



SEND Policy

Headteacher	H Sarai
Chair of Governors	N Round
Approved Date	25.09.14/08.10.15/29.9.16/05.10.17/27.9.18/4.12.19/2.12.20/29.9.21/28.9.22/ 27.9.23

Special Educational Needs and Disability (SEND) Policy

At Bantock Primary we believe that all children have an equal opportunity to participate in a broad and balanced curriculum according to their needs, abilities and interests. We aim to remove all barriers to achievement and make every child SHINE.

SUCCEED HAPPY INSPIRE NURTURE EDUCATE

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

- Equality Act 2010
- Children and Families Act 2014

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

(Taken from 2014 SEND Code of Practice: 0 to 25 Years - Introduction xiii and xiv)

Code of Practice 2014

From September 2014:

- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). SEN Support means that it is additional to, or different from, the support generally made for other children of the same age in school. All children are closely monitored, and their progress tracked each half term. Those at SENS are additionally tracked by the SENCO.
- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth – 25 years. The local authority will issue an EHC Plan for a pupil who needs more support than is available through SEN Support.

There are four broad areas of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health (SEMH) needs**
- **Sensory and/or physical needs.**

We have children in the majority of these categories of SEND. Below 14% of our children are either at SENS or have an EHC Plan. This is just below the national average (15.3%) but means that all teachers expect to have children with SEND in their classes.

All children benefit from 'Quality First Teaching'. This means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress within their learning, by removing barriers to learning and putting effective provision in place. In addition, we implement focused interventions to target particular skills to ensure all children, including those with SEND, are given the opportunity to make the expected progress.

We work closely with parents/carers and children to ensure that we take into account the child's own views and aspirations, and the parents' experiences of their child, and their hopes. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

Inclusion

All provision is based on inclusive practice enabling physical and social access and access to learning. We seek to be an inclusive school by:

- Valuing the diversity of all our pupils, including children with SEND.
- Using SEND procedures to identify barriers to learning and plan appropriate action following the graduated approach (assess, plan, do and review).
- Ensuring all pupils have appropriate learning targets which are challenging.
- Making appropriate provision for SEND within routine class arrangements wherever possible.
- Ensuring children with SEND are included and an integral part of the school community.
- Developing links with special schools to extend pupil's experience of diversity.
- Accessing specialist education and health services for educational advice and supporting assessments.
- Ensuring all staff have access to relevant training opportunities.
- Ensuring that reasonable adjustments are made to include pupils with disabilities.

The Role of the SENCO

The designated SEND Co-ordinator for Bantock Primary is Mrs Williams. Her role is to:

- Ensure provision for pupils with SEND are planned in the form of Provision Mapping, with the Deputy Head and Head Teacher.
- Monitor, review and evaluate the effectiveness of provision for SEND.
- Consult with parents, carers, class teachers, specialists, the Deputy Head and the Head Teacher, the degree and form of involvement needed for children with SEND.
- Report regularly to the school Leadership Team.
- Provide governors with a termly report of the progress of SEND children.
- Attend SENCO network meetings and inform the Head Teacher and school staff of new guidance or training available.
- Identify and maintain resources for SEND and plan how these will be used to support SEND pupils in the most supportive, efficient and effective way.

In relation to other staff, the SENCO will:

- Identify and provide training needs and resources relevant to the SEND children they are working with.
- Review and monitor provisions for pupils at SENS or an EHCP.
- Work with parents of SEND pupils in providing SMART targets that prioritise their educational needs.
- Coordinate and work alongside outside agencies in facilitating and achieving SMART targets.
- Ensure that curriculum planning is differentiated, where appropriate, to meet the needs of SEND pupils.
- Maintain and provide educational advice for children with an EHCP.
- Monitor and track progress made by pupils with SEND.

Provision for children at SEN Support

Once a child has been identified as SEND, the graduated approach is used to identify appropriate interventions. Termly, at progress meetings, the waves of intervention that each child will receive is identified and recorded on a progress review. The review records the personalised provision in place to enable the child to achieve set targets. These targets are shared regularly with pupils, and with parents at termly parent's evenings, and reviewed following the graduated approach to assess the impact.

SPLP (Modified Timetable)

Pupils may also be put on a Specialised Personal Learning Plan (SPLP) which may involve a modified timetable. In all instances, safeguarding and the impact on the child will be the school's first consideration and the LA will be informed using the online form which can be found [here](#) .

