



St Mary's CE Primary School
Felsham Road
Putney

Inclusion Policy

At St. Mary's we aim to provide a high quality education to enable every child to reach their full potential within an inclusive and nurturing Christian community

Contacts

The Inclusion Manager is **Mrs Bryony Barron** and she can be contacted via the school office on 020 8788 9591 or email bdullage1.212@lgflmail.org.

The Inclusion Governor is **Mrs Pat Matheson**.

The Equality Governor is: Position Vacant.

Vision Statement:

During their time at school pupils may have particular learning difficulties or disabilities that could create barriers to learning. At St. Mary's we endeavour to overcome any potential barriers wherever possible, to enable inclusion for all. We strive to be a fully inclusive school and offer equality of opportunity to all groups of pupils within our Christian community.

Within school this could refer to groups such as:

- Pupils who have Special Educational Needs and/or Disabilities (SEND)
- Pupils from minority faiths or ethnicities
- Pupils who have English as an additional language (EAL)
- Pupils who are more able
- Pupils who are looked after children (CLA) or young carers
- Pupils who are at risk of disaffection or exclusion
- Pupils who are from traveller families
- Pupils who are refugees or asylum seekers
- Pupils who are from families under permanent or temporary stress
- Pupils of either gender as well as Lesbian, Gay, Bisexual or Transgender (LGBT) groups
- Pupils in receipt of the Pupil Premium funding e.g. pupils eligible for free school meals (FSM), have been eligible in the last 6 years (Ever 6) are looked after children (CLA) or have been adopted from care
- Pupils from parents who are serving in the regular British armed forces. These pupils are eligible for Service Premium funding

All pupils at St. Mary's are entitled to receive a broad, balanced and relevant curriculum. When planning, teachers take account of pupils' varied life experiences, set suitable learning challenges and respond to pupils' diverse learning needs.

Aims:

At St Mary's CE Primary School we aim to:

- Develop inclusive practices throughout the educational community to promote equality of access and opportunity for all learners
- Include all pupils in every aspect of school life
- Recognise and celebrate the progress, achievements and diversity of all members of our school
- Assess the progress and attainment of all pupils and protected groups to provide appropriate targeted support to maximise learning and raise achievement
- Identify and support the learning needs of pupils as early as possible
- Promote the spiritual, personal, social, moral and cultural development of all pupils

- Ensure that resources for pupils with learning difficulties or disabilities are appropriate and closely matched to their needs
- Involve the child in decision making about their needs and work positively together with parents, carers and all outside agencies/professionals
- Ensure that our Christian values are explicit in the schools inclusive ethos, with a focus on pupils' abilities rather than their disabilities
- Encourage respect, tolerance and appreciation of pupils' differences
- Promote racial harmony and prepare pupils to live in a diverse society
- Continue to raise staff awareness of equality and inclusion through ongoing staff development
- Seek to monitor and evaluate the success of our policy and practice

Teaching and Learning Style

The classrooms at St Mary's are vibrant, stimulating and well resourced. Displays reflect diversity and interactive activities provide children with visual reminders to encourage independent learners.

We aim to give all pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are supported to reach their full potential. We also make ongoing assessments of each child's progress. Teachers use this information when planning lessons, enabling them to take into account the abilities of all children. For some children, this may mean tracking back objectives from earlier key stages or deepening the knowledge of the more able pupils.

When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. A broad range of high quality in class teaching strategies will be used to meet the child's individual needs when concerns are raised.

High quality teaching ensures that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of their needs, disabilities and/or any medical conditions

Special Educational Needs and/or Disabilities (SEND)

The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) which states that:

'a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

The school recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. Children's skills and attainment will be assessed on entry, building on information from parents and the previous settings or key stage.

There is a wide spectrum of SEND which is frequently inter-related. The four broad areas are:

Communication
and Interaction

Cognition and
Learning

Social, Emotional
and Mental Health

Sensory and/or
Physical

Graduated Response

The school operates a graduated response making use of the 'assess, plan, do, review' process. This approach recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought in for advice. Targets and actions for each child are revisited, refined and reviewed with the growing understanding of a child's needs. This aims to support progress and good outcomes for the child.

