



# **Red Oaks Primary School Policy for Special Educational Needs And Disabilities (SEND) 2019**

Adopted: 12th February 2019

## **Introduction: Compliance and Personnel**

This policy complies with the statutory requirement laid out in the SEND Code of Practice (0-25), May 2015. It also has regard to the Equality Act, 2010: Advice for schools, June 2014, Working Together to Safeguard Children, September 2018 and the Statutory Guidance on Supporting Pupils at School with Medical Conditions, December 2015. This policy should be read in conjunction with the school's Safeguarding Policy and the school's SEND Information Report 2017-18.

- The person responsible for overseeing the provision for children with SEND and managing the medical needs of pupils is Rachel Surch (Head teacher).
- The Special Educational Needs and Disabilities Co-ordinator is Kathy Clarke (SENDCo). Kathy is a member of the school Senior Leadership Team (SLT).
- There are two Special Resource Provisions (SRPs), a Sign Bilingual Inclusion (SBI) provision for deaf children requiring British Sign Language to access learning, and a Complex Learning and Additional Needs provision. The person responsible for managing the SBI provision is Zoe Norman. The person responsible for managing the Complex Learning and Additional Needs provision is Nat Harvey (Claire Owens is currently on maternity leave). Managers are responsible for the management of their support staff, accordingly.
- The named SEND governor (SENDGo) is Craig Clements.
- The Teaching Assistant Manager, Caroline Mason, is responsible for the day to day management of mainstream support staff.
- The Designated Teachers with specific Safeguarding responsibilities are Rachel Surch (Head teacher- Deputy Safe Guarding Lead), James Lee (Deputy Head teacher- Deputy Safeguarding Lead) and Becky Taylor (Pastoral Manager- Safe Guarding Lead).
- The Pupil Premium Grant (PPG) is managed by James Lee.
- Children Looked After (CLA) funding is co-ordinated by Becky Taylor.

## **Our School Mission Statement, Vision, SEND Policy Aim and Objectives**

### **Vision**

We strive to provide an exciting adventure of fun and challenge where all children develop a love of learning and an empowering sense of self-belief.

We "reach for the stars" in the promotion of uniqueness and diversity, celebrating individual talents and skills enabling children to aspire, achieve and grow.

Values are at the heart of everything we do, preparing children for a fulfilling journey through life.

### **Overall Aim of the School SEND Policy**

To have high aspirations and expectations for all pupils with Special Educational Needs and Disabilities and to focus on outcomes for children with SEND as **all teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility.**

### **Objectives**

- To identify and monitor the needs of pupils with SEND as early as possible so that appropriate provision can be provided and their attainment raised.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To provide effective "additional to and different from" support through Individual Plans, Identification Strategy and Impact Sheets and Year Group Intervention Timetables to enable children with SEND to make progress and achieve their potential.
- To provide a broad, balanced and relevant curriculum and ensure access to extra-curricular activities and school trips.
- To work in close partnership with parents/carers.
- To involve children and their parents/carers in the identification, planning and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To provide support, advice and training for all staff working with children with SEND.
- To offer a Dyslexia and SPLD friendly environment to benefit all learners.

This policy is evaluated against the following criteria:

- Teachers' plans showing that a differentiated approach is taken and that, where appropriate, IPPs and IEPs are reflected in planning.
- Parents/carers are involved with individual outcomes set for children by discussing, receiving and having their views recorded.
- Children are involved in discussing, constructing, reviewing and having their views recorded
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on Individual Plans and/or Annual Reviews and are involved in setting outcomes and the review of progress towards outcomes.
- The School Development Plan priorities include the provision for SEND.
- The reverification of Dyslexia Friendly School status.
- Any external evaluation or inspection

### **Definition of Special Educational Needs and Difficulties (SEND)**

The Special Educational Needs and Disabilities (SEND) Code of Practice for 0-25 years states that:

" A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them."

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition:

A child of compulsory school age, or a young person, has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **Identification of Special Educational Needs and Disabilities**

We identify needs by considering and assessing the needs of the whole child. A child is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate

progress following good quality teaching including teaching with reasonable adjustments and intervention to support them.