Moving to an EHCP (Education, Health and Care Plan)

If children require more support than quality first teaching and SENS, we can apply for the child to be assessed for an EHCP.

Generally, we apply for an EHCP if:

- The child is a Looked After Child (Child and Young Person in Care) and therefore additionally vulnerable
- The child has a disability which is lifelong, and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it is likely that the child may at some point benefit from special school provision.

Children, who we think will succeed in mainstream schools, albeit with additional support, are less often assessed for an EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family, known as a Team Around the Child (TAC) meeting. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

What kinds of SEND provision are provided for?

Our school currently provides additional and/or different provision for the four areas of need as referenced in the SEND Code of Practice (2015):

- **Communication and interaction** (e.g. autistic spectrum and language disorders)
- **Cognition (thinking) and learning** (e.g. moderate learning difficulties, specific learning difficulties, global development delay)
- **Social, emotional and mental health (SEMH) needs** (e.g. ADHD, attachment disorders, emotional and mental health difficulties)
- **Sensory and/or physical needs**(e.g. cerebral palsy, visual or hearing impairments).

What does quality first teaching look like at Bantock?

All learners will have access to quality first teaching, which is a style of teaching that emphasises high quality, inclusive teaching for **all** pupils in a class. Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum, which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with a special educational need or disability. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

How does Bantock Primary know if children need extra support?

The progress of every child is monitored termly at pupil progress meetings through class trackers, Progress Reviews, Progress Meetings with the class teacher, Head Teacher and Deputy Head Teacher. Where children are identified as not making progress, in spite of quality first teaching, appropriate support will be identified and included on the Provision Map, following the graduated approach (assess, plan, do and review).

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those who, in spite of receiving quality first teaching, shows progress that:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having a SEND.

Children who are new to English are not classified as SEND unless there is a clear need or diagnosis. However, when a child who is learning English as an additional language makes slow progress over time in school, it is difficult to tell whether the delay is caused because they are not confident using the language, or because they have additional learning difficulties independently of the language difference. The pupil will have an assessment (including an assessment of their learning in their own language if possible) before a decision is made to include them on the school's SEND register, where parents are appropriately informed within this process. If external support is required to identify a need for a child who has English as an additional language (EAL), the school will utilise the Citizenship, Language and Learning (CLL) team, who will complete a specialist assessment for pupils.

What should I do if I think my child may have a Special Educational Need or Disability (SEND)?

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

Inquiries about an individual child's progress should be addressed at first to the class teacher, since he or she is the person who knows the child best. Other enquiries can be addressed to the SENCO, Mrs R Williams.

Contacted by calling the school's office (01902 558710) or sending an email to bantockprimary.groupemail@wolverhampton.gov.uk.

How Will Bantock Primary Support My Child?

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the life of the school;
- To work in partnership with parents/carers;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work closely with external support agencies, where appropriate, to support the need of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential and this is made possible by utilising appropriate differentiation, visuals and specific support strategies. Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

How will the curriculum be matched to my child's needs?

All pupils are entitled to a broad and balanced relevant curriculum including the Early Years Foundation Stage (EYFS) Curriculum and the National Curriculum, as appropriate to their key stage and stage of development. These are the methods by which entitlement is met and access for all pupils is secured.

The school makes provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures dependent on the child's strengths and weaknesses.

- A variety of approaches are employed to maximise the achievement of all pupils.
- Learning and teaching strategies and resources are employed.
- Alternative provision is made for a child through an assessment of their needs which seeks to provide the best educational outcomes for the individual. This could include a modified timetable or Wave 1, 2 or 3 intervention.
- Uniformity of approach by all staff is made consistent through regular monitoring.

The range of resources and teaching strategies within the school are identified on the school's Provision Map. These include:

- Intervention staff with relevant training appropriate to the needs of the children identified.
- Small group work provided outside of the classroom.
- 1:1 work provided by the class teacher or a support member of staff.
- Outside agency involvement working 1:1 with identified children e.g. speech and language support, specialist teacher support and Base 25 Emotional Support, etc.
- A range of resources provided to meet individual needs, including equipment for those with physical needs.
- Specialised training for all staff appropriate to the identified needs of their children with SEND.
- A working partnership with Specialist Services (which include Outreach, Specialist Teacher, SALT and Educational Psychologist).
- A sensory room to support individual's sensory needs.
- An immersive suite for sensory learning and experiences.

