



## **All Saints Great Oakley Primary School**

### **Policy for SEN**

#### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 2014
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy

# All Saints Great Oakley Primary School

## SEN policy

Head teacher

Mrs Jane Simmons

SENCO

Mrs Jean Wier

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Consultation: 18<sup>th</sup> November 2014

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### **Our Ethos**

- We provide an excellent education, growing the whole child, helping them to develop a lively, enquiring mind, through discovering and applying their learning.
- We are a listening school valuing everyone's individual gifts.
- We provide an inspiring atmosphere for learning, where children love coming to school.

- We value and celebrate the rich and diverse world in which we live and promote equality of opportunity.
- We enhance children’s learning and wellbeing through strong supportive relationships with our families and communities.
- We raise aspirations by inspiring our children to reach their potential to become happy and successful adults
- We help our children respect themselves, others and their environment
- We aspire to an excellence of opportunity for all of our children, helping children, staff and families raise their expectation of what can be achieved.

Objectives of the policy:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with pupils special educational needs.
6. To provide support and information for the family around the child with SEN.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

### **Areas of need**

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to say understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

#### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Extracts from (Pg. 86 onwards in the SEND Code of Practice, 2014)

Some children may experience difficulties in a range of these areas of need. The school will identify the main need, but will put strategies in place to support the child in all areas.

### **The purpose of identification is to;**

Work out what action the school needs to take, not to fit a pupil into a category. At All Saints Great Oakley we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

There are sometimes issues in a child's life which can impact upon their progress and attainment. These in themselves do not mean that the child has SEN. However they will be monitored by the school and support put in place to enable the child to thrive.

These areas can include;

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

### **A Graduated Approach to SEN Support**

At All Saints Great Oakley we monitor each child continually through each year. If any staff have concerns about a child's progress or attainment they will implement a range of classroom interventions and monitor the impact. They will discuss this child with parents and the SENCo and monitor progress. The classroom teacher has overall responsibility for all pupils. The teacher will, as part of High Quality Teaching ensure these needs are met.

The child will be given targets which will be met within the classroom differentiation. This may include working in a small group, having additional resources, beginning an intervention programme or having one to one.

The SENCO and teacher will discuss progress and identify if further information is needed. They may be placed on the SEN register, in consultation with parents and referred to additional specialists who can advise the school. The SENCo will refer to the Essex Local Offer and the provision guidance to identify appropriate support.

<http://schools.essex.gov.uk/pupils/sen/Provision%20Guidance/Documents/Provision%20Guidance%20v1.1.pdf>

The school will have an agreed format to record interventions taking place and how the needs of the child are being met. The class teacher will monitor the effectiveness of any recommendations and interventions and feedback to parents and the SENCo on a regular basis.

Should progress not be seen despite a range of interventions and effective teaching the school may refer to further professionals as part of the Essex Local Offer.

## **MANAGING PUPILS NEEDS ON THE SEN REGISTER**

Children with a low level of SEN will have needs met through High Quality teaching. This may include recommendations and specific interventions recommended to the teacher. This will be monitored by the classroom teacher and reviewed by the SENCo via a provision record.

Children with more significant need who are making less than expected progress, who may see external professionals regularly will be reviewed via regular timetabled target meetings between key staff and the SENCo. These will be recorded by the SENCo and used to monitor and measure provision.

Children with a statement or an Education, Health and Care plan will have their targets reviewed via timetabled meetings between the SENCO and key staff for that child. The class teacher will continue to implement recommended strategies and record progress against targets.

The SENCO will use this to monitor the effectiveness of provision and will seek further diagnostic advice from external professionals if progress is not occurring in an appropriate level of time.

If a child continues to make little progress despite a range of outside professionals supporting the school, the SENCo will hold a meeting with the child, the child's parents and professionals to discuss applying for an EH&CP this was previously called a Statement of Educational Needs.

## **CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If a child with SEN closes the gap with peers and is continuing to make expected progress, a meeting will be held with parents and a discussion will take place to remove them from the SEN list. Reassurance will be given that they will continue to receive support and high quality teaching.

## **SUPPORTING PUPILS AND FAMILIES**

Parents will be made aware of the Essex Local Offer

The school SEN information report will be available on the school website and a paper copy offered where needed. See appendix A

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Children with a medical need which needs monitoring, medication or treatment given will have a care plan. This will be written by parents, the SENCO, the class teacher and any key medical professionals, eg the school nurse. An example of a care plan is given in Appendix B

This will be reviewed annually unless there is a change of condition, in which case, it will be reviewed as necessary.

## **MONITORING AND EVALUATION OF SEND**

The school monitors the progress of every child at the school. There is also an additional monitoring of vulnerable groups within the school. This is collated by the head teacher and shared with staff and the governors three times a year. The results are published to the governing body and highlighted on the website, ensuring data protection is adhered to and individuals cannot be identified.

## **TRAINING AND RESOURCES**

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

The SENCO meets with all staff regularly and will identify training needed.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Staff are expected to raise training needs with their line manager or directly to the SENCO.

