Needs:

This includes children who have difficulty with learning, thinking and understanding or who have developmental delay. They may have features of moderate, severe or profound learning difficulties or specific learning difficulties (dyslexia, dyspraxia, dyscalculia).

Social, Emotional and Mental Health:

Pupils with social, emotional and mental health needs cover the full range of ability and severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.

They may be withdrawn or isolated, disruptive and disturbing, have immature social skills or present challenging behaviours.

Communication and Interaction Needs:

This includes children with speech and language difficulties/disorders and those who have a diagnosis of Autism.

Sensory and/or Physical Needs:

This includes children with a range of significant visual or hearing difficulties and children with physical disabilities which impede their learning in school and their ability to take part in the curriculum.

Children do not fall into neat categories and some have needs in more than one area. When a child has very significant difficulties falling into a number of these areas, then this child may be described as having complex needs.

At different times in their school life, a child or young person may have a special educational need.

SENG1 forms:

In identifying a child's need, staff use an SENG1 form and correlate it with the Special Educational Needs Code of Practice (Guernsey 2004) and SEN Criteria - Additional Guidance (2009) documents. These forms are completed with the class teacher and the SENCO once a need has been identified and then are regularly reviewed and updated on an annual basis before the October half term break, as well as at other times as appropriate. Completed SENG1 forms are kept by the classteacher and then passed on at times of transition. A paper copy is also kept by SENCo in the pupil's SEN folder.

Stages of Support/ Categories of SEN:

The first provision for a pupil is high quality, inclusive teaching. The teacher plans and teaches at an appropriate level of need for success and progress to be achieved. This includes adapting and differentiating learning to enable success. At this level this may include teacher support or LSA support within the normal classroom teaching process. If there are any concerns regarding a child's progress and/or attainment then these should be discussed with parents/carers.

The class teacher/LSA will liaise with the SENCO about any concerns they may have about a child in their class, by completing the SENCO referral form. Once this form has been completed, the SENCO and the class teacher will meet to discuss what steps are next to be taken in supporting the child. If necessary, the SENCO will carry out an initial observation and/or may carry out assessments with the child. At this point it may be felt that an N category may be allocated on the SEN register. This is an early indication of concern and acts as a flag in the monitoring process. This will be closely monitored, initially over a half term period, and parents/carers will be invited to attend a meeting with the SENCO in the first instance. Note: This N category is also used to indicate where a pupil has been taken off the SEN register but is still being monitored.

If the child has not made satisfactory progress, then the SENCO and the class teacher will invite parents/carers to school to attend a review meeting to discuss their child before being placed onto the SEN Register at School Action - See below. An Individual Education Plan (IEP) will then be written in conjunction with the parents/carers. This may mean that alternative strategies are provided, including the possibility of additional help.

In line with Guernsey practice, at Vauvert Primary School we use the categories 'School Action' (SA) and 'School Action Plus' (SA+) to identify at what level a pupil is on the SEN register. There may be some pupils who are awarded a Statement of Determination, following the formal assessment process. The following explanations are paraphrased from...

<https://www.gov.gg/article/3083/The-Code-of-Practice-and-Graduated-Response>

School Action (A)

Where extra or different help is needed. Extra help provided by school could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment (digital technology, etc.) This is called School Action.

School Action will continue until it is no longer needed or it is decided that a child needs additional support at School Action Plus.

School Action Plus (P)

If progress at School Action is not perceived as adequate, we may seek advice from external support services such as a specialist teacher from one of the SEN Advisory and Outreach Support Services, an Educational Psychologist, a Speech and Language Therapist or other health professional. This is called School Action Plus.

These external agencies may complete observations of the child in school, send questionnaires to parents/carers and feedback any information to the SENCO including reports with strategies, advice and/or guidance.

School Action Plus will continue until it is no longer needed or until it is decided that a request to the Education Department for a Formal Assessment may be appropriate.

Guidance re the SEN Process and stages of category can be seen in Appendix 1 SEND Pathway - Graduated Response and Appendix 2 - What This Means at Vauvert.

