

INSPIRE NURTURE BELIEVE ACHIEVE

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Goldsborough Sicklinghall Federation

Meeting the needs of vulnerable learners in our classrooms- guide for school staff 2020/2021

SEND Code of Practice 0-25 years 2015

Identifying and teaching children with SEND

Teacher Responsibilities

Every teacher is responsible for every child

Code: paragraph 6.36

Every teacher is responsible for the progress and development of every child in their class. This includes children who access extra support from teaching assistants or specialist staff.

The first step in supporting all children, including those with SEN, is high-quality teaching, differentiated for individual children.

Some children may need additional help to access the curriculum or make expected progress. These children may have SEN.

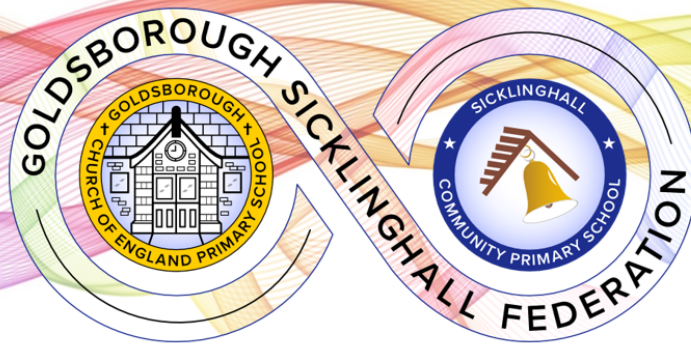
Not every child making slower progress has SEN

Some children may make slower progress for a reason unrelated to SEN, such as a gap in their learning.

Class teachers should regularly assess the progress of all children and work with the SENCO to identify whether a child has SEN.

Class teachers should ask whether the child's progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their classmates
- Widening the attainment gap



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A child's class teacher is the first port of call for his or her parent/carers.

The SENCO may be present at meetings between parents of a child with SEN and teachers, to support and advise.

SENCO Responsibilities

Code: paragraphs 6.84 – 6.94

The SENCO has a strategic role and is responsible for overseeing the day-to-day operation of the school's SEN policy, support in delivering SEN provision and provide professional guidance.

The SENCO is responsible for:

- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with SEN.
- Liaising with parents of children with SEN.
- Liaising with other providers, outside agencies, educational psychologists and external agencies.
- Ensuring that the school keeps the records of all children with SEN up to date.

The SENCO is not responsible for teaching children with SEN, or for deciding on specific teaching strategies for children with SEN.

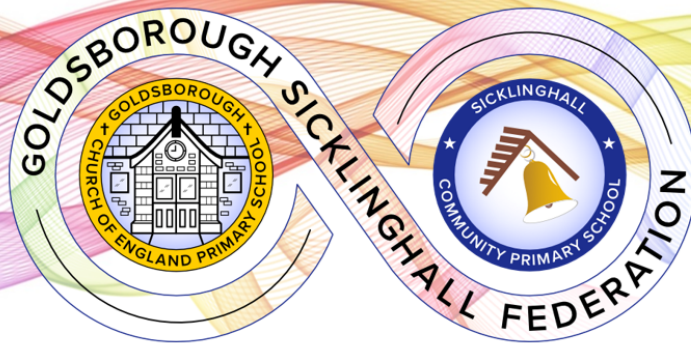
Code: paragraphs 6.44 – 6.56

Implementing support for children with SEN categories of need

The needs of children with SEN usually fall into one of the following categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Provision maps are in place for these four areas to support when writing SEN Support Plans for children.



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SEN support

If a child has SEN, they will most likely receive 'SEN support'. SEN support is the system in place for supporting children who have SEN but do not have an Educational Health Care Plan (EHCP).