Regular target setting meetings enable staff to communicate to the SENCO any resources needed. All documentation from outside specialists is received by the SENCO and class teacher. This enables SENCO to track resources and training needed by staff.

## **ROLES AND RESPONSIBILITIES**

- There is a named member of the governing body responsible for SEN Mrs. Little
- The head teacher is the Designated Teacher with specific Safeguarding responsibility
- The head teacher is responsible for managing LAC funding
- The head teacher is responsible for monitoring PPG funding
- The head teacher is responsible for managing the schools responsibility for meeting the medical needs of pupils

## **STORING AND MANAGING INFORMATION**

Open SEN monitoring files are stored by the SENCo in a locked cupboard.

Any information on pupils SEN is sent on to receiving schools.

## **REVIEWING THE POLICY**

The policy for SEN will be reviewed in line with the policy register which will take place yearly.

## **ACCESSIBILITY**

Statutory Responsibilities

The Disability Discrimination Act , as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Accessibility is assessed through professionals meetings before a child joins the school. Staff follow recommendations from outside agencies for example Occupational Therapy and specialist teacher team, to ensure the environment is most suitable for individual child's needs.

## **DEALING WITH COMPLAINTS**

Any comments and complaints can be made in line with the complaints procedure for the school. A copy can be found on the website and can be made available for parents

## **APPENDICES**



<p><b>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)</b></p> <p><b>Head teacher</b></p> <p><b>SEND Governor Mrs. Little</b></p>	<p>potential.</p> <ul style="list-style-type: none"> <li>Supporting your child's class teacher to write and review targets that specify what the school wants your child to achieve.</li> <li>Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p><i>Contacted by telephoning the school to make an appointment.</i></p> <p>A Learning Support Assistant (LSA) or Teaching assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities. A child may receive support from a number of adults and a conversation with the class teacher or SENCo will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback. We will always try to make appointments which fit in with your timetable and needs, where possible.</p> <p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. S/he will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</li> <li>S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p><i>Contacted by telephoning the school for an appointment.</i></p> <p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>Making sure that the school has an up to date SEND Policy</li> <li>Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul> <p><i>Contacted by writing to the chair of the Governing Body via the school office.</i></p>
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**B. HOW COULD MY CHILD GET HELP IN SCHOOL? :**

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD or speech and language specialist teacher team
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
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What are the different types of support available for children with SEN and /or disabilities in this school?		
<p><b>Class teacher input via good/outstanding classroom teaching.</b></p> <p><b>Specific small group work.</b> This group may be</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> <li>• Run by a teacher or (most often) an LSA or TA who has received training to run these groups.</li> </ul> <p>These are often called Intervention groups by schools.</p> <p><b>Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups AND/OR Individual support</b></p> <p><i>Stage of SEN Code of Practice: School Action Plus</i>, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the specialist teacher team</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</li> </ul>	<p>All children in school receive this.</p>
	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</li> <li>• S/he will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called <b>School Action</b>, which means they have been identified by the class teacher as needing some extra support in school. From September 2014 ESA and ESA+ have been replaced with one single category known as 'Additional SEN Support'.</p>
	<ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>• Before referrals are made, we will always seek your permission and are available to discuss the referral in more detail, if you wish for it.</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

<p><b>Specified Individual support</b> for your child of more than 20 hours in school.</p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a <b>particularly high level of individual and small group teaching (more than 20 hours a week)</b>, which cannot be provided from the resources already delegated to the school.</i></p>	<ul style="list-style-type: none"> <li>• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</li> <li>• The specialist professional will work with your child and the classroom staff to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit</li> <li>○ A group or individual work with outside professional</li> </ul> </li> <li>• The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.</li> <li>• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with Additional SEN Support.</li> <li>• After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHC Plan). If this is not the case, they will ask the school to continue with Additional SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The Statement or EHC Plan will outline how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: Local Authority central services Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</li> <li>• From September 2014, all children and young people from age 0 – 25, who have significant special educational needs will undergo an Educational Health and Care Plan Assessment. This will lead to an EHCP instead of a Statement of Educational Needs.</li> <li>• For children and young people who already have a Statement of SEN , the transfer of Statements in EHC Plans will be a gradual process.</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> <li>• Need more than 20 hours of support in school</li> </ul>