Determination (S)

The formal assessment process may identify the need for specific provision to be in place. This may be in the form of an alternate placement or could outline provision to be in place at the current placement. This process is completed in consultation with parents/carers as well as a range of agencies as appropriate. An Educational Psychologist is always involved in the formal assessment process.

Individual Education Plan (IEP):

All pupils at School Action (A) or School Action + (P) should have an IEP. It is the responsibility of the class teacher to ensure that IEPs are completed and shared appropriately. This is done under the direction of the SENCo.

The IEP should contain relevant SMART targets with clear timescales for completion. These targets should be written in liaison with the SENCo and with any external services involved, as well as the child and their parents. Parents should receive a copy and must be fully aware of what is written on their child's IEP. All staff completing IEPs are expected to use the blank IEP template provided by the school.

As a minimum, IEPs will be reviewed on a termly basis with paper copies being given to the SENCo by the half term break. Copies of IEPs should be held by the class teacher and passed on at the end of the year as part of the transition process.

One Page Profiles:

Alongside the SENG1 forms, all learners will have a 'One Page Profile' completed. This document has four key questions which enables them to communicate with new adults who may be working with them. It explores the way that they learn, what struggles they may have, and what their interests are. It also shares the support that is in place and forms the basis for planning the personalised provision for the learner.

My Education Access Plan (MEAP):

All pupils with a Determination should have a MEAP. The MEAP will include information about:

- The short-term, attainable targets for the pupil. Maximum of 3;
- How and when a child's progress will be monitored;
- Strategies used, including extra help to support the pupil meeting the targets;
- What help can be given to a child at home;
- Outcomes (to be recorded when the MEAP is reviewed).

In liaison with parents, the SENCo, other adults supporting a child, and any agencies involved, it is a class teacher's responsibility to develop the required MEAPs. Where possible, this process should include the child; however, if a child is not directly involved then his/her views should still be sought

and considered. These MEAPs should, at the least, be reviewed at least on a termly basis and a copy submitted in a paper form to the SENCo by each half term break. Parents should receive a copy and must be fully aware of what is written on their child's MEAP.

Each class will have a 'Class Folder' containing current information about the class as well as the MEAPs. At the end of each academic year, these Class Folders should be passed on to the child's next class teacher ready for immediate implementation at the start of the new academic year.

Guidance for writing MEAPs can be found in Appendix 3 - Guidance for writing IEPs & MEAPs.

Curriculum Access and Provision:

In order to meet the learning needs of all children, teachers adapt their teaching and differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- in class support for small groups with an additional teacher or Learning Support Assistant (LSA);
- small group withdrawal with a teacher, LSA, or individual class support / individual withdrawal;
- further differentiation of resources;
- partners and teams within each class;
- interventions;
- provision of alternative learning materials/ special equipment;
- group support;
- provision of additional adult time in devising interventions and monitoring their effectiveness;
- staff development/training to undertake more effective strategies;
- access to specialist services, the Educational Psychology Service or other support services for advice on strategies, equipment, or staff training.

Intervention Strategies:

Following data entry, IEP/MEAP creation, or a termly resource planning meeting, various provisions may be offered to support and develop a child's learning. The SENCo and Senior Leadership Team will work with staff to make the best use of the resources available.

Midway through each term, interventions will be reviewed informally by the SENCo and the staff involved. Planning for the new term's interventions will begin before the end of the preceding term, allowing for immediate input at the start of each term.

Where programmed interventions finish before the end of a term, or where interventions prove not to impact positively on a pupil, alternative provisions may be put in place.

All intervention strategies used will be recorded under a learner's SEN SIMs record.

Appendix 5 gives a list of some of the interventions that may be used.

USE OF SIMS:

The school uses SIMS to record all SEN information. While this is predominantly carried out by the SENCo, Head Teacher or LALSIT teacher, they have the ability to add and amend as necessary.