SEND Identification Process

The school's SEN Information Report outlines the provision for SEN pupils at St. Mary's and can be accessed from the school office or the school website:

<http://www.stmarysschoolputney.co.uk/>

St. Mary's treats each child as an individual. The class teacher will ensure that all children can access learning at an appropriate level to their need. This may involve differentiation through additional support or extension challenges, open ended activities or extra resources to stimulate interest (see appendix A for a list of approaches that classroom teachers may use to help overcome possible barriers to learning). Teachers make use of ICT and interactive teaching methods ensuring that, as far as possible, children's preferred learning styles are incorporated into lessons. Children are taught in different groupings appropriate to each lesson and their needs, including; gender, ability, age, prior knowledge etc. Mixed groups can also be very effective to maximise learning potential.

If a class teacher notes that a child is having difficulty learning they would reflect on the range of learning styles and use a variety of teaching strategies to support the child to make progress (see appendix B for the flow chart of SEN identification). Class teachers would also look at possible environmental factors that could be having an effect on the reduction in progress e.g. sleeping habits, illness, recent bereavement, moving house etc. Teachers then meet with the child's parents and

complete an Initial Concerns Record (appendix C). This would allow an open discussion on why there may be less than expected progress. The record outlines the agreed actions/support and sets SMART (Specific, Measureable, Achievable, Realistic, Time-bound) targets for the child. As far as possible the child should be involved in setting the targets that they will be working towards. After the agreed time the targets will be reviewed and if progress has been made the child will return to regular provision. If less than expected progress is made then the cycle is repeated with new targets and provision is modified. If progress continues to cause concern the class teacher will meet with child's parents and the school Inclusion Manager. Assessments may be required at this stage and if the child requires additional individualised provision the SEN Support Record (Appendix D) is completed formally and parents are informed.

If a child is receiving SEN Support their progress is closely monitored through the setting of targets on the SEN support record using the following cycle; assess, plan, do and review. Parents are updated at least three times a year on their child's progress. Our aim is for children receiving SEN Support to make accelerated progress and return to regular whole school tracking. However, should a child continue to require further intensive, specific or complex support they may be assessed for an Education Health and Care Plan (EHCP). An EHCP is a legal document which sets out a description of a child's needs (what he or she can and cannot do), what needs to be done to meet those needs through education, health and social care and aspirations for the future. Generally, only a very small number of children with especially complex and severe needs, which require very high levels of support, are issued with an EHCP. All children identified as having SEN (SEN Support and those with an EHCP) will be recorded on the SEN register in school which is maintained and updated by the Inclusion Manager.

Where a child displays more complex needs a Team Around the Child (TAC) meeting for the parents and the professionals involved would be called. The child's needs, progress, actions and targets can be discussed together for the best possible combined multi-agency approach to support the child.

Previously Identified SEND

If a child enrolls at the school with previously identified SEND the school would follow the targets from the previous setting for up to half a term, while the class teacher assesses the achievement and skills of the individual child. Discussions would be held with the child (where appropriate), their parents, the class teacher and Inclusion Manager regarding the type of support they had previously and what would be useful/appropriate in the new setting to achieve positive outcomes for the child. After a settling in and assessment period new targets would be set for the child.

Induction and Transfer arrangements:

- It is paramount that pupils are placed in the optimum educational setting for them to make the best progress possible. It would be in the child's best interests for their parents to discuss their child's SEND at the earliest opportunity. Parents must always consider carefully whether St. Mary's

would be the best setting to meet their child's needs. For information for parents regarding available educational settings and provision (Local Offer) in Wandsworth, see the 'Family Information Service' (FIS) website:

www.wandsworth.gov.uk/fis

- Once offered a place at St. Mary's, provision arrangements are discussed prior to pupils beginning at school.
- Induction arrangements prior to the Early Years Foundation Stage are based on information provided from a range of possible sources including; pre-school provider, parent, Educational Psychologist and Speech Therapist or Health Visitor.
- Baseline assessments are carried out within the first month of a pupil beginning at school, whether this being at the start of the year or mid-term for in-year admissions.
- For Year 6 pupils with a statement or EHCP, the proposed secondary school Inclusion Manager/SENCO would be invited to the annual review meeting for the pupil to aid transition arrangements.
- Where possible, hard to reach or vulnerable pupils undertake separate, additional visits to secondary schools to support transfer.
- End of key stage attainment is recorded and sent electronically at the end of key stage two to secondary schools.
- All appropriate school records are forwarded securely and confidentially to secondary schools.