The graduated approach

SEN support is implemented and regularly reviewed using the 'graduated approach', outlined below:

- **Assess:** Where is the child is now in their learning, how are they progressing? The class teacher and SENCO clearly analyse a child's needs before identifying them as needing SEN support.
- **Plan:** What does everyone think the child needs next? The class teacher and SENCO agree the support to be put in place. Parents are notified and consulted.
- **Do:** Implement the plan: The class teacher remains responsible for working with the child on a daily basis. Children may also receive additional interventions outside the main curriculum, but the focus should be on integrating all children and continuing to use high-quality, differentiated teaching.
- **Review:** At the end of each review period and then begin the 'Assess' process again: The class teacher and SENCO will review the effectiveness of the support regularly and agree any changes needed.

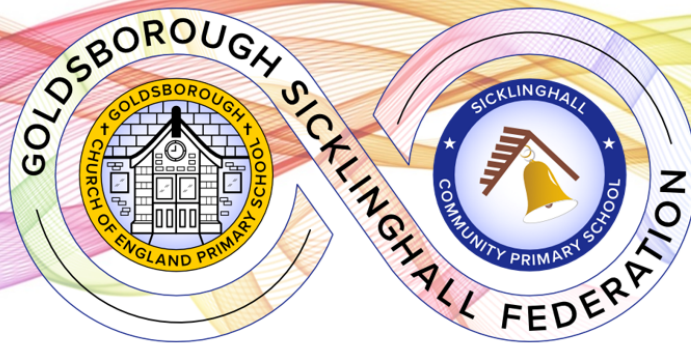
Parents should be involved in this process and class teachers should meet with parents to review their child's progress at least three times per year.

Education Health Care Plans EHCP

Code: chapter 9

Most children with SEN or disabilities will have their needs met through SEN support. Children with more complex needs may need additional provision, which is set out in an EHCP.

An EHC needs assessment (EHCAR) can be requested by the school or parents.

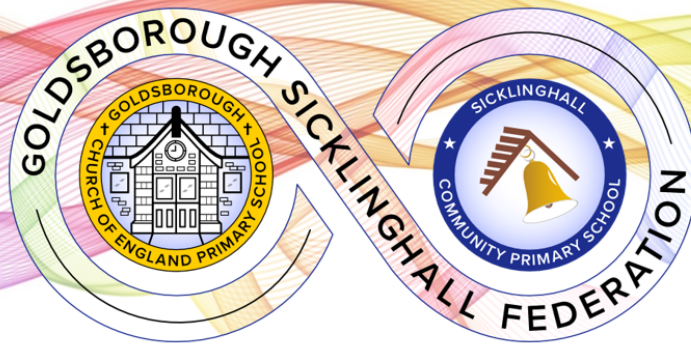


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Graduated Approach to Special Education needs and implementing the Code of Practice in the classroom.