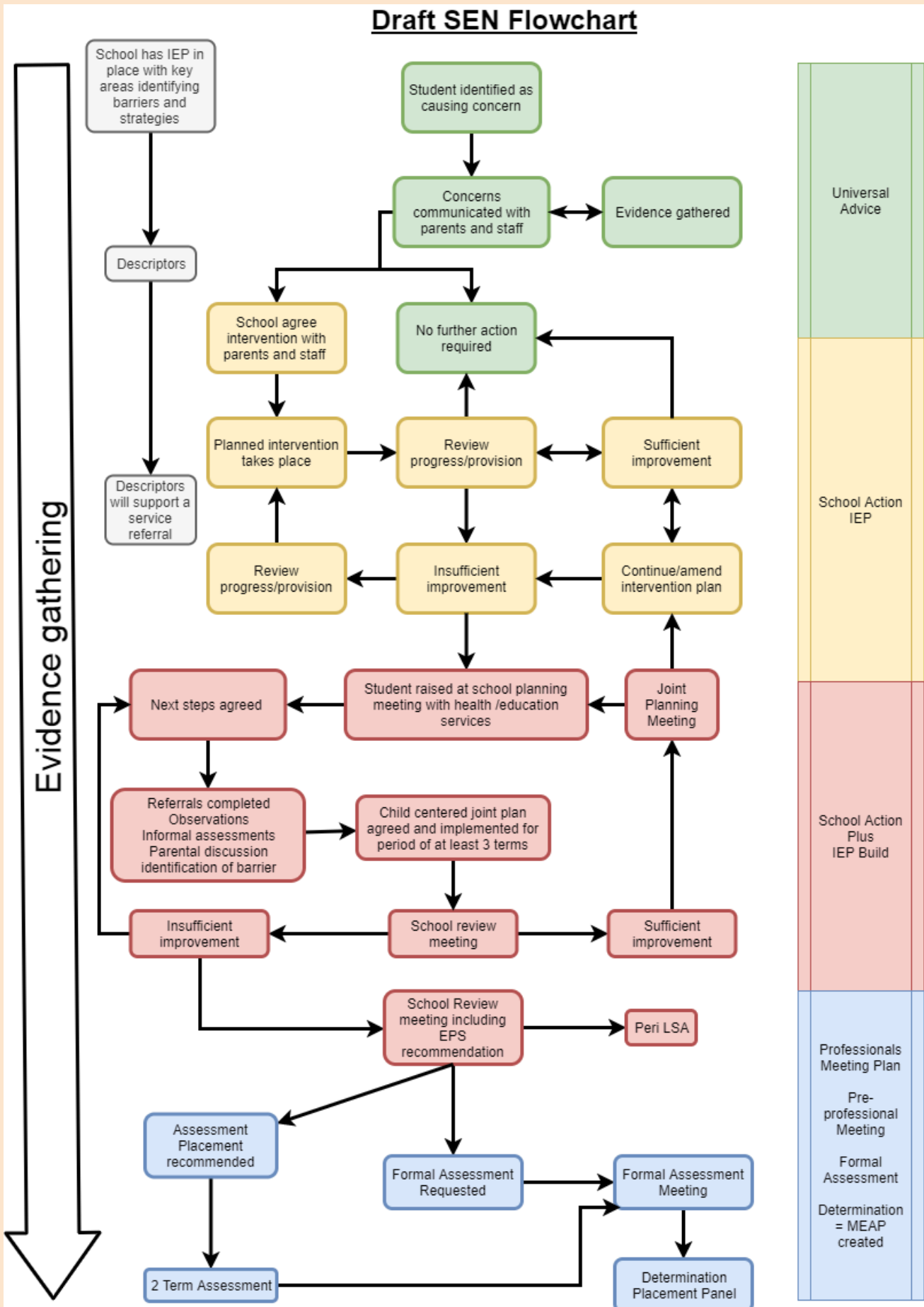
The main SEN records consist of...