The role of the Inclusion Manager is to:

- Manage the daily operation of the policy for the whole school community
- Coordinate the provision for and manage the response to SEND
- Monitor the impact of provision on children's attainment and progress
- Support and advise colleagues
- Audit skills and training of staff with regard to SEND and organise appropriate training, seek advice from outside agencies or buy in specialist expertise if assessed as necessary
- Identify the children's special educational needs and maintain the school's SEND registers
- Contribute to, manage and co-ordinate the records of children with SEND, ensuring that records are kept up to date
- Manage the school-based assessment and complete the documentation required by outside agencies and the Local Authority
- Act as the link with parents
- Manage, monitor and maintain human resources and a range of teaching materials to enable appropriate provision to be made
- Store and maintain children's SEND information and files securely
- Act as link with external agencies and professionals
- Monitor and evaluate the provision with regard to SEND/Equality/First Aid and Medicines and report to the Governing body

Additional Adult Support and Advice

Classes have an assigned Teaching Assistant who is deployed flexibly throughout the school to maximise their effectiveness. They are given a range of

responsibilities including; supporting with group work, leading evidence based interventions and helping individuals learning within lessons. We aim for support to be focussing on improving children's independence, to be inclusive and 'in class' as often as possible, rather than taking groups out. Some children with specific complex needs (statement of SEN or Education Health Care Plan) may have access to a Learning Support Assistant(s). Learning Support Assistants (LSAs) support specific children with developing their independence, accessing the environment or curriculum and with personal care and safety. The Inclusion Manager is the line manager for the TAs and LSAs.

All staff are given regular training opportunities to support the needs of the children in school and the Inclusion Manager attends local authority network meetings in order to keep up to date with local and national developments in SEND. The Inclusion Manager is currently working towards the National Award for SENCOs. The school makes use of outside agencies for specific professional advice and 'in school' training. Parental consent would always be obtained prior to referring a child to an outside agency or involving a new professional. Referrals are often an outcome of a TAC meeting and would usually be made by the Inclusion Manager.

Outside agencies and professionals are often used to support and advise, including:

- | | |
|--|--|
| ❖ Speech and Language Therapists (SALT) | ❖ Visual Impaired Services (VIS) |
| ❖ Occupational Therapists (OT) | ❖ Hearing Impaired (HIS) |
| ❖ Educational Psychologists | ❖ Children and Adult Mental Health Service (CAMHS) |
| ❖ Garratt Park Autistic Spectrum Disorder (ASD) Advisory Service | ❖ Behaviour and Learning Support Services (BLSS) |
| ❖ Community Paediatrics | ❖ Social Workers |
| ❖ Health Visitors | ❖ Physiotherapists |
| ❖ School Nurse | ❖ CENMAC – assistive technology |
| ❖ Education Welfare Officer (EWO) | ❖ Shine Again - Psychotherapists |
| ❖ Early Years Centre Advisors (EYC) | |

Many of these services are sought through the local authority or the NHS. If your child has an EHCP there may be options to commission some additional support privately through the use of a personal budget.

Disabilities, Adaptations and Medical Conditions

St. Mary's aims to support every pupil to make the best possible progress. No pupil or adult will be treated 'less favourably' for a reason related to their disability, and 'reasonable adjustments' will be made to ensure that disabled pupils, adults or staff are not at a disadvantage (Disability Discrimination Act 2001). A disability is defined by the Equality Act (2010) as:

'a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal daily activities'.

The school is continually improving and working hard to provide an environment to allow children with disabilities to have full access to all areas of learning, where possible. See the school's 'Equality Information and Objectives' and the 'Accessibility Plan' for specific details regarding targets in this area and developments to enable access to; the curriculum, written information, the physical environment and future plans. These can be requested from the school office or accessed on the school website.