How will I know how well my child is doing?

We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents will be informed either at parents' meetings (termly) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

If a child has an Education, Health and Care Plan (EHCP), an annual review will take place with parents and the relevant professionals to review the progress made over the previous 12 months (6 months if the outcomes have been met) and to determine the progress towards the outcomes. If changes need to be made to the EHCP, these can be discussed at the annual review meetings. We welcome all opinions and views of the relevant stakeholders to ensure the needs of the child are being consistently met.

Parents/ carers and all teachers and support staff, who work with the pupil, will be made aware of the child's individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

How do we decide if children need to be added to the SEN Register?

We will have an early discussion with the pupil, if appropriate and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns and the pupil's view when appropriate.
- Everyone understands the agreed outcomes sought for the child.

- Everyone is clear on what the next steps are.

This is part of the graduated approach cycle of “Assess, Plan, Do, Review” required in the Code of Practice.

Together, by working with parents/carers and other specialist services when appropriate, we will identify whether children will require SEN Support and once agreed, you will be formally notified.

Thereafter, parents/ carers – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual report of the child's progress.

How will you help me to support my child’s learning?

Teachers are available at the end of the day and informal meetings can be arranged to discuss your child’s learning. Parents evenings are held termly for you to discuss your child’s learning in depth with their class teacher and a report will be shared to show your child’s progress.

Provision we offer at Bantock:

- WELL Programme – an emotional literacy intervention
- Base 25 Emotional Support
- Nurturing Allotment Group
- Reflexions Mental Health Support
- Core subject (Maths, English and Reading) keep up and catch up interventions
- Extracurricular booster groups.

How will we evaluate the effectiveness of SEND provision?

We will evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils’ individual progress throughout the year using the assess, plan, do and review cycle to ensure the effectiveness of intervention.
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding TAC meetings with parents/carers and external agencies
- Holding annual reviews for pupils with Education, Health and Care Plans.

What support will there be for my child's overall well-being?

All pupils complete the Stirling’s Well-Being Scale questionnaire every year to identify any children who may need social or emotional support, or intervention.

As a scaffold to support pupils in discussing their feelings, and therefore to develop emotional literacy, Bantock uses the visual representation of emojis. Through emojis, children are able to identify and communicate a feeling that they may otherwise not be able to put into words. Through questioning, children are then supported in identifying why they are feeling this way, how to resolve any negative emotions and consider strategies to prevent these negative emotions from reoccurring.

As well as being embedded throughout the curriculum, there are a broad range of extra-curricular opportunities: Change 4 Life, Cooking Club, Health and Fitness Club, Wolves Foundation Clubs, Allotment Nurture Group, Gardening Club and Cool Kids to develop the health and well-being of pupils, some of which utilise the expertise of outside agencies. Such clubs help foster a healthy lifestyle, increase resilience and encourage children to explore individual talents.

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child’s needs, taking into account family circumstances and the child’s known history of experiences. This may include the use of “The Boxall Profile” which helps to develop a precise and accurate understanding of children’s

emotional and behavioural difficulties, and for planning effective interventions and support activities to address these.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Assessment (EHA) with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to Child and Adolescent Mental Health Services (CAMHS).

All children's behaviour is responded to consistently in line with our Rights Respecting Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

What specialist services and expertise are available at or accessed by the school?

The SENCO has a library of Outreach services available to meet specific needs of children with SEND, including:

Education:

City of Wolverhampton Council Inclusion Support

Speech and Language Team (SALT)

Special Needs Early Years' service (SNEYs)

The Information, Advice and Support Service: for special educational needs and disability (formerly known as Parent Partnership)

Wolverhampton Outreach Service

Base 25 Emotional Support

Education Service for Travellers (EST)

INSPIRE

Education Psychologists

Citizenship Language and Learning (CLL) Team

NHS Reflexions Mental Health Service

Health:

Vision Impaired Team

Hearing Impaired Team

School Nurse

Occupational Therapy

CAMHS

All teams here work with our children through individual referrals made by our school or privately by parents through their GP's. If you have any questions regarding making a referral, please speak to our SENCO – Mrs R Williams.