Element 1 funding			
In the classroom: Class teacher responsibility			Initial concerns: Class teacher responsibility
Initial Support and SEN support			
Strategies for inclusion Differentiated curriculum: by input, by task, by outcome Seating and positioning are considered to optimise learning Visual support for learning and self-organisation Visual, auditory and kinaesthetic teaching and learning opportunities Explicit teaching of strategies for independence Effective questioning to develop thinking skills Explicit teaching of how to think and learn (metacognition) Emotional support and targeted approaches to managing behaviour Use of class TA to support a specific target Visual timetable (See Provision Maps for further information on Quality First Teaching strategies)			General Pupil progress data/class assessments Classroom Observations/pupil responses Discussions with parent/carer to gather information Speech and language SLCN checklist Literacy Speech and Language Checklist Sentence Reading Test Single word spelling test Dyslexia checklist Writing observation checklist Phonics assessment Working memory checklist Maths Numicon explorative assessment Motor skills Observation checklist Social/Emotional Observation checklists
Literacy Reading ruler/overlay Pencil grips Writing frames Desktop aids Alternative ways of recording ICT Interventions Precision teaching Write from the Start Clicker Talking Tins Reading Research Toe by Toe Read, Write Inc	Numeracy Use of concrete apparatus to support concepts, e.g. Numicon Desktop aids Maths help box Additional checks of understanding Interventions Precision teaching No Nonsense maths Power of 2 Perform with Times Tables First class at number	Speech, Language and Communication Short instructions Instructions in order of doing Information in small chunks Visual support for key concepts and vocabulary TA/parent pre-tutoring of new topic vocabulary Allowing thinking time for response to questions Model language Model socially appropriate interactions Supporting SLT targets in class Interventions Black Sheep Narrative Time to Talk Socially Speaking Lego Therapy	
Social and Emotional Additional planned strategies to support behaviour Reward systems and positive feedback Meet and greet system Support for unstructured times Additional play with a purpose Personalised visual timetable Interventions Understanding emotions/emotions coaching We are Awesome Emotions wall Positive post its Emotions wheel Lego Therapy My turn, your turn	Motor Skills PE and outdoor play: balance, hand eye co-ordination, gross motor skills Play activities e.g. cutting, sticking, threading, joining, tracing, pouring, Copy me games Interventions Handwriting warmups Dough Disco Squiggle whilst you wiggle Handwriting without tears Speed up Dynamic resistance activities	Parent/carer involvement Teacher uses assess plan do review cycle Structured Conversations: Parent/carer perceptions and concerns Learning Conversations Parent/carer aspirations for their child Next steps towards this discussed Specific targets agreed Home support for learning discussed and agreed.	Catch Up Interventions (Additional interventions to enable child to work at age related expectations) Regularly delivered, short blocks of intervention to accelerate progress Rapid Phonics Precision Teaching Speed Up Numicon targeted learning group Black Sheep Narrative pack group (Reception / KS1/KS2) Catch Up interventions are monitored through pre and post intervention data and observations to ensure there is evidence of their effectiveness



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Initial Support

Class teachers are responsible for keeping a watch list for children in their class who need initial support. (Appendix A) These are to be updated at least twice a year in line with the Assess, Plan, Do, Review process and shared with the SENCO.

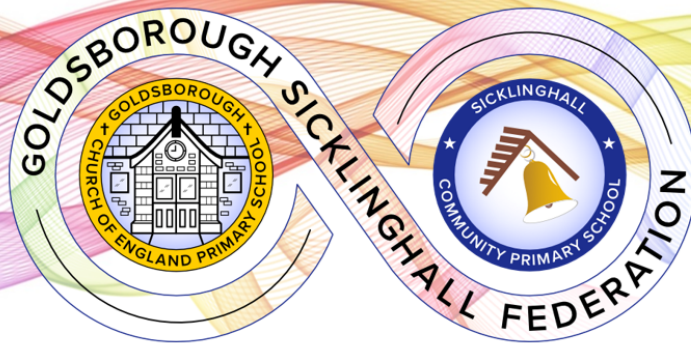
Special Educational Needs- SEN Support Plan (Appendix B)

Children on SEN Support need a SEN Support Plan. Each plan includes:

- Child's own voice
- Strengths and challenges/barriers to learning
- **Targets** (linked with challenges/needs /outcomes sought)
- **Provision** and expected impact
- You can help me- Please do, Please Don't
- Review of targets
- Child's own voice review
- Parent view and check

Processes for informing parents when a child is first placed on SEN Register

- Parents to be informed at a meeting with class teacher and SENCO when their child is placed on the SEN register.
- Parents are then introduced formally to the SENCO and given contact details should they need them as well as information about what it means in relation to their child being placed on the SEN Register.
- Parents to be given detailed information about why their child is on the register, what their child's barrier is to their learning, their target and the support in place for their child in school.
- Parents to be provided with supporting resources to help their child at home as needed.
- Parents given a copy of their child's Support Plan and a review meeting arranged for the following term.
- Parents asked to sign a copy of the Support Plan for school records.