Sometimes children with SEND also have medical conditions which need managing in school. The school has a Designated First Aider (DFA) who works closely with the Inclusion Manager to support these children. Advice may be sought from medical professionals, the school nurse and/or health visitors and a Health Care Plan will be put in place when required. Arrangements will be put in place to support the needs of these children and appropriate staff training undertaken as necessary. Please read this policy in conjunction with the school's 'First Aid, Medicine and Supporting Children with Medical Conditions' policy available from the school office or accessed on the school website:

<http://www.stmarysschoolputney.co.uk/policy-documents/>

Safeguarding and Child Protection:

Safeguarding and Child Protection issues are referred to the Designated Member of Staff (DMS) who is currently the Head Teacher. In their absence, concerns are reported to the Inclusion Manager (Deputy DMS). There are posters up in the school with information regarding who should receive reports of any concerns. Children who are non-verbal or who have complex SEND may be particularly vulnerable and extra vigilance must be taken to protect the needs of these children. This Inclusion Policy should be read in conjunction with the Safeguarding and Child Protection Policy which is available from the school office or can be accessed on the school website:

<http://www.stmarysschoolputney.co.uk/policy-documents/>

The More Able Learner:

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude. The children's knowledge is deepened through group teaching and/or subject based projects. Pupils often attend challenging activities and events according to their skills and talents with many children taking part in sports and music opportunities. Specific events and out of school activities are sign posted too.

English as an Additional Language:

- Language acquisition is seen as a skill and bilingualism is celebrated.
- Pupils who have EAL are supported in class and work is appropriately differentiated. Often additional visual prompts will be used and increased opportunities for role play, speaking and listening and a variety of strategies

for recording work other than writing. Pre-reading a specific text and learning key vocabulary is very beneficial.

- For new arrivals at the early stages of learning English, additional literacy sessions will be provided (focussed play or group sessions for Early Years).
- EAL pupils' progress in English acquisition is assessed, tracked and monitored by the Inclusion Manager to ensure progress in the stages of English acquisition.
- Buddies are put in place for new arrivals to support them during their transition into school.
- Interpreters will be organised when requested by parents or carers i.e. parents' evenings or for translating tests.
- See appendix C for a list of teaching strategies for supporting EAL children.

Race Equality:

- The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background.
- All racist incidents are recorded and reported to the governing body and monitored by the Head Teacher. The school will contact parents of any pupil involved in a racist incident
- Any racist incidents are also recorded and reported to the Local Authority.

Looked After Children:

- In conjunction with local authorities and other agencies, schools have a corporate parenting responsibility to try and improve the health and wellbeing of Children who are Looked After (CLA).
- CLA should have a comprehensive plan, through the Looked After Children (LAC) process which should be established with a multi-agency approach, incorporating all safeguarding arrangements to ameliorate or manage potential risks. These children have often experienced many difficulties and unsettling experiences in life prior to becoming looked after and there could be unmet emotional, mental and physical health needs or complex attachment disorders to be mindful of.
- The LAC process should also protect looked after children who could place themselves at risk as a consequence of their own behaviours.
- Special consideration will also need to be given towards sharing any of a child's personal information in school and the community.
- An up to date Personal Education Plan (PEP) should focus on helping the child to achieve, having high expectations and promoting good home-school links.
- The Virtual School Head, who is an education advisor based at Wandsworth Town Hall, aims to raise educational attainment of CLA and keeps a register of CLA in the local area, across schools. They track the progress of CLA while providing challenge and support.

Pupil Premium

Children in receipt of pupil premium (free school meals, have ever been in receipt of free school meals, service children, adopted children, looked after children, post

looked after children) are entitled to additional government funding to support their development. This funding is allocated to the children's areas of greatest need, which is discussed with parents and carers, the Head Teacher and Inclusion Manager. The impact of the funding is reviewed and reported on the school's website.