When identifying SEND we have reference to the four broad areas of need, as outlined in the SEND Code of Practice:

Communication and Interaction	Some children have difficulties with speech, language and interaction: Speech, Language and Communication Needs (SLCN) Autistic Spectrum Continuum (ASC)
Cognition and Learning	Some children have difficulties with acquiring and retaining skills and knowledge and understanding concepts: Moderate Learning Difficulties (MLD) Specific Learning Difficulties such as dyslexia (SpLD) Severe Learning Difficulties (SLD) Complex Learning and Profound and Multiple Learning Difficulties (PMLD)
Social, Emotional and Mental Health Difficulties	Some children have difficulties which result in challenging or withdrawn behaviours: Social Emotional and Mental Health (SEMH) Attention Deficit and Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD)
Sensory and Physical Difficulties	Some children have sensory and/or physical impairments: Visually Impaired (VI) Hearing Impaired (HI) Physical Disability (PD)

These four broad areas give an overview of what needs are planned for. The purpose of identification of needs is to plan what action the school needs to take, not to fit a pupil into a category. Many pupils will have needs in more than one area.

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND. As a school we recognise that the following may impact on progress and attainment:

- Attendance and punctuality problems
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or mental health issues
- English as an Additional Language
- Being in receipt of a Pupil Premium Grant
- Being a Child Looked After (CLA) or adopted child
- Being a Young Carer

We investigate possible reasons for underachievement of an individual pupil before identifying special educational needs.

### **To comply with the legal obligations of the Equality Act 2010**

- Disabled children and young people are not discriminated against, harassed, or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compares with their peers
- Discrimination is eliminated, equality of opportunity is promoted and good relations are fostered between disabled and non-disabled children and young people.

### **A Graduated Approach to SEND Support – Assess, Plan, Do, Review**

**All class teachers are responsible and accountable for the progress and development of all pupils in their class.** Class teachers work in collaboration with their Key Stage Phase Leaders, partner teachers, the SENDCo and Teaching Assistants to provide quality first teaching. Quality first teaching has the greatest impact on the progress of **all** pupils and incorporates appropriate differentiation, personalised teaching, reasonable adjustments and effective intervention.

Monitoring of **all pupils'** learning and progress is undertaken through a number of processes:

- Lesson observations, book scrutiny and learning walks are regularly undertaken by members of the Senior Leadership Team and Key Stage Phase Leaders
- Class Teachers regularly **assess/monitor** the progress and development of all pupils in their class and where a Class Teacher has concerns regarding a child's progress, they discuss the child with the SENDCo having completed a School Concern Sheet (Appendix 1) and make the parent/carer aware of their concerns, completing a Record of Consultation Sheet (Appendix 2), and keeping a record of the personalised support **planned/implemented** on their Year Group Intervention Timetable and Identification, Strategy and Impact Sheet (ISI) . This is in accordance with the assess-plan-do review cycle.
- Progress Meetings are held following data input from Terms 2, 4 and 6 with class teachers, Key Stage Phase Leader and SENDCo. During these meetings, English and Maths test outcomes are discussed and Class Teachers raise concerns regarding children who may have SEND and have failed to make

adequate progress, despite quality first teaching. At this point, it is decided whether to provide more personalised quality first teaching in order to accelerate progress or whether to place the child on the SEND register at SEND Support. Other SEND assessment tools and data will be used as appropriate to support this decision and the following factors, although not SEND, will be considered eg attendance and punctuality, health and welfare concerns, social disadvantage and English as an Additional Language (EAL). Following these Progress Meetings, the Year Group Intervention Timetable and ISI sheets are reviewed.

- If it is decided to place a child on the SEND register at SEND Support, the Class teacher informs the parent/carers and explains what will now happen to support their child's needs. The SENDCo will decide which category or categories of need the child's needs fall into and records this on the SEND register.
- The Class Teacher, parent/carers and, if appropriate, the SENDCo work collaboratively to develop specific, measurable targets which are recorded on an Individualised Play **Plan (IPP)** for Foundation Stage Pupils or an Individualised Education **Plan (IEP)** for pupils in Key Stage 1 and 2 (Appendix 3). These specific, timed interventions may be **delivered** by the Class Teacher or Teaching Assistants either in a small group or individually. These interventions will complement classroom activities so that skills, knowledge and understanding are transferable. These plans are **reviewed** at the end of each term and parents are invited to meet with Class Teachers and contribute to this process. Class teachers are responsible for drafting, reviewing and sharing these plans with parents/carers and Teaching Assistants and storing them correctly.