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Processes for children already on the SEN Register

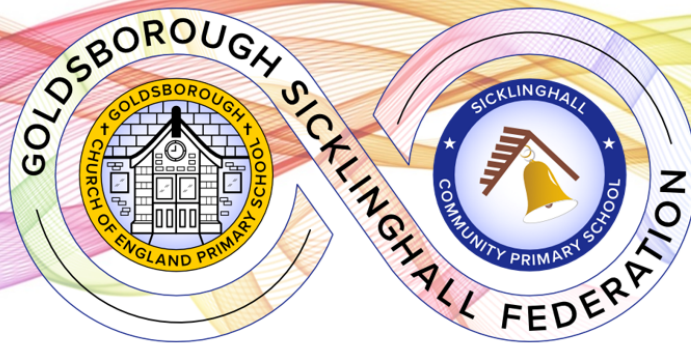
- Meetings to take place as part of parent consultation meetings with all parents asked if they would like to meet with the SENCO as well as the class teacher. Due to logistics, if parents request a meeting with the SENCO and class teacher, these meetings may need to be held at a different time to allow all to attend and give sufficient time to discuss needs.
- Parents to be given detailed information about why their child is on the register, what their child's barrier is to their learning, their target and the support in place for their child in school.
- Parents to be provided with supporting resources to help their child at home as needed.
- Parents given a copy of their child's Support Plan and a review meeting arranged for the following term.
- Parents asked to sign a copy of the Support Plan for school records.

ALL MEETINGS TO BE HELD BY HALF TERM OF THE AUTUMN TERM

Review meetings

- Accurate information passed onto parents at the review meeting about the progress made towards meeting targets and the impact of the support in place.
- New targets shared and discussed alongside the support needed, including any new resources needed for parents at home.
- Open and honest conversations with parents about progress made and academic levels.
- Review date set for Summer term at Spring term review meeting.
- Parents asked to sign a copy of the Support Plan for school records.

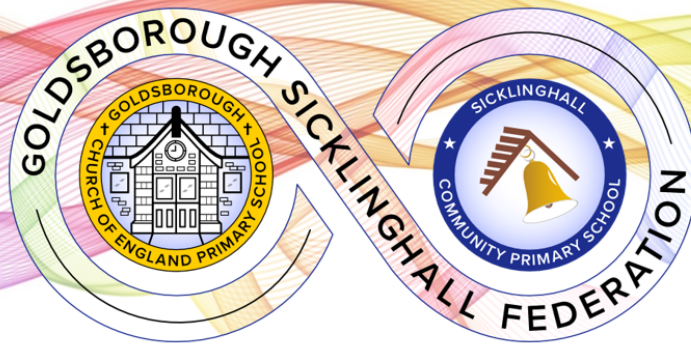
ALL REVIEW MEETINGS TO BE HELD IN THE FIRST TWO WEEKS OF THE SPRING AND SUMMER TERM.