Attendance:

The Head Teacher monitors attendance. Individual pupils with an attendance rate of below 85% are targeted for support. Parents/carers will receive an invitation to a School Attendance Panel (SAP) meeting with the Educational Welfare Officer (EWO), parents, medical professional (usually the school nurse), Head Teacher and Inclusion Manager is arranged to set a plan of action in place together to address the issues to improve attendance. For more information please see the school's 'Attendance Policy' which can be requested via the school office or accessed on the school website:

<http://www.stmarysschoolputney.co.uk/policy-documents/>

School Council:

- There is an Early Years Foundation Stage and Key Stage 1 school council and a Key Stage 2 school council that meet twice a half-term and are involved in decision-making. Currently one boy and one girl from every class, Year N to Year 5 and four pupils from Year 6, attend school council meetings and all are voted in by their peers. They represent the views of the all of their classmates and groups in the school.
- Issues raised are addressed in Senior Leadership Meetings.
- During the summer term there is a period of transition for the school council and the current, as well as the newly elected council members for the coming year all meet together.

Governors:

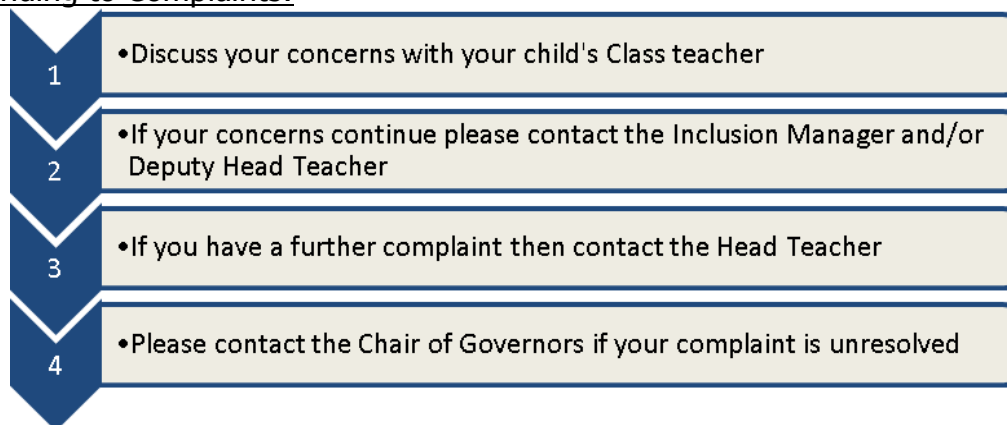
The Inclusion Manager meets with the nominated Inclusion and Equality Governors who sit on the Pupil Committee to ensure staff and pupil needs are supported.

Monitoring, evaluation and review:

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

- The Head Teacher, Deputy Head Teachers (FS/KS1 and KS2), Inclusion Manager and class teachers monitoring progress of all pupils at the termly pupil progress meetings.
- The Inclusion Manager monitors the efficacy of interventions termly.
- The Governing Body, via the curriculum committee, will review progress made and the effectiveness of the policy on an annual basis.

Responding to Complaints:



For further details please see the school's 'Formal Complaints Policy and Procedure'. Copies can be obtained from the school office. For complaints to the Local Authority please visit:

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint

Information for Parents/carers:

- Information for parents of children with SEND in Wandsworth can be found on the Wandsworth council website:
<https://www.wandsworth.gov.uk/sen>
The Wandsworth Information, Advice and Support Service WIASS (Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND:
<https://www.wandsworth.gov.uk/wiass>
Telephone 020 8871 8065
- Information about the Local Offer of services and support for children and young people with SEND in Wandsworth can be found on the Family Information Service website:
<http://fis.wandsworth.gov.uk/fis>
Telephone 020 8871 7899

This policy should be read in conjunction with the following school policies:

- Accessibility Plan
- Anti-Bullying Policy and Practice
- Attendance Policy
- Behaviour Policy and Practice
- Equality Information and Objectives
- First Aid, Medicines and Supporting Children with Medical Conditions Policy
- Home-School Agreement
- Safeguarding and Child Protection Policy
- SEN Information Report