- 'Events' which are one off specific actions - eg an email, a letter, a meeting, etc.
- 'Provisions' which are organised, targeted activities such as a specific program to support the learner,
- 'Reviews' which are meetings held to discuss the learner, evaluate the current situation and need and to plan for the future.

SEN records also include the level of need, the category of need, and the adults involved.

Guidance for staff using SIMs for SEND recording can be found in Appendix 4 - Staff use of SIMS for SEND.

Appendix 1 - SEND Pathway - Graduated Response:



<p>Initial Cause for Concern</p>	<p style="text-align: center;"><u>Direct support</u></p> <ul style="list-style-type: none"> ● Appropriate differentiation ● Appropriate groupings ● Class organisation ● Curriculum review ● Environment/seating 	<p style="text-align: center;"><u>Indirect support</u></p> <ul style="list-style-type: none"> ● School communicates with <ul style="list-style-type: none"> ○ Parents ○ Staff ○ SENCO ● ABC chart to identify need
<p>School Action</p>	<p>In addition to above</p> <ul style="list-style-type: none"> ● Additional or different teaching materials ● Strategies from child centred plans implemented (IEP/ILP/IBP etc.) ● Planned intervention <ul style="list-style-type: none"> ○ In class ○ Out of class ○ Unstructured time ○ Group ○ Individual ● Targeted support <ul style="list-style-type: none"> ○ Key adult used to support ● Further differentiated learning 	<p>In addition to above</p> <ul style="list-style-type: none"> ● Meeting with Parents/carers to discuss School Action ● Child centred plans written, agreed and shared (IEP/ILP/IBP etc.) ● Regular reviews held (at least twice a year) ● Raised at Multi Agency Planning (MAP) meeting ● SENCO observations ● Further assessments as appropriate ● Monitoring of progress, academic and/or SEMH ● Key adult identified ● Good practice guidelines NI to be followed
<p>School Action Plus</p>	<p>In addition to above</p> <ul style="list-style-type: none"> ● Planned interventions ● Direct/indirect work from external agencies. For example <ul style="list-style-type: none"> ○ EPS ○ YJ ○ CASS ○ SAS ○ SALT ○ Inclusion Service ○ CAMHS ○ Sensory support service ○ OT ● Implementation of advice ● Engagement in programmes e.g <ul style="list-style-type: none"> ○ Bounce ○ Decider skills ○ Prince's Trust ○ Alternative Provision (AP) ● Home support for example <ul style="list-style-type: none"> ○ Routines ○ Boundaries ○ Clubs ○ Sleep ● Peri LSA allocated for targeted intervention 	<p>In addition to above</p> <ul style="list-style-type: none"> ● Consent gained ● Review meeting with Parents/carers ● Referral to appropriate support agencies. For example: <ul style="list-style-type: none"> ○ EPS-(Education Psychology service) ○ Les Voies Inclusion Service ○ SALT-(Speech and Language Therapy) ○ CASS-(Communication and Autism Support Service) ○ CAMHS-(Child and Adult Mental Health Service) ○ IY-(Incredible Years) ○ PPP-(Positive Parenting Programme) ○ YC-(Youth Commission) ○ Resource Allocation Panel (RAP) ● Further assessments as appropriate ● Advice/guidance from of external agencies ● Engagement of services ● Review meetings <ul style="list-style-type: none"> ○ TAC ○ MAP ○ PSP ○ Professionals meeting ● Appropriate training identified and delivered ● Coaching/mentoring, advice and guidance received from appropriate agency ● Whole school strategic support ● Identified next steps ● Peri LSA recommended by EPS through school review meeting