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Element 2 funding	Element 3 funding
SENCO and class teacher responsibility	SEN Support and EHCP's
SENCO responsibility	SENCO responsibility
<p>Occurs when: Child is already known to have SEN on arrival in school</p> <p>Child is causing concern to a teacher and one Assess Plan Do Review Cycle to address issues has been completed without sufficient impact on progress.</p>	<p>Additional and Different' provision (Managed by SENCO) A planned package of interventions and support with input from SENCO and/or external agencies</p> <p>Highly personalised interventions</p> <p>Specialist small group or individual therapeutic interventions 1:1 ELSA interventions Talking Partners Speaking and listening through Narrative Nurture Group Speech and language therapy Occupational Therapy Physiotherapy</p> <p>Additional adult support allocated for an identified and specific purpose E.g. medical needs, physical needs, emotional needs, specific support for a learning task</p> <p>Additional adult time required for meetings and liaison in order to support child's needs, plan and prepare specialised lessons and resources</p>
<p>SENCO Activities to establish SEN Additional diagnostic assessment:</p> <p>WRAT assessments for spelling and reading TAAS assessment Steve Chin- Trouble with maths assessment Dyslexia assessment Sensory Checklists and observations Discussions with child Observations and work scrutiny</p> <p>Discussion of outcomes and provision with teacher and parent/carers as part of Assess Plan Do Review cycle (see Parent/Carer Involvement)</p>	<p>Element 3 Funding (Higher Needs) Evidence Based Application to LA required</p> <p>Needs are clearly identified and meet the criteria Provision is clearly identified and evidenced, and meets the criteria Review cycles have been regular involving class teacher and SENCO with parents and child Annual review meeting has been completed by SENCO using a person-centred approach</p> <p>EHC Plans</p> <p>May be indicated when: High level needs are present The graduated approach has been fully used Requires evidence</p>
<p>SENCO Review with Class teacher and parents may result in:</p> <ul style="list-style-type: none"> • SEN Support Plans prepared by SENCO and class teacher and maintained by class teacher • Additional and different provision (SEN Support) • SENCO monitoring and on-going advice • Referral to external professional(s) • Agreement that needs are now met, and progress is appropriate 	



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Children with an EHCP

EHCP's contain detailed information about the child's strengths and areas of need and the provision needed to meet those needs. EHCP's are statutory documents and annual reviews take place to monitor progress made towards targets and to review the strategies for support and provision in place.

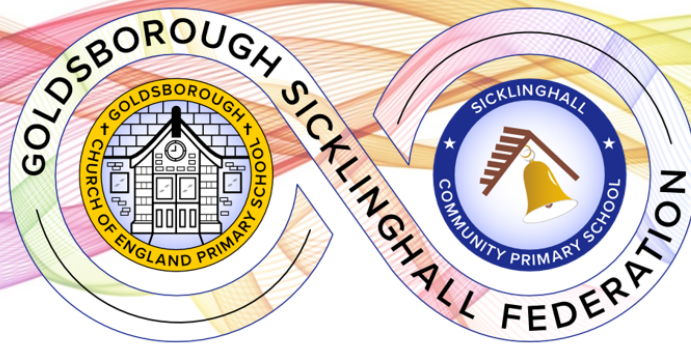
Alongside the EHCP, the child will need a Special Educational Needs- EHCP Plan (Appendix C) which details the child's views, the targets from their EHCP and a Please Do and Don't section.

As with SEN Support children:

- Meetings to take place as part of parent consultation meetings with parents asked if they would like to meet with the SENCO as well as the class teacher. Due to logistics, if parents request a meeting with the SENCO and class teacher, these meetings may need to be held at a different time to allow all to attend and give sufficient time to discuss needs.
- Parents to be provided with supporting resources to help their child at home as needed.
- Parents given a copy of their child's Support Plan and EHCP and a review meeting arranged.
- Parents asked to sign a copy of the EHCP Support Plan for school records.

Non- Negotiables

1. All staff to keep a watch list and share information with the SENCO.
 2. Parents must be informed at a meeting with class teacher and SENCO when their child is placed on the SEN register.
 3. All plans shared with the SENCO prior to sharing with parents.
 4. All paperwork must be completed and presented to parents at the agreed meeting and parental signatures collected.
 5. Review meeting must be arranged with the parents and a copy of the plan given to the parents.
 6. All documents must be shared with Support Staff and discussed.
 7. A record of resources shared with parents needs to be kept and shared with the SENCO.
 8. All SEND document must be uploaded onto Scholarpack.
- See Check list (Appendix D)



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Appendix A

Watch list

Watch list 2020/2021

Goldsborough/Sicklinghall School*

Class:

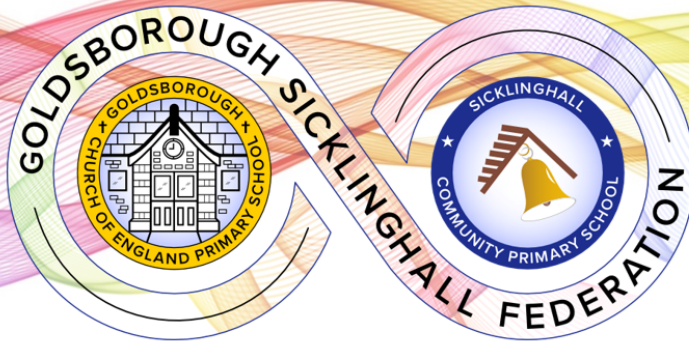
Class teacher:

Autumn/Spring/Summer term*

Date:

*Delete as appropriate

Child's name	Reasons for Concern	Support in place	Expected outcome of support



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Appendix B SEN Support Plan

Special Educational Needs- SEN Support Plan

Name:		DOB:		Year group:	
Class Teacher:			Teaching Assistant:		
Area of Need:					
Date of Issue:			Review date:		

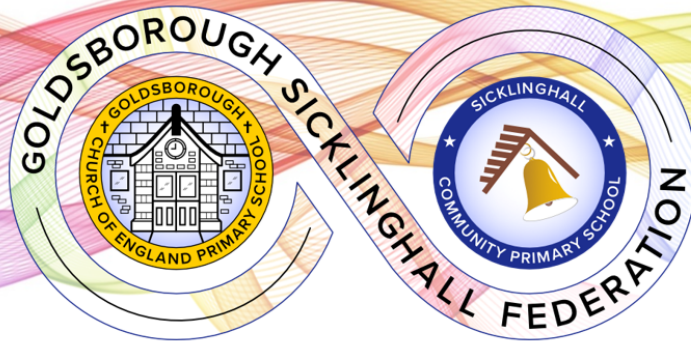
I like...

What's working well for me...

Insert child's photo

What's not working well for me...

What's important to me...

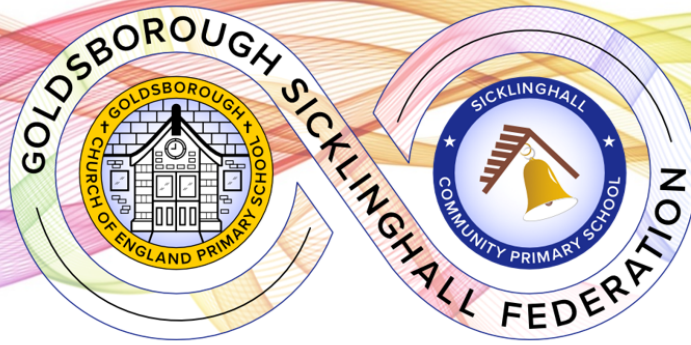


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Strengths	Challenges/needs/ what is the barrier to their learning/ outcomes sought/?

Targets (linked with challenges/needs /outcomes sought)	
1	
2	
3	

Provision (State how the target will be implemented: strategies to be used/adjustments/approaches/resources/ support/interventions/when/how often/who will deliver etc.)			Expected Impact
Target	Strategies	How/who/timings etc	
1.			
2.			
3.			