Policy Reviewed by Inclusion Manager: **Mrs Bryony Barron**
The School's Inclusion Policy was reviewed in: **May 2015**
Formally adopted by Governors: **June 2015**
Suggested Date of Next review: **June 2016**

Appendix – A

Whole School Approaches to Supporting Children with Special Educational Needs or Disabilities (SEND)

General Class Strategies:

- Small group work opportunities
- Opportunities for revision and over-learning
- Access to groups where pupils are working with peers of similar levels
- Access to groupings that enables pupils to work with peers who provide good role models for language and communication skills and for cooperative and independent application to task
- Teaching which is multi-sensory and well-structured
- Clear classroom routines supported by visual cues
- Use of visual aids, objects of reference, signalling and signing to support understanding and the development of language.
- Access to simple everyday assistive devices which aid access to the curriculum (sloping writing surfaces, pencil grips, laptops)
- Small steps, P-Scales assessments for pupils working at these levels
- Opportunities for children to transfer or generalise their learning in different contexts

Children who are underachieving or who are less experienced learners:

- Alternative forms of recording, which enables the pupil to demonstrate knowledge without the requirement for extended written work
- Access to homework support
- Use of ICT as an adjustment to support working
- In-class support in targeted subject areas
- Inclusion in time-limited targeted intervention groups
- Tutor/mentor support for organisational skills and additional pastoral support

Children with defined SEND

- Assess the organisation of the physical environment
- Small group work to address learning needs
- Strategies to facilitate transitions within the school day
- Careful choice of work/play partners and groups to facilitate social interaction
- Dedicated safe space for difficult times
- Provision of specialist ICT for access and communication
- Supported access for examinations
- Detailed provision maps or specific support plans

Appendix – B

SEN Support Identification Process

Step 1

Regular assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite high quality teaching (HQT); or concerns raised regarding emotional well-being or behaviour (note A)

Parent/carer/outside professional raises a concern

Step 2

Class Teacher completes **initial concerns record**, meets with parent/carer/child and records agreed actions.

Class Teacher leads on setting outcomes and plans HQT and 'extra support and other rigorous interventions' targeted at areas of weakness. (B & C)

Step 3

Review

Good progress.
Return to regular tracking

Some progress
made. Repeat cycle **once** more

Less than expected progress towards agreed outcomes despite HQT targeted at areas of weakness

Communicate with parents (D)

Step 4

Class Teacher, working with Inclusion Manager:

1. Carries out further assessment to provide clear analysis of pupil's needs. (E)
2. Agree whether the child has a learning difficulty which requires SEN Provision (F)

Step 5

Not SEN currently
Underachieving
Address other causal factors
e.g. attendance

SEN
Begin cycle 1 at SEN support
and use **SEN Support Record**
Formally record at SEN and
inform parents

Explanatory notes on SEN Support Identification Flowchart

- A. The Code of Practice (January 2015) identifies less than expected progress as progress which (page 95):
- *is significantly slower than that of their peers starting from the same baseline*
 - *fails to match or better the child's previous rate of progress*
 - *fails to close the attainment gap between the child and their peers*
 - *widens the attainment gap*
- It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.*
- B. Inclusion Manager to advise/support the Class Teacher to ensure pupil is receiving high quality teaching appropriate to their needs e.g. differentiation, targeted feedback, use of in-class support. Check that the Class Teacher has been provided with advice, support and training to support this pupil.
- C. Targeted appropriate teaching might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class Teacher-led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.
- D. 'Communicate' – let parents know results of your review in a timely manner, but this might not be a formal meeting which would probably be best held when further assessment/information in school has been carried out
- E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness; analysis of samples of relevant work e.g. mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.
- F. Definition of SEN in Code of Practice 2014 (page 4-5)
- xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (This is provision over and above what is described in notes B and C above)*
- xiv. 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, (i.e. compared to national averages)*
 - *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*

Appendix – C

Initial Concerns Record – KS1 and KS2

Completed by Class Teacher on: __/__/__

PART 1

Pupil information This form should be shared with all professionals & parents/carers involved with child

Name:		DoB:	Year group:	Class teacher:
Attendance % (less than 95%): Punctuality (if a concern):		Children Looked After (CLA): Yes/No Pupil Premium: Yes/No		Exclusions: Yes/No
English as Additional Language Stage:	Home language:	Medical info:	Sight tested (date): Hearing tested (date):	Specialist services involvement: - Health – Education - Social Services

Achievement data

Last Three Years Attainment									
EYFS Profile score/ National Curriculum/ P levels	R	W	M	R	W	M	R	W	M

Baseline information – Provide detail for areas of relative strength or difficulty. Leave blank if area is not a concern.

Language (circle/highlight as appropriate and add details below)

Speech sounds	Expressive	Receptive	Social and functional

Literacy (circle/highlight as appropriate and add details below)

Phonic phase – reading	Phonic phase – spelling	HFW – reading	HFW – spelling
Comprehension	Book band level	Letter formation	Other

Is example of independent writing attached? **Yes / No**

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Numeracy (circle/highlight as appropriate and add details below)

Shape / Space / Measure	Using & applying	Calculation	Data Handling	Number	Other

Behaviour for learning and Self Help/Care (circle/highlight as appropriate and add details below)

Concentration	Co-operation	Independence	Engagement
Confidence	Self-esteem	Organisation	Self-control
Toileting/sleeping/dressing	Age appropriate behaviours	Recorded examples of behaviour concerns attached? (please circle) Yes / No	

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of equipment and/or aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion
<ul style="list-style-type: none">•••	

Additional observations

Parents (child's behaviour at home)

Support staff

Previous class teacher(s)

Lunchtime supervisors

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List individual assessments completed to support identification of need. Include behaviour plans or standardised assessments (reading/spelling age as well as criterion-referenced assessments)

Test	Date	Outcome

PART 2

Date met and discussed with parents: __/__/__ Parents signature: _____

Parents' and pupils' perspective on child's strengths/additional needs

Summarise information from discussions

What is going well?	What concerns do we have?	What needs to happen?
Scaling: 0 _____ 10		
Home setting/environmental factors:		

Desired outcomes: <ul style="list-style-type: none">•••	Provision: Targeted high quality teaching/interventions <ul style="list-style-type: none">•••
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Date of Review: __/__/__ Copy to: Parents, Class Teacher and Inclusion Manager

Review of outcomes: <ul style="list-style-type: none">••• Refer to Inclusion Manager: Yes/No Complete cycle of support again: Yes/No	Move to SEN Support: Yes/No
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Initial Concerns Record - EYFS

Completed by Class Teacher on: __/__/__

PART 1

Pupil information- This form should be shared with all professionals & parents/carers involved with child

Name:		DoB: Age (in months):	Year Gp:	Class teacher:
Attendance % (less than 95%): Punctuality (if a concern):		Children Looked After (CLA): Yes/No Pupil Premium: Yes/No		Exclusions: Yes/No
English as Additional Language Stage:	Home language:	Medical info:	Sight tested (date): Hearing tested (date):	Specialist services involvement: - Health – Education - Social Services

Baseline information

<u>Communication and Language</u> Development Matters stage (in months): _____
Concerns with: <input type="checkbox"/> Concentration and attention <input type="checkbox"/> speaking <input type="checkbox"/> understanding
Comments on strengths/difficulties:

<u>Physical Development</u> Development Matters stage (in months): _____
Concerns with: <input type="checkbox"/> Moving and handling <input type="checkbox"/> Health and self-care
Comments on strengths/difficulties:

<u>Personal, Social and Emotional Development</u> Development Matters stage: : _____
Concerns with: <input type="checkbox"/> managing feelings and behaviour <input type="checkbox"/> Making relationships <input type="checkbox"/> Self-confidence and behaviour
Comments on strengths/difficulties:

Tick the box to show where the child is currently functioning

Specific Areas of Learning	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
Literacy						
Numeracy						
Understanding the World						
Expressive Arts and Design						

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of equipment and/or aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion
<ul style="list-style-type: none">•••	

Additional observations

Parents (child's behaviour at home)

Support staff

Previous class teacher(s)