<p><b>How will we support your child with identified special needs starting at school?</b></p>		
<ul style="list-style-type: none"> <li>• If your child has been allocated a place in our Foundation Stage 2 (Reception) class via the local authority and they have a special educational need and/ or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.</li> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff</li> <li>• If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts</li> <li>• Your child’s key person may make a home visit and also visit your child if they are attending another provision</li> <li>• We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAC meeting</li> <li>• If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.</li> <li>• The class teacher will arrange an early meeting with you to review your child’s learning, following the settling in period.</li> <li>• The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.</li> </ul>		
<p><b>How can I let the school know I am concerned about my child’s progress in school?</b></p>		
<ul style="list-style-type: none"> <li>• If you have any concerns we recommend you speak to your child’s class teacher initially, and at the earliest opportunity.</li> <li>• If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCO or Headteacher</li> <li>• If you are still not happy you can speak to the school SEN Governor.</li> </ul>		
<p><b>How will the school let me know if they have any concerns about my child’s learning in school?</b></p>		
<ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher will raise this with the SENCO.</li> <li>• The teacher will discuss your child’s progress with you at our termly parents’ evenings when you will be informed of your child’s progress and any additional support being given.</li> <li>• Schools also have regular meetings between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</li> <li>• If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. (However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning</li> <li>• If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> <li>○ Any concerns you may have</li> <li>○ Discuss with you any further interventions or referrals to outside professionals to support your child’s learning</li> <li>○ To discuss how we could work together, to support your child at home/school.</li> </ul> </li> </ul>		
<p><b>How is extra support allocated to children and how do they move between the different levels?</b></p>		
<ul style="list-style-type: none"> <li>• The school budget, received includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.</li> <li>• The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> <li>○ the children receiving extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected.</li> </ul>           And decide what resources/training and support is needed. </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul> <p>Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child’s individual support will be discussed with you regularly.</p>		

Who are the other people providing services to children with SEN in this school?

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Teaching assistants</li> <li>• Counselling</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school</li> <li>• 1:1 or small group teachers or tutors</li> </ul>
<p>B. Paid for centrally by the Local Authority</p>	<ul style="list-style-type: none"> <li>• Specialist teachers</li> <li>• Educational Psychology Service</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Parent Partnership Service (to support families through the SEN processes and procedures).</li> <li>• School Nurse</li> <li>• School GP</li> <li>• CPOC</li> </ul>

<p><b>How are the adults in school helped to work with children with an SEND and what training do they have?</b></p> <ul style="list-style-type: none"> <li>• The SENCO's job is to support the class teacher in planning for children with SEN.</li> <li>• The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</li> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.</li> <li>• Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.</li> <li>• Specialist training for staff in the designated special provision, including a post graduate qualification in many cases.</li> </ul>
<p><b>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</b></p> <ul style="list-style-type: none"> <li>• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.</li> <li>• Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</li> </ul>
<p><b>How will we measure the progress of your child in school? And how will I know about this?</b></p> <ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher.</li> <li>• His/her progress is reviewed formally twice a year and more often in some cases. This will cover reading, writing and numeracy, but can include other areas such as behaviour and personal and social understanding dependent upon the individual child's needs.</li> <li>• Children at School Action and School Action Plus will have targets which will be reviewed with your involvement, every term and the plan for the next term made.</li> <li>• The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.</li> <li>• A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> <li>○ Home/school contact book</li> <li>○ Letters/certificates sent home</li> <li>○ Additional meetings as required</li> <li>○ Annual Reviews</li> <li>○ End of Year Reports</li> </ul> </li> </ul>
<p><b>What support do we have for you as a parent of child with an SEN/and or disabilities?</b></p> <ul style="list-style-type: none"> <li>• We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.</li> <li>• The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child, if you would like to.</li> <li>• Home Learning will be adjusted as needed to your child's individual needs</li> </ul>

- A home/school book may be used to support communication with you.

**In addition:**

- We offer workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The external professionals involved with your child will be happy to meet with you on request.
- Our termly curriculum letter includes ways in which you can support your child with learning; these are often practical ideas and can be easily adapted to suit the needs of children with special educational needs and/or disabilities.
- We will be happy to consider any ideas in order to support your child.

*If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.*

**How have we made this school physically accessible to children with SEND?**

- Most of the school is accessible to children with physical disability via ramps.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- The school has an all access toilet suitable for a wheelchair user
- We do not have the capacity to fit hoists or for flamingo chairs – owing to the size of the building

**How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher.
- In Year 6
  - The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
  - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
  - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

**GLOSSARY OF TERMS**

IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health and Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder



## Appendix B

### Medical

Care Plan for child \_\_\_\_\_

D.O.B. \_\_\_\_\_

### Medical Need

#### 1. Diabetes

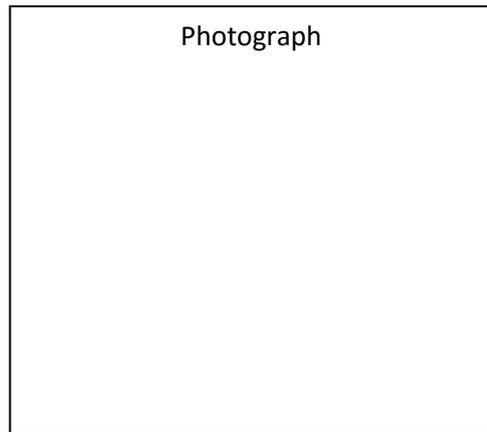
Class;

School; All Saints Great Oakley Primary School

Date of Plan Summer 2013 – reviewed September 2014

Review Autumn 2015 or earlier if change to condition or daily care requirements

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### Contact Information

#### Family (main contact)

#### Family (second contact)

Name

Name

Relationship

Relationship

Phone number 1

Phone number 1

Number 2

number 2

Email

email

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### Medical contact

#### Hospital

#### G.P.

Clinician's name

Address of practice

Phone number

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Reference needed;

phone number

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