### **Managing Pupils on the SEND Register**

The SENDCo manages the pupils on the SEND register by attending Progress Meetings, monitoring and evaluating Individual Plans, ISI sheets and Intervention Timetables, observing and assessing individuals, and through on-going discussion with teachers and parents/carers. The School's Information System (SIMS) database is also updated regularly.

If, despite high-quality teaching and a cycle of appropriate in-school interventions, a child is still presenting with a range of needs then the SENDCo, with consultation and agreement from parents, will refer to the relevant outside agency/agencies in order to seek further assessment of the child's needs and support and advice in meeting them. Referrals are completed by the SENDCo in collaboration with the Class Teacher and parents/carers are given the opportunity to contribute to the referral process. IPPs

and IEPs are amended by the Class Teacher to incorporate outside agency recommendations.

If a child has complex needs that are likely to require the support of several outside agencies, an Early Help Record (EHR) is completed by the SENDCo, in collaboration with the parents/carers. Parents/carers are asked to give consent for this information to be shared with any agencies/professionals involved with their child. From this record, Team Around the Child (TAC) meetings are held regularly with any relevant professionals involved and a plan/do review process is followed in order to monitor progress towards the agreed goal. The SENDCo is responsible for completing EHRs, circulating TAC minutes and setting up the meetings.

Where it is decided that the support available within the school and with the support of the Early Help Plan process is not sufficient to meet a child's needs the school will apply for a Statutory Needs Assessment and/or additional "top-up" funding from the Local Authority, in consultation with the child's parents/carers. This application will be completed by the SENDCo with the Class teacher and the child's parents/carers. The SENDCo will encourage parents/carers to seek additional support from the Independent Support Service offered by Swindon Advocacy Movement ([www.swindonadvocacy.org.uk](http://www.swindonadvocacy.org.uk), tel:01793 542575/542266.) The Local Authority will then decide whether the child's needs meet the requirements for an Education, Health and Care Plan and/or additional high-needs funding.

### **Education, Health and Care Plans**

If an Education, Health and Care Plan is issued the school, with agreement and consultation from parents, will continue to seek advice from outside agencies and continue with TAC meetings, if appropriate. Annual Review meetings will be held in accordance to the regulations specified in Code of Practice.

### **Criteria for Exiting the SEND Register**

All pupils with an EHCP will remain on the register. At Progress Meetings, the SENDCo, Class teacher and Phase Leader will discuss whether there are any children at SEND Support who should be removed from the SEND Register. Children will only be removed from the SEND Register when they no longer require "additional to or different from" support in order to make sustained adequate progress over a period of 9- 12 months. This decision is always carried out in consultation with parents/carers.

All pupils can have access to additional adult support and inclusive practices eg visual timetables, seating wedges for posture, and dyslexia friendly resources

### **Supporting Pupils and Families**

Red Oaks has contributed to Swindon's Local Offer which can be found at [www.mycaremysupport.com](http://www.mycaremysupport.com) There is further information in the SEND Information Report which is published annually on the school's website. Parents are offered and encouraged to access the support of two Swindon based organisations: SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) [www.contact.org.uk](http://www.contact.org.uk) tel: 08088083555 or email: [Sendiass@swindon.gov.uk](mailto:Sendiass@swindon.gov.uk) tel: 01793 466515 and SAM (Swindon Advocacy Movement [www.swindonadvocacy.org.uk](http://www.swindonadvocacy.org.uk)

Parental involvement: The school aims to develop positive and constructive relationships with parents/carers and recognises the critical role they play in their child's education. Parents are encouraged to be fully involved and attend Curriculum workshops, Parent Consultation Meetings and termly review meetings of IPPs/IEPs.

Pupil involvement: The views of children will be given due consideration according to their age, maturity and capability. Pupils' views will be actively sought on setting outcomes, discussing strategies and solutions, and evaluating their progress and achievements, using a person-centred planning approach.

### **Admission Arrangements**

The admissions policy is based on the agreed Swindon Borough policy.

If a child is transferring into the school with an Education Health and Care Plan or has been receiving additional funding from the Local Authority in their previous school, the continuation of this support will be negotiated with the appropriate officer of the Local Authority to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Admission to the Special Resource Provisions is through the Local Authority's Special Educational Needs Resource and Assessment Panel (SENRAP).

### **School Transfer and External Agencies**

#### **Induction and Transition:**

A number of strategies are in place to enable effective pupils' transition these include:

On entry:

- a planned induction programme
- a guided tour and a meeting for parents at the school where they are given a school prospectus and information pack
- a meeting with the SENDCo prior to enrolment
- a discussion with the child's previous setting



#### Within the school

- a transition meeting held during term six with class teachers and the SENDCo where all information and the pupils' personal SEND files are shared and handed over
- all Individual Education Plans/Individual Play Plans are reviewed and written by the child's previous class teacher for the new academic year
- additional resources if appropriate eg transition books and/or social stories

#### On transition to the next school

- encouraging parents to consider all options for the next phase of education
- supporting parents to make decisions regarding secondary school choice during the Annual Review in Year 5 for pupils with a EHCP
- a primary to secondary or primary to primary, transition package tailored to the child's individual needs including meetings with SENDCos and other relevant professionals
- accompanied visits to other settings, as appropriate
- transferring records of pupils who leave mid-year within five working days of the parents notifying their child has been enrolled at another school

In most cases, a child's needs can be met within the provisions at Red Oaks Primary School. If it becomes apparent that a child's needs cannot be met effectively by the setting, this will be discussed with parents, professionals and Special Educational Needs Resourcing and Assessment Panel (SENRAP) so a more suitable setting can be identified and a managed transition carried out.

#### **External Agencies:**

The SENDCo and SRP Managers liaise with a number of external agencies. These include:

- Educational Psychology Service (EPS)
- Early Years SEND Consultant
- Community Paediatric Department, Great Western Hospital
- Advisory Teachers e.g. Physical Disability, Specific Learning Difficulties (SpLD), Autistic Spectrum Conditions (ASC), ICT and Alternative and Augmentative Communication (ACC), Visual Impairment (VI) , Hearing Support Team (HST) Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Targeted Mental Health Service (TaMHs)
- Butterflies Children Centre; Parent Support Adviser (PSA), Family Support Worker (FSW)
- Education Welfare Service
- Children Services

- Disabled Children Team
- Swindon Ten to Eighteen Project (STEP)
- National Society for the Prevention of Cruelty to Children (NSPCC)
- Southampton Auditory Implant Service
- Paediatric Audiology Services
- West of England Cochlear Implant Programme
- Paediatric Physiotherapy

## **Supporting Pupils at School with Medical Conditions**

Arrangements to support children with medical needs and conditions are in accordance with the Equality Act 2010 and the SEND Code of Practice 2015. Children with medical needs have an individual medical care plan which is drawn up by the Health Visitor or School Nurse as appropriate in liaison with the child's parents/carers and where necessary any medical professional involved with the child. Individual medical plans are accessible to all staff working with the child and all members of staff are made aware of their needs and are given appropriate training annually. If appropriate, the school will work with the Hospital and Home Education Service.

## **Monitoring and Evaluation of SEND**

The attainment and progress of all mainstream pupils and SBI pupils are monitored, reviewed and evaluated by the relevant Key Stage Phase Leader, Class Teachers and SENDCo at Progress Meetings using English and Maths test outcomes and ISI Sheets and Year Group Intervention Timetable.

Pupils in the CLAN provision are monitored by the Head teacher and SENDGo.

Progress towards targets on Individual Plans (IPPs/IEPs) is monitored and evaluated by Class Teachers termly and by the SENDCo in terms 2, 4 and 6. Reading and spelling ages are monitored and evaluated twice annually by the SENDCo.

The SENDCo and Teaching Assistant Manager undertake the performance management of Teaching Assistants. The SRP Managers manage the performance of their support staff.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through analysing feedback from SEND Support reviews, annual parent and pupil questionnaires as well as three parent/teacher consultations per year. Home school contact books are also used to enable communication on a more regular basis.

Since 2009 the school has had Dyslexia Friendly School status and undergoes re-verification every three years.

At the End of Key Stages, the progress of SEND pupils is analysed and published in the Governor's Annual Report to Parents on the Implementation of the SEND Policy.

The SENDGo meets regularly with the SENDCo and SRP Managers to monitor the impact of Action Plans, have an overview of data analysis, draft the SEND Information Report, review the SEND Policy, observe interventions, discuss the deployment of

staff, expenditure and other relevant issues and report back to the Full Governing Body.