Lunchtime supervisors

--

PART 2

Date met and discussed with parents: __/__/__

Parents

signature: _____

Parents' and pupils' perspective on child's strengths/additional needs

Summarise information from discussions

What is going well?	What concerns do we have?	What needs to happen?
Scaling: 0 _____ 10		
Home setting/environmental factors:		

Desired outcomes: <ul style="list-style-type: none">•••	Provision: Targeted high quality teaching/interventions <ul style="list-style-type: none">•••
--	--

Date of Review: __/__/__

Copy to: Parents, Class Teacher and Inclusion Manager

Review of outcomes:

-
-
-

Refer to Inclusion Manager: Yes/No
Complete cycle of support again: Yes/No
Move to SEN Support: Yes/No

Appendix - D**SEN Support record** (assess, plan, do, review): **Date** _____ **Cycle no.** ____

Pupil:		Class:	Class Teacher:		
Parents/carers:					
Plan completed by:		Present at meeting:			
Areas of need, environmental factors and current and assessment Information: R =, W =, M =,					
Outcomes to be achieved 1. 2. 3.					
Agreed Provision					
Name/type 1. 2. 3.		Staff/pupil ratio	Delivered by	How often and how long for?	Notes
Home/parent support agreed					
Review Date: Present: Parent: yes / no. If no, how will review be communicated with parent/carer?					
Outcome	Progress made				
1					
2					
3					
Review decision: Pupil remains at SEN support yes/no Further actions required: eg referral to other professionals, further assessment, TAC					

Appendix - E

Whole School Approaches to Supporting Children Learning English as an Additional Language

General Class Strategies:

- Small group work opportunities
- Partner work
- Opportunities for speaking and listening
- Role play
- Warming up the text (pre-reading and learning key vocabulary before the text is read as a whole class)
- Key vocabulary displayed with visuals (where possible with visual to the left of the words)
- Key visuals (diagrams, flow charts, maps, graphs, pictures, illustrations)
- Variety of strategies for recording information (Dictaphones, video, illustrations, oral presentations)
- Use of ICT
- Break down length of text
- Break down tasks into small sections
- Maintain the same context of work as the rest of the class and the interest level but allowing for a simplified method of recording
- Allow additional time to answer questions and discuss new information
- Use simplified language alongside more complex words
- Celebrate bilingualism as a skill – possible display

Also see relevant strategies from Appendix A.

Acronyms and Abbreviations

SEND – Special Educational Needs and Disability
COP – Code of Practice (SEN statutory guidelines)
EHCP – Education Health and Care Plan (replacing Statements and outlines areas of need and provision)
EYFS – Early Years Foundation Stage (YN-YR)
KS1 – Key Stage One (Y1-Y2 Infants)
KS2 – Key stage Two (Y3-Y6 Juniors)
TA – Teaching Assistant
LSA – Learning Support Assistant
SLT – Senior Leadership Team
DFA – Designated First Aider
TAC – Team Around the Child Meeting
TAF – Team Around the Family Meeting
CLA – Children that are looked after by the local authority
LAC – Looked after children
EAL – English as an Additional Language
Ofsted – Office for Standards in Education

Areas of Need

C&I – Communication and Interaction (includes speech and language, social communication, ASD)
C&L – Cognition and Learning (includes specific learning difficulties e.g. Dyslexia)
SEMH – Social, Emotional and Mental Health (includes anxiety and depression)
SP – Sensory and/or Physical (includes visual and hearing impairment)

Outside Agencies

SALT - Speech and Language Therapists
OT - Occupational Therapists
EP - Educational Psychologists
SCPS – Schools and Community Psychology Service
GPAS - Garratt Park Autistic Spectrum Disorder (ASD) Advisory Service
HV - Health Visitors
EWO - Education Welfare Officer
EYC - Early Years Centre
VIS - Visual Impaired Services
HIS - Hearing Impaired
CAMHS - Children and Adult Mental Health Service
BLSS - Behaviour and Learning Support Services
PRU – Pupil Referral Unit
Community Paediatrics
School Nurse
Social Workers
Physiotherapists
CENMAC – assistive technology
Shine Again – Play Psychotherapy