What training have staff members had to meet the needs of my child?

All of our teachers and support staff are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to provide all children with quality first teaching. We offer training and self-help opportunities through access to in-house or Local Authority (LA) courses, provision of books or guidance towards useful websites.

Staff have attended a range of CPD: Autism Spectrum Disorder (ASD), Behavioural Support, Play Therapy, English as an Additional Language, ELKLAN, Cool Kids, Catch Up Literacy, Precision Teaching, The WELL Programme and Safer Handling.

As SENCO, Mrs R Williams has completed the National SENDCo Award, as part of her duty and has also completed the Autism Leader Award and Senior Mental Health Lead course.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the LA. This includes access to Educational Psychologists and Specialist Teachers.

How will my child be included in activities outside the classroom including school trips?

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum as stated in the Equality Act 2010. Where necessary, we make accommodations and adaptations to meet the physical and learning needs of our children. Class trips, including residential, are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

All pupils, including those with SEND are encouraged and selected to hold a variety of ambassador roles in school, such as Sports and Digital Ambassadors or lunchtime prefects, in order to develop self-confidence, independence and social skills.

How will the school prepare and support my child when joining Bantock Primary School or transferring to a new school?

We want our children to experience a smooth transition throughout their school life, so that the pace and quality of learning are maintained to ensure that children are happy and continue to make the very best progress.

Prospective children in each year group visit their new class in the summer term experiencing a range of activities that support their emotional and social development. Class teachers will have transition meetings to ensure all relevant information and paperwork relating to a child's SEND is discussed and shared.

We work closely with our local secondary schools in the Summer term to ensure a positive and effective transition for the children in Year 6 as they move into Year 7. Year 6 staff will liaise with secondary schools to discuss support needed and arrange additional visits ahead of main transition events when necessary. The SENCO – Mrs R Williams - will work closely with parents, together with the Wolverhampton Outreach Service, to identify the best transition support for SEND children beginning in the Summer term of Year 6 and continuing in to the Autumn term of Year 7.

We also liaise closely with external agencies such as the Special Needs Early Years' Service (SNEYS), Social Care and SENStart to ensure plans are in place to accommodate any pupils new to Bantock with SEND and the SENCO will meet parents and their child/ren at an arranged induction meeting prior to the pupil/s starting at school.

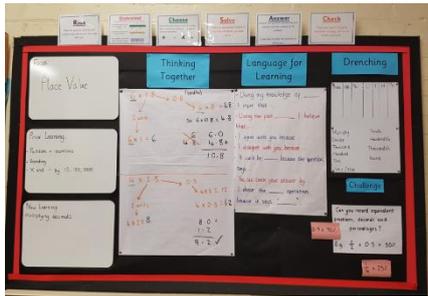
If a child with SEND transfers to a different educational setting, transition meetings and days will be held where appropriate and the relevant paperwork will be sent to the appropriate school, when a start date and the attendance of the child has been confirmed.

How accessible is the school environment?

All provision is based on inclusive practice enabling physical and social access, and access to learning. As a school, we are happy to discuss individual access arrangements. To include children with disabilities the curriculum is modified and technology, such as laptops and iPads, are provided to meet their needs. The building has ramp access for the lower ground floor and a toilet and shower for the use of those with a physical need, and surfaces raised or lowered for access.

We use a wide range of learning resources such as progressive learning strategies, which include progression in language structures, progression in questioning stems and learning walls to support the development of language and communication and interaction needs. Our school uses a range of communication methods to ensure information is accessible. Large print resources, internal signage, pictorial or symbolic representations would be made available dependent on the needs of the child. PECS (Picture Exchange Communication System) is used for pupils, who require this specialist support and visual timetables are used within all classes to support with transitions.

Examples of learning walls for Maths and Writing:



The school's Accessibility Plan can be found by clicking on the following link: [School Policies | Bantock Primary School](#) whilst paper copies can also be requested from the school office.

How are the school's resources allocated and matched to children's SEND?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another point in the year. Resources may include deployment of staff depending on individual circumstances. Support staff have been trained to deliver specialised interventions

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute and take an active role in their child's education. This may be through:

- Discussions with the class teacher
- During parents evening
- During discussions with the SENCO and/or other professionals.

Who will I contact for further information?

If you wish to discuss your child's Special Educational Need, in the first instance please discuss this with the class teacher on the school gate or by contacting the school on 01902 558710.