## **Training and Resources**

### **Training:**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

All teachers and support staff undertake induction on taking up a post, this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provisions and practice and to discuss the needs of individual pupils.

The SENDCo attends relevant SEND courses locally and nationally and facilitates or signposts relevant SEND training opportunities to all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this through professional development. The Senior Leadership Team, ensure that training opportunities are matched to School Development priorities and are identified through staff Performance Management processes.

### **Resources:**

The Governing Body allocates resources from the school budget to pay for a SENDCo, 3.5 days weekly. Money from the school budget and from delegated funds (notional SEND funding) is used to pay for Teaching Assistants so that they are able to support pupils within the classroom. The allocation of Teaching Assistant support and resources for individual children is managed primarily by the SENDCo and the Head teacher within the constraints of the Special Educational Needs budget allocated and agreed by the Governing Body. The Local Authority may allocate additional funding to support named individuals whose needs cannot be met from the school budget.

## **Roles and Responsibilities**

### **The Role of Governors:**

The governing body's responsibilities include:

- Ensuring that the necessary provision is made for any child who has special educational needs and disabilities.
- Ensuring that where the Head teacher or appropriate governor has been informed by the LA that a child has SEND, those needs are made known to all who are likely to teach them
- Ensuring that parents/carers are notified of a decision by the school that SEND provision is being made for their child

- Ensuring teachers in the school are aware of the importance of identifying and providing for those children who have SEND
- Ensuring that a child with SEND joins in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning calls for, the efficient education of the children with whom they are educated and the efficient use of resources.
- Having regard to the SEND Code of Practice 0-25 (2015) when carrying out its duties toward all children with SEND
- Having a written SEND policy containing the information as set out in the SEND Code of Practice 0-25 (2015)
- Reporting to parents/carers on the implementation of the school's policy for children with SEND
- In the school prospectus publishing the names of the people responsible for co-ordinating SEND provision in school

**The Governors play an important role ensuring that:**

- They are fully involved in developing and monitoring the school's SEND policy
- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the SIP and the school's self-evaluation process
- The quality of SEND provision is continually monitored
- The SEND policy is reported on in the school's prospectus and children's progress is reported in the Annual SEND Report.

In addition, as part of the Equality Act 2010 it is the responsibility of the Governors to take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. They must also publish three year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats. The Act says that the responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply.
- It cannot show that the particular treatment is not justified

### **The Role of the SENDCo:**

The Special Educational Needs and Disabilities Co-ordinator is Kathy Clarke who is responsible for co-ordinating the provision of special educational needs throughout the school. This involves:

- Day to day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Providing advice to staff on the graduated approach; supporting and liaising with them.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Overseeing and maintaining specific resources for Special Educational Needs and Disabilities.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated responsible person.
- In conjunction with the Class Teacher liaising with parents/carers of children with SEND.
- Monitoring and auditing the school's SEND records and overseeing the records of all children with SEND.
- Liaising with Early Years settings and the potential next providers of education.

### **The Role of the Class Teacher:**

- Provide quality first teaching and adhere to the school's Assessment Policy
- Develop, implement and review Class ISI sheets and Year Group Intervention Timetables
- Inform the SENDCo of initial concerns and complete a School Concern Sheet
- Discuss concerns with parents/carers and complete a Record of Consultation Sheet
- Draft, review and share IPPs/IEPs with parents and support staff
- Document on-going discussions with parents
- Implement recommendations from outside agencies and training attended
- Complete all necessary paperwork, assessments and write supporting reports for outside agencies or TACs/Annual Reviews

## **The Role of Support Staff:**

Staff are deployed to either work specifically with pupils with SEND or as a class TA dependent on the needs of the pupils in the school.

- All Support Staff are expected to be actively involved in ensuring daily teaching is inclusive as possible
- Support Staff are expected to modify interventions to ensure that they meet the needs of the pupils as specified in Individual Plans
- IPPs/IEPs are contributed to and observations and records are kept up to date
- Support Staff are expected to be proactive in seeking guidance and support about resources and information regarding specific SEND needs
- At times Support Staff may be asked to attend meetings or contribute to appropriate applications/referrals

## **Storing and Managing Information**

Information regarding children with special education needs and disabilities is stored on the SIMS database and SEND register which is available to teachers. Information is passed on to educational establishments and professionals either by password protected documents or without identification of the child's name. Data on past students is archived until the student is 25 years of age, in compliance with national policy.

## **Accessibility**

Red Oaks strives to be fully inclusive and accessible to children and adults with disabilities. We also differentiate the curriculum in a variety of ways in order to reduce/remove barriers to learning for children with disabilities.

<http://www.redoaks.org/documents/policies/EqualityPlan.pdf>

## **Complaints Procedures**

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's class teacher. If concerns or queries remain unanswered then matters can be discussed at a further meeting with the class teacher and SENDCo.

If matters cannot be resolved parents can speak to:

1. The Head teacher
2. The SENCo, Craig Clements

The Complaints Policy is available on the website or as a hard copy from the school office.



## **Appendices**

1. School Concern Sheet
2. Record of Consultation Meeting
3. Individual Play Plan (IPP)
4. Individual Education Plan IEP
5. Glossary of Terms



**APPENDIX 1**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ YEAR: \_\_\_\_\_

Teacher: \_\_\_\_\_

Previous School: \_\_\_\_\_ Previous SEND: YES / NO

Details of SEND: \_\_\_\_\_ Date of Entry: \_\_ / \_\_ / \_\_

Strengths and Learning Styles:

Concerns and Evidence:

Actions to Date:

**School Concern Sheet**





## APPENDIX 2

### Record of Consultation Meeting

Date: \_\_\_\_\_ Present: \_\_\_\_\_

Review Date: \_\_\_\_\_ Signed: \_\_\_\_\_

Areas of Strength:

Progress overtime, current attainment levels, other data:

Areas of Need:

Next steps, strategies and expected outcomes:

Pupil and/or parent/carers views and concerns:





## APPENDIX 3

### Individual Play Plan: EARLY YEARS

<b>Name:</b>	<b>D.O.B:</b>	<b>Start Date for IPP:</b>
<b>IPP No:</b>	<b>Parent/Carer:</b>	<b>Teacher:</b>

<b>Strengths to be drawn on:</b>	<b>Main areas of concern to be addressed on this IPP:</b>
----------------------------------	-----------------------------------------------------------

<b>TARGETS</b>	<b>ACTION</b> (to be taken by setting in liaison with parents/carers)	<b>RESOURCES</b> (including staffing & timing)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

<b>Date for Review:</b>	<b><i>Present for Review:</i></b>
-------------------------	-----------------------------------

<b><i>Progress Report:</i></b>
--------------------------------

**Individual Educational Plan (IEP)**

Name		DOB	
Year/Class		Date of IEP	
Term 1 Review		Term 2 Review	
Term 3 Review		Term 4 Review	
Term 5 Review		Term 6 Review	

Highlight needs of the child:

Cognition and Learning, including SPLD      Social, Emotional and Mental Health, including ADHD

Communication and Interaction, including ASC and SALT      Sensory and / or Physical, including HI

<b>My profile:</b>			
<b>What do I enjoy?</b>	<b>What am I great at?</b>		
Following discussion with child (including extra-curricular activities):	Following discussion with child (including extra-curricular activities):		
<b>Resources that I use to help me learn:</b>			
<u>Highlight resources used:</u>			
word banks	coloured pages / lines	overlay (colour?)	sound mats
buff paper	pencil grip	reading ruler	enlarged sheets
work station	task sheets	question prompts	number mat
Numicon	"Now and Next"	traffic light sheet	sensory resources
<u>Additional resources and extra information:</u>			
<u>Other agencies involved / referrals (paperwork in red file):</u>			

Targets set by external agencies to be cross-referenced and included in IEP.

Term 1

<u>Target 1</u>	<u>Teaching Strategies/Provision</u>	<u>Success Criteria</u>



## APPENDIX 5

### Glossary of Terms

EHCP	Education, Health and Care Plan
EHR	Early Help Record
IEP	Individual Education Plan
IPP	Individual Play Plan
LA	Local Authority (Swindon Borough Council)
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Co-ordinator
SENDGo	Special Educational Needs and Disability Governor
SDP	School Development Plan
SLT	School Leadership Team
TAC	Team Around the Child
PPG	Pupil Premium Grant
SRP	Special Resource Provision
SBI	Sign Bi-lingual Inclusion
CSW	Communication Support Worker
DSW	Deaf Support Worker