<p>Formal Assessment</p>	<p>In addition to above</p> <ul style="list-style-type: none"> ● Student voice taken in to account ● Additional support agreed ● Additional support in place ● School placement identified ● School placement taken up ● Transition supported 	<p>In addition to above</p> <ul style="list-style-type: none"> ● School send FA request plus; Supporting Evidence checklist, SEN/G1 Form and notes from the SA+ meeting ● Formal Assessment Request Review Meeting (FARRM) held by Education Services monthly to review and confirm/agree requirements have been met. ● FA Multi-Agency Meeting held to clarify and recommend SEN and placement. ● Recommendation following FA Meeting presented to Placement Panel for approval. ● Proposed Determination letter, including summary of SEN produced and sent to parent/school. ● Parents have a right to Appeal Summary of SEN and/or Placement. ● A My Education Action Plan (MEAP) is set up for the child within the first half term. ● On-going monitoring and review with full Annual Review.
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Appendix 2 - What This Means at Vauvert:

		Actions	Possible Next Steps
1	<p>Classteacher has initial concerns...</p> <p>(Appendix 6)</p>	<p>High Quality Inclusive teaching including differentiation and adaptation within the class.</p> <p>Focus from teacher/LSA.</p> <p>Discuss with parents.</p>	<p>Monitor</p> <p>Pupil Progress Meetings</p> <p>Does the learner need more than what we are doing?</p>
2	<p>N on SEN Register</p> <p>Ongoing concerns</p> <p>Progress/ attainment lower than expected.</p> <p>Pupil welfare concern.</p>	<p>Quality first teaching including differentiation within class.</p> <p>Discuss with parents.</p> <p>Discuss with SENCo.</p> <p>Support through intervention provision.</p> <p>Closely track attitude, progress, impact of provision.</p>	<p>Monitor</p> <p>Pupil Progress Meetings</p> <p>Does the learner have SEND?</p> <p>Should the learner be recognised as 'School Action'?</p> <p>Complete an SENG1 (Appendix 9)</p>
3	<p>SA on SEN Register</p> <p>Despite interventions and quality first teaching, ongoing concerns re progress/ attainment/ pupil welfare.</p> <p>(Appendix 7 & 8)</p>	<p>Quality first teaching including differentiation within class.</p> <p>Specific targeted support through intervention provision.</p> <p>Discuss with parents.</p> <p>Discuss with SENCo.</p> <p>IEP to be developed and process followed.</p> <p>Closely track attitude, progress, impact of provision.</p> <p>Complete One Page Profile with pupil and gather their views on how they can best be supported.</p>	<p>Monitor</p> <p>Pupil Progress Meetings</p> <p>Further strategies put in place.</p> <p>Does the learner need greater support?</p> <p>Do staff need a greater understanding of the learner's needs?</p> <p>Discuss with parents and then refer to outside agencies as agreed.</p>
4	<p>SA+ on SEN Register</p> <p>Involvement from outside agencies.</p> <p>(Appendix 7 & 8)</p>	<p>Quality first teaching including differentiation within class.</p> <p>Specific targeted support through intervention provision.</p> <p>Closely track attitude, progress, impact of provision and agency advice/support.</p> <p>Ensure IEPs fully reflect agency advice/support.</p> <p>Complete One Page Profile with pupil and gather their views on how they can best be supported.</p>	<p>Monitor</p> <p>Pupil Progress Meetings</p> <p>Intervention strategies put in place.</p> <p>Annual Review (Minimum) - Termly Review if needed.</p> <p>Pupil included in agency planning meetings.</p> <p>Does the learner need greater support?</p> <p>Do staff need a greater understanding of the learner's needs? Would an alternative placement/ provision better meet the child's needs?</p> <p>Discuss with parents. Request a formal assessment if all in agreement.</p>
5	<p>Determination</p> <p>Following a Formal Assessment, pupil's specific needs will be planned for.</p> <p>MEAP to be developed and process followed.</p> <p>Continued review of progress, attainment, impact of provision, and mental health and well-being. Liaise and seek advice as appropriate.</p>		

Appendix 3 - Guidance for Writing IEPs & MEAPs:

Targets should be written by the class teacher in conjunction with other adults supporting the pupil, e.g. Educational Psychologist, Speech & Language Therapist, Language and Literacy Support Intervention Teacher, Learning Support Assistant, SENCo, etc. Where possible, it is expected that the pupil will be a part of this process.