Head Teacher: Mrs H. Sarai

Deputy Head: Mr J. Thomas

SENCO: Mrs R. Williams

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaint policy.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring arrangements

This SEND Information Report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Board annually.

SEND Information Report (Local Offer)

The purpose of the SEND Information Report is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Bantock's SEND Information Report along with this policy is available to view at [SEND Information Report | Bantock Primary School](#)

Alternatively, Wolverhampton's SEND Information Report can be viewed at:

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Head Teacher will provide financial details of the arrangements for allocation and monitoring of funds for the provision of Special Educational Needs under 161 of the 1993 Act and Statements.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

SEND Admission Arrangements

The School Admissions Code 2021 sets out the mandatory requirements relating to admission to all maintained schools in England, except maintained special schools.

Legislation governing infant class sizes prevents schools from admitting more than 30 pupils between the ages of five and seven to a class with a single teacher.

However, certain pupils can be considered 'excepted pupils' for the purpose of the limit and can be admitted even where this would mean exceeding the 30-pupil maximum. Such pupils include:

- Those with an EHCP, which name the school who are admitted outside the normal admissions round
- Children with SEND who are normally taught in a SEND unit attached to the school or in a registered special school and attend some infant classes within the mainstream school

In paragraph 1.6, the Code notes that admission authorities are under a duty to outline the "criteria against which places will be allocated" when the school is oversubscribed. It adds that these oversubscription criteria must not discriminate against or disadvantage children with disabilities or those with SEND.

Furthermore, a school must not refuse to admit a child who has SEND but does not have an EHC plan on the grounds that they do not think they are able to cater for the child's needs.

Pupils with an EHCP

All children whose EHCP names the school must be admitted. A school is required to admit the pupil from the moment it is named on the EHCP. Any specific arrangements to cater for the pupil's needs must be put in place as soon as possible, but the school may not delay admitting the pupil in order to make these arrangements.

A school must be consulted before it is named on a pupil's plan. If the school has any concerns about accommodating the pupil's needs or preparing for his/her transfer to the school, it should raise these during the consultation period.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

The Graduated Response

Our aim is for pupils needs to be identified as quickly and accurately as possible. Usually most pupils with SEND have been identified before or on entry to school and appropriate steps have been taken to meet their needs. However, if you have concerns about a pupil not already identified, the following guidance sets out the steps to be taken. Before beginning the graduated approach, please take the context of the child into account (date of arrival to UK, attendance, family context, previous settings etc.).

When you have concerns about a pupil whom you think may have Special Educational Need or Disability:

- 1) Reflect on your Quality First Teaching and complete 2 cycles of the Assess, Plan, Do and Review template to evidence strategies, interventions and support already in place (Appendix 1), during a half term.
- 2) Discuss your concerns with the child's parent and ask for their views – complete record of parental contact (Appendix 2).
- 3) Complete the 'Initial Concerns Checklist' (Appendix 3). In some instances, the SENCO will also complete an observation of the pupil in class within their classroom environment (Appendix 4).
- 4) Arrange to meet with the SENCO. Bring the above evidence (parental contact, initial concerns record and a completed assess, plan do and review template) to the meeting. A decision will be made at this meeting as to whether the pupil requires further assessment as part of the school's Graduated Approach and SEND Support.

If the pupil requires additional assessment e.g. further teacher assessment, diagnostic assessment, further discussion with parents, pupil, or external professionals, this will be coordinated by the SENCO, as appropriate. Class teacher works alongside SENCO.

If the pupil does not require further assessment, further advice will be provided on strategies for supporting the pupil at Universal Level (Wave 1). **The pupil will continue to be monitored through the whole school tracking system.**

A decision will be made as to whether the pupil meets the SEND criteria for SEND Support.

If the pupil meets the criteria for SEND Support, this will be recorded on the SEND Register and Arbor. Parents will be formally informed by the class teacher.

If the pupil *does not* meet the criteria for SEND Support, further advice will be provided on strategies for supporting the pupil at Universal Level (Wave 1). **The pupil will continue to be monitored through the whole school tracking system.**

The pupil and their progress will be monitored at SEN Support. The SENCO will support teachers by providing strategies for supporting the pupil at Targeted Support Level (Wave 2), and there may be some external agency involvement (SALT, Outreach, Specialist Teacher). Teachers will complete termly SEN Support Plans as part of the Graduated Response (Appendix 5).

Closed gaps to peers? (Now working less than 18 months behind peers)

Class teachers to feedback to parents and pupils. Off SEND register.

Small steps of progress evident. Continue with SEN Support Plans and continue to monitor and review. Share new targets with pupil and parents.

Not working after two terms? Refer to external agencies. SENCO to feedback to parents and pupils.

Is an Education, Health and Care Plan needed?

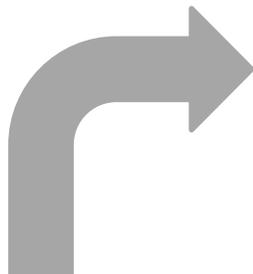
Appendix 1 - Assess, Plan, Do, Review: Planning Template

Child's name:

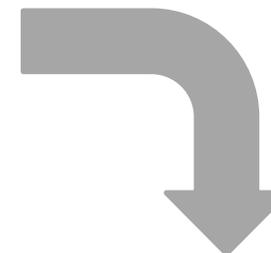
Review Date:

Assess – What do you know about the child through observations and assessments?

Share outcomes with parents – what do they think should be the next step?



Discuss this step with child's parent/carer and the child.

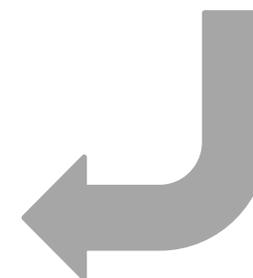
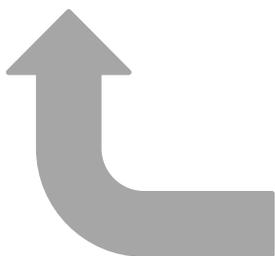


Review – How effective was the support?

Plan – What support are you going to put in place? What do you want the child to achieve?

Do – Who will carry out the support? How often – if applicable?

Continue with observations.



Appendix 3 - INITIAL CONCERNS CHECKLIST

Pupil Name:		Class:	Date of Birth:	Attendance	This Year:
					Last Year:
Date of Admission:	Date Of Entry to UK:	Home Language:		Date Completed:	
Reading	Writing	Maths			

Please highlight the general areas of development causing concern			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory

Please highlight specific factors affecting the child's educational development:	
<p>Learning Skills:</p> <p>Attention to task</p> <p>Comprehension of tasks</p> <p>Completion of tasks</p> <p>Interest in tasks</p> <p>Age appropriate skills</p> <p>Confidence in attempting tasks</p> <p>Gross/fine motor skills</p>	<p>Response to Teaching Style:</p> <p>Ability to work well in a group</p> <p>Ability to take responsibility for own work</p> <p>Motivation one to one</p> <p>Maintenance of motivation in group/class</p> <p>Working independently</p> <p>Organisation of possessions</p> <p>Asking for help</p>
<p>Social Skills:</p> <p>Relationships with other pupils</p> <p>Relationships with other adults</p> <p>Attention seeking / withdrawn</p> <p>Co-operation</p> <p>Self-control</p> <p>Play times</p> <p>Regular attendance</p> <p>Home/school co-operation</p>	<p>Subject Competence:</p> <p>Speaking (first language -)</p> <p>Listening</p> <p>Reading</p> <p>Comprehension</p> <p>Writing</p> <p>Spelling</p> <p>Numeracy</p> <p>Other:</p>

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Appendix 4 - Pupil observation in a classroom: proforma for a SENCO

Name of pupil:

Lesson:

Date:

Behaviour	
How does the pupil enter the classroom?	
How long does the pupil take to settle down to work?	
How does the pupil manage distractions throughout the lesson?	
How does the pupil engage with other pupils?	
How does the pupil leave the classroom?	

Learning	
Is the pupil engaged in the lesson?	
Is the pupil able to follow instructions? Does the pupil need adult support for this?	
Does the pupil stay on-task independently?	
How does the pupil react to getting something wrong?	
Did the pupil achieve the learning objective?	
How does the pupil use classroom resources?	

Appendix 5 - SEN Support Plan & Review

Name:

DOB:

Class:

Date/Term	SEN Outcome	Strategies	Resources	When	Review
		•	•		
		•	•		
		•	•		
		•	•		

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