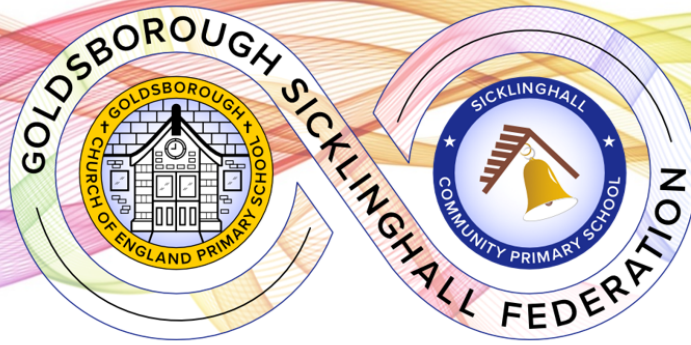


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You can help me! To be completed with CYP	
<p>Please do!</p> <p>These are examples- please discuss with CYP</p> <p>Please let me know where I have to be, what I am doing, how much I have to do and what I need to do next.</p> <p>Please allow me extra time to process information and use a calm approach when talking to me.</p> <p>Please be consistent.</p> <p>Please do provide me with a daily plan so I know what is happening during the day.</p>	<p>Please don't!</p> <p>These are examples- please discuss with CYP</p> <p>Give me too much choice it causes me anxiety</p> <p>Change plans without telling me. No surprises.</p> <p>Don't rely on verbal communication, put it in writing, use plans and timetables</p> <p>Do not overcrowd me or overload with information</p> <p>Do not put pressure on me to perform tasks and activities.</p>

* Information above to be shared with all staff including supply teachers



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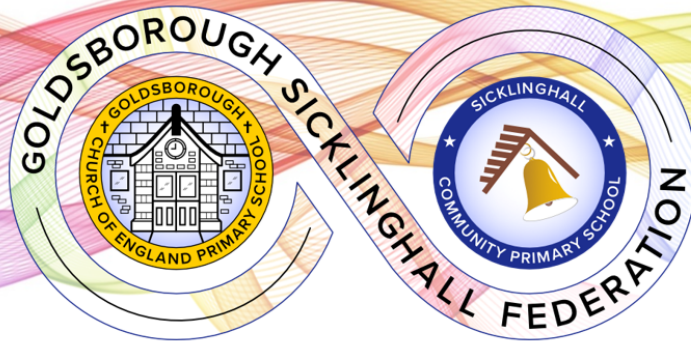
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Review- Date

Review of Targets				
	Pre assessment (Where was the CYP at start of plan)	Post assessment (Where is s/he now)	Impact/actual outcome	Comments
1				
2				
3				

Child / Young Person View	
I like...	What's working well for me...
What's not working well for me...	What's important to me...

Parents Views			
My child has SEND, and this school gives them the support they need to succeed: (Please circle)			
Strongly Disagree	Disagree	Agree	Strongly Agree



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Appendix C EHCP Support Plan

Special Educational Needs- EHCP

Name:		DOB:		Year group:	
Class Teacher:			Teaching Assistant:		
Area of Need:					
Date of Issue:			Review date:		

I like...

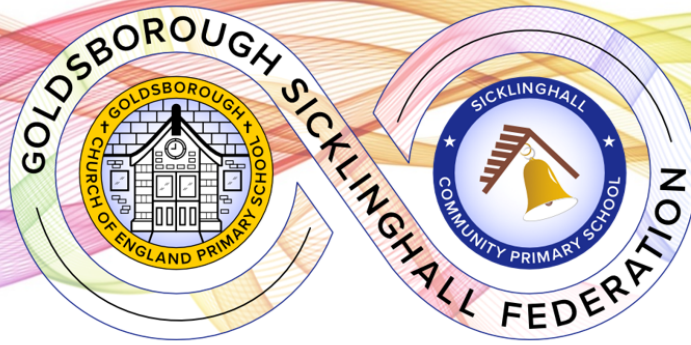
What's working well for me...

Insert child's photo

What's not working well for me...

What's important to me...

See EHCP for full detailed information of challenges/needs and outcomes sought.



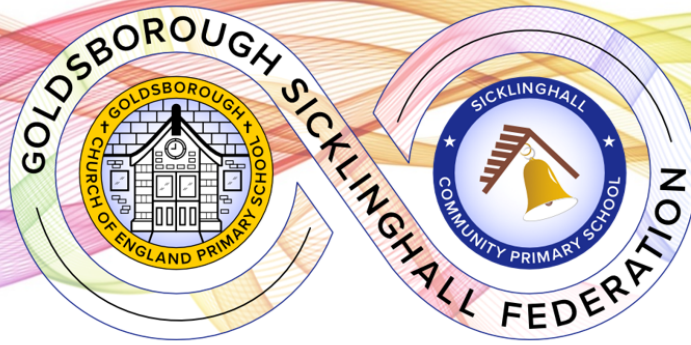
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Targets from EHCP (See details on provision on EHCP)		
Outcome	Long term	Key milestones/objectives/steps
1		
2		
3		

You can help me! To be completed with CYP	
<p>Please do!</p> <p>These are examples- please discuss with CYP</p> <p>Please let me know where I have to be, what I am doing, how much I have to do and what I need to do next.</p> <p>Please allow me extra time to process information and use a calm approach when talking to me.</p> <p>Please be consistent.</p> <p>Please do provide me with a daily plan so I know what is happening during the day.</p>	<p>Please don't!</p> <p>These are examples- please discuss with CYP</p> <p>Give me too much choice it causes me anxiety</p> <p>Change plans without telling me. No surprises.</p> <p>Don't rely on verbal communication, put it in writing, use plans and timetables</p> <p>Do not overcrowd me or overload with information</p> <p>Do not put pressure on me to perform tasks and activities.</p>

* Information above to be shared with all staff including supply teachers



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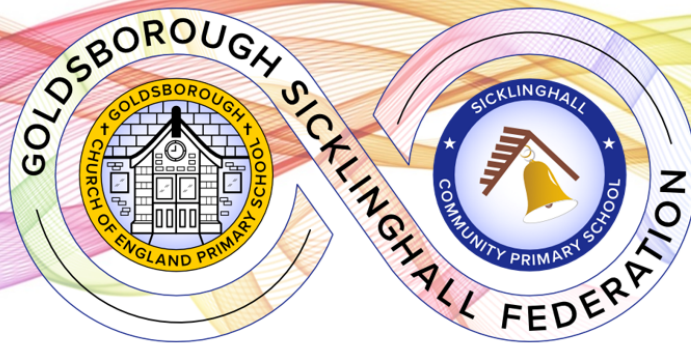
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Review- Date

Review of Targets				
	Pre assessment (Where was the CYP at start of plan)	Post assessment (Where is s/he now)	Impact/actual outcome	Comments
1				
2				
3				

Child / Young Person View	
I like...	What's working well for me...
What's not working well for me...	What's important to me...

Parents Views			
My child has SEND, and this school gives them the support they need to succeed: (Please circle)			
Strongly Disagree	Disagree	Agree	Strongly Agree



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Appendix D

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SEND Check list

SEND Check list

Autumn Term	In place
Watch list completed and shared with SENCO	
SEN Support Plans and EHCP Plans written and meetings held with parents (by half term)	
SEN Support Plans given to parents in person or via egress switch	
All plans sent to SENCO	
Review meetings booked in with parents for the first two weeks of the Spring term	
All plans shared with support staff and provision discussed	
Record of resources shared with parents sent to SENCO	
All plans uploaded on Scholar pack	
Spring Term	In place
Watch list updated and shared with SENCO	
SEN Support Plans and EHCP Plans reviewed and meetings held with parents	
New plans shared with parents at review meetings	
All plans sent to SENCO	
Review meetings booked in with parents for the first two weeks of the Summer term	
All plans shared with support staff and provision discussed	
Record of resources shared with parents sent to SENCO	
All plans uploaded on Scholar pack	
Summer Term	In place
Watch list updated and shared with SENCO	
SEN Support Plans and EHCP Plans reviewed and meetings held with parents	
New plans shared with parents at review meetings	
All plans sent to SENCO	
All plans shared with support staff	
Record of resources shared with parents sent to SENCO	
All plans uploaded on Scholar pack	
Transition meeting held with new class teacher to share SEN Plans' and provision in place (SENCO to attend if needed)	