To develop an IEP or MEAP we need:

- An accurate and comprehensive understanding of the child's needs. This should come from your own observations, discussion with colleagues, discussion with the child and their parents, and liaison with other agencies. Make sure each area in which the child needs help is included (e.g. reading, spelling, writing, maths, social skills, motor skills, etc.).
- A clear understanding of his/her present level of performance. This should be based upon teacher assessments completed from the current expectations set out in the Learning & Teaching Policy as well as the Assessment, Recording & Reporting Policy. This may also include test results and assessment results carried out by other agencies.
- Knowledge of resources or support that may be available, as well as enhanced teaching practices that may benefit the child.

Assess, Plan, Do, Review

Assess- Gather information and undertake assessment to gain a thorough picture of the pupil's needs. This will help with identifying and setting targets that enable the pupil to make progress.

Plan – What you want the child to achieve: e.g. 'name' will with / without support

Target 1: Selecting targets is very important. Areas of concern should be prioritised. The agreed targets should be SMART (Specific, Measureable, Achievable, Realistic, Time bound).

In addition, the success criteria should be stated i.e. the level at which you feel the child has demonstrated sufficient progress. This could be that target will be achieved 80% of the time or on 5 consecutive occasions.

Do – How adults will help this happen. How to do it and how often:

The strategies are the key to providing the child with the best opportunity to make progress with the target and need to be shared with and followed by all adults who work with the child. They may be extra, distinctive or different from the usual strategies for other children.

Additional resources: It is important for all staff to know which resources have been identified to use.

Review – What has happened by the review date as identified by observations: Has the target been achieved/not? Is it consistent? Does it need to be in smaller steps?

Three targets (usually in the prime areas) maximum and which should be reviewed regularly and adjusted to meet the child’s achievements. Reviews would typically be done at least three times per year, although the review period can be shorter if needed.

Appendix 4 - Staff Use of SIMs:

Recording in SIMs

Class teachers enter attainment data as per the school’s Assessment, Recording and Reporting Policy.

The Language and Literacy Support Intervention Teacher will update the SEN record in SIMs to reflect all involvement including assessments and work undertaken.

The SENCo will enter all information regarding additional provision as well as updating all SEN events and provisions. This should include all SEN events for that pupil, including phone calls, emails, letters, meetings, etc.

Reporting From SIMs

To help track pupils’ progress and attainment, as well as reporting to parents and outside agencies, we use a variety of reports in SIMs. With careful consideration, these reports can also be used to assist in sharing of information during transition.

Report	Who	When
AM7 attainment and progress reports	ARR lead, SLT, Class teachers	When required. Following termly data input.
Parents’ Evening Reports	ARR lead	In preparation for Parents’ Evening.
Specific SEN Reports - See below	SENCo/ SLT	As required.

SEN Report per Pupil

Special Needs Record for

A Child - Y?

Date of Birth: DD MMM YYYY

SEN Status	SEN Start Date	Need Type	Description

Adults Involved

Name		Start Date	End date

Reviews

Review Date	Review Type	Comments

Events

Event Type	Date	Comments

Provisions

Provision	Start Date	Comments

SEN Pupil Provision Report V2

Provides a report for an individual pupil giving all of their SEN provisions in chronological order.

SEN Pupil Event Report

Provides a report for an individual pupil giving all of their SEN events in chronological order.

SEN Provisions - Select

Allows to select from any provision for a stated date range

SEN Provisions Report -

Student	DOB	SEN Status	Provision type	Start date	End date	Frequency	Comments

Appendix 5 - Examples of Intervention Provision may include:

'Soft Start'

'Touch Base' sessions

Hand Massage

SEMH Groups

Therapy Dog

ELKLAN

Reading Recovery

Language & Literacy Support Intervention Teacher

Better Reading Partnership

Speech Link

Language Link

Little Wandle Catch up

Nessy

DDC support programmes

Precision teaching

Narrative language groups

In-School intervention that is subject specific (identified through CT assessment) run by an LSA

In-school intervention(identified through CT assessment) that is run by a teacher

Intervention run by an outside agency

Intervention run by LSA's using strategies modelled by SALT

Allocation of additional volunteer time

Allocation of 1:1 support

Fine Motor Skills

Gross motor skills- Sports Commission

Daily 10

KIRFS (Key Instant Recall Facts)

IT provision- Nessy, TTRockstars, Numbots, White Rose 1 minute Maths

Appendix 6- Internal Referral Form

Special Educational Needs Internal Referral Form

Child's Name:		Date of Referral:	
Year Group:		Class:	
Member of Staff:			

Areas for Concern			
Cognition and Learning		Speech and language difficulties	
Specific Learning Difficulties (Dyslexia)		Social, Emotional and Mental Health	
Communication and Interaction		Behaviour	
Physical and/or Sensory needs (Gross/Fine Motor skills)		Other	

Briefly explain the reason for the referral (Please identify the difficulties the child is experiencing with regards to accessing the curriculum)

Details of any strategies which have been used prior to the referral (What ways have you adapted your teaching and/or lessons when planning for this child)

Class Teacher Signature	
Date handed into SENCO	
SENCO Signature of acknowledgement	

Appendix 7- IEP



Vauvert Primary School – Individual Education Plan

(To be used in conjunction with Wave 1 Quality First Teaching)

Date:

Review Date: (Linked to Parent’s Evening)

Name:		D.O.B:	Year Group:		
Primary area of need:		Secondary area of need:		Tertiary area of need:	
Area of Need: 1. Cognition & Learning 2. Social, Emotional and Mental Health 3. Communication & Interaction 4. Physical/Sensory Needs					
Professional Medical Diagnosis (If applicable):					
SIMS Category		School Action (A)	School Action Plus (P)	Determination (S)	
Area of Need	Targets	Success Criteria	Strategies to Support	Time Scales	Impact/Future Action

To be completed at the start of each year and reviewed termly.

Appendix 8 - One Page Profile



Vauvert Primary School – One Page Pupil Profile

What people like and admire about me:

Empty rounded rectangular box for writing responses to 'What people like and admire about me:'.

What is important to me (home and school, who, what activities, when, routines, aspirations, rewards)

Empty rounded rectangular box for writing responses to 'What is important to me'.

What you need to know to support me:

Empty rounded rectangular box for writing responses to 'What you need to know to support me:'.

What is not working well? (Barriers to learning)

Empty rounded rectangular box for writing responses to 'What is not working well?'.

To be completed at the start of each year alongside the IEP

Appendix 9



SENCO Referral Summary Record of Level of Need for SEN

School Vauvert Primary	Learner Name	Date of Birth	Year Group Tick <input type="checkbox"/> if placed out of year
CiC	Summer Born	EAL / Home Language	SEV
Current Attendance	Other	Completed By /Role	Date
Previous Year's Attainment		Date	NC Level
	English – Reading		
	English – Writing		
	Maths Overall		

This form is to be completed with the SENCO as part of the referral process by using the descriptors in the SEN Criteria in order to make a judgement about the pupil's current level of NEED (not their current level of support).

If the learner has no identified needs in a particular area DO NOT TICK

		Graduated Response / School Action	School Action Plus	Allocation of Support	Formal Assessment / Specialist Provision
Cognition and Learning	Ability to access learning				
	Performance Indicator Grid				
	Independent working +Organisational skills				
Social, Emotional and Mental Health	Emotional/Social Development (includes Interaction Skills and working with others)				
	Behaviour				
	Participation in learning (includes attendance, attention and concentration)				
	Identity (includes <u>self esteem</u> , <u>self image</u> and social presentation)				
Communication and Interaction (including speech and language / autism)	Receptive Language				
	Expressive Language				
	Social Interaction				
	Social communication				
	Imagination / Flexibility of Thought				
	Response to Change				
Sensory and Physical	Response to Sensory Stimuli				
	Vision				
	Hearing				
	Physical				
	Multi-Sensory				

Any other concerns: