



St Mary's CE Primary School
Felsham Road
Putney

Special Educational Needs and Disability Information Report

Vision: Delivering excellence, allowing all to flourish
Mission: Creating a culture of wonder, guided by Christian faith
Values: Endurance, Compassion, Thankfulness

September 2023

St. Mary's Church of England Primary School

Special Educational Needs and Disabilities (SEND) Information Report

As a school we work within the Wandsworth guidance on provision for children with SEND in mainstream schools, which explains the ways children with different additional needs are provided for within the school. The school has an 'Inclusion Policy' and we have 'Equality Information and Objectives' and an 'Accessibility Plan' to continually improve our inclusive provision.

At St. Mary's Church of England Primary School, all children, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the school and wider community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health problems, sensory or physical needs.

Contacts

The Inclusion Manager is **Mrs Kerry Dunford** and she can be contacted via the school office on 020 8788 9591 or email kdunford.212@lgflmail.org
The SEND/Inclusion Governor is: **Louise Mills**

What is 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 SEND 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. The school would also consider evidence that a child may have a disability and look into the reasonable adjustments that may be needed.

There is a wide spectrum of SEND (Special Educational Need or Disability) which are frequently inter-related. The four main 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 SEND 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.

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.

How will I know how my child is doing and how will you help me to support my child's learning?

| | Autumn | Spring | Summer |
|--------------------|---|---|--|
| All Children | Parents' Evening Meeting | Parents' Evening Meeting | Written Report Meeting on request |
| Children with SEND | Parents' Evening Meeting including SEND target setting & review | Parents' Evening Meeting including SEND target setting & review | Written Report Parent Meeting for SEND target setting & review on request |

- You are welcome to use your child's PACT (Parents and children together) class email to communicate or request a meeting with the Class Teacher or Inclusion Manager via the school office
- SEND workshops or virtual meetings will be advertised in the school newsletter 'In Touch' and on the school website
- If your child has an EHCP (Education, Health and Care Plan) there will also be a formal annual review of their progress, targets and associated support with their parents, the child and the professionals involved in the child's education, health and care. For children in Nursery or Reception, these reviews will be held every 6 months.
- The Inclusion Manager may make referrals to outside agencies or other professionals such as Educational Psychologists, Speech and Language and Occupational Therapists for additional advice and help to support a child's learning.

How will my child be involved and consulted?

- Children review their learning each lesson through a wide range of techniques including self-assessment and peer assessment and they are involved in setting their own targets where possible
- Children formally comment on and review their learning at the end of each year through their annual reports
- Children with an EHCP have support to complete a 'Child's Views' form for their annual review
- The School Councils meet regularly and represent the views of the children in each class
- Class Teachers ensure that children's preferred learning styles are taken into account when planning lessons
- Classes also have a worry box where children can voice any concerns in writing or pictures for their chosen member of staff to respond to

How do you assess and review my child's progress?

Class Teachers use a wide range of assessment techniques every lesson to assess children's understanding, for example using observations and key questions. They also assess progress at the end of each term. All children's progress is monitored and tracked through termly pupil progress meetings with the Class Teacher, Inclusion Manager, Head Teacher and Deputy Head Teachers.

Assessment judgements are moderated by the Senior Leadership Team (SLT) and there are regular moderation staff meetings with all class teachers.

What should I do if I am concerned about my child's progress or special educational needs?

1. Make an appointment, via the school office or class email, with your child's class teacher at the earliest opportunity. The class teacher will discuss your concerns, act on them and then feedback to you.
2. The class teacher may decide that it is necessary to refer your concerns to the Inclusion Manager who would contact you to arrange a further meeting.
3. If your child is transferring to St. Mary's, please give as much detail on the enrolment forms as possible. If your child has **previously identified SEND** you may want to ask for a meeting with the Inclusion Manager to discuss how your child can be supported in school.

How does the school decide whether a child has special education needs and the extra help they may need?

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 1 for the flow chart of SEND 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 2/3) to record the agreed actions/support and set SMART (Specific, Measureable, Achievable, Realistic, Time-bound) targets for the child. After the agreed time, the targets will be reviewed and if less than expected progress is made then the cycle is repeated with new targets. If progress is still less than expected, then

the class teacher will meet with parents and the school Inclusion Manager. Assessments may be required at this stage and if the child now requires additional individualised provision the SEND Support Record, (appendix 4) is completed formally and parents are informed.

If a child is receiving SEND Support their progress is closely monitored through the setting of specific targets on the SEND support record using the following cycle; assess, plan, do and review. Our aim is for children receiving SEND 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 Care Plan (EHCP).

How is teaching and the curriculum adapted to my child's needs?

St. Mary's treats each child as an individual and all are entitled to quality first teaching.

Quality first 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 (dependent on the level of SEND)
- 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 and realistic targets that enable them to succeed
- are encouraged to participate fully, regardless of their needs, disabilities and/or any medical conditions with the correct resources and support in place
- are only withdrawn from lessons for specific targeted support which cannot take place in the classroom

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 and allow every child to progress and achieve. 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.

Classrooms are vibrant, stimulating and well resourced. Displays and interactive activities provide children with prompts and visual reminders to encourage children to learn independently.

Additional adult support from Teaching Assistants is allocated to individual classes and targeted support is provided for those children whom require it. Across the school there are Teaching Assistants working in all classes during the morning with classes in the Early Years having access to a Teaching Assistant throughout the day. In other classes this varies according to need and will continue to be monitored to ensure, those classes with the greatest need are well supported throughout the day. Drawing and Talking and ELSA support is delivered during the afternoon to those who require it. Teaching

Assistants are given a range of responsibilities including; supporting with group work, leading evidence based interventions and supporting individuals learning within lessons. We aim for support to be focussing on improving children's progress and independence, to be inclusive and 'in class' as often as possible, rather than taking groups out. Some children with specific complex needs (EHCP) may have access to a Learning Support Assistant. Learning Support Assistants (LSAs) support specific children with learning, developing their independence, accessing the environment or curriculum and with personal care and safety.

It is worth noting that the new banding system, which Wandsworth apply when deciding on funding for individuals with an EHCP, favours a team approach to support for these children. Therefore funding is often best spent on specialist provisions and other types of support for the child rather than a 1:1 support assistant. In KS2, we move away from this model to promote independence and use the EHCP funding to support in different ways as highlighted in the provisions section of the EHCP.

All staff are given regular training opportunities to support the needs of the children in school and the school makes use of outside agencies for specific professional advice and 'in school' training.

Specific Support Strategies

Literacy and Numeracy:

- Small focussed group support in lessons
- Individual targeted support in lessons
- Writing group in lessons
- Guided reading group in class
- Booster phonics/writing/maths group out of class
- Individual/small group literacy support out of class
- Individual daily reading/spelling/times tables in class
- Additional/differentiated homework
- Pre-teaching strategies and vocabulary focus
- Specific resources such as – Rapid Reading scheme, Toe-by-Toe, Look Cover Say Write Check (LCSWC) spelling sheets, coloured overlays, Word Shark, Mathletics, Communicate in print.
- Extension and Support Maths Groups
- Maths mastery approach – whole class and small group
- English support assessment screener to indicate dyslexia – Inclusion Manager

Handwriting, support for left-handed writers and fine motor skills:

- Handwriting scheme and resources
- Hand exercises prior to writing – individuals, groups or whole class
- Additional booster group
- Wide variety of adapted pens/pencils, pencil grips, mark making equipment, sloping desks, writing guides
- Large scale multisensory approaches
- Variety of fine motor activities e.g. pegs, theraputty, threading

Speech, Language and Communication:

- Phonics booster
- Individual speech therapy
- Social Skills groups
- Lego Group
- Show and tell/presentation opportunities
- Wide range of resources including; puppets, small world characters, masks, voice recorders, sensory toys, Picture Exchange Cards (PECs) and visual prompts/timetables
- Access to WAAS for children with a diagnosis of autism
- SALT input for children on the NHS caseload

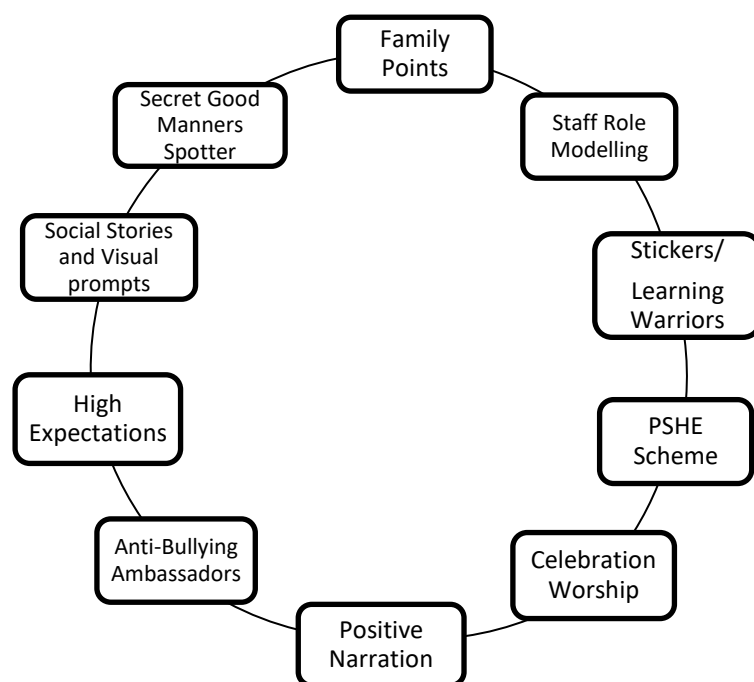
What support is there for my child's emotional well-being?

- Weekly Circle Time
- Personal, Social and Health Education (PSHE) scheme
- Collective Worship
- Anti-Bullying Policy, Anti-Bullying Ambassadors and focus events for Anti-Bullying throughout the year
- Social Skills groups
- Transition programmes
- Bubble Time – talk time with an adult in school
- Drawing and Talking - a gentle, non-intrusive method to support emotional needs with a positive impact on learning
- Shine Again – limited places for play/art psychotherapy
- ELSA - Emotional Literacy Support
- The Thrive Approach

Support for individuals or small groups will be decided on the needs of the individual and may be delivered by the class teacher, Teaching Assistant (TA), Learning Support Assistant (LSA) or other specialists as decided by the school.

How do you promote positive behaviour?

We make use of many strategies and techniques to focus on promoting positive behaviour. We implement the schools behaviour policy in addition to the examples in the diagram below:



What training and specialist skills do the staff supporting children with SEND have?

All staff in school have regular training to support the needs of all of the children in school. Training needs are regularly audited and reviewed by the Inclusion Manager, Deputy Head Teachers and Head Teacher and a programme of continual professional development is in place. All class teachers have Qualified Teacher Status (QTS) and there is a strong emphasis on continued learning. The Inclusion Manager has completed the National Award for Special Educational Needs (NASENCo) and is part of the school's Senior Leadership Team (SLT).

There is a specialist teaching assistant who uses specific dyslexia friendly strategies for one to one or small group literacy support lessons. In addition, the school employs an Inclusion teaching assistant who has received specific training in a number of specialist support strategies.

The school also receives training, advice and support from specialist services such as:

- ❖ Speech and Language Therapists (SALT)
- ❖ Occupational Therapists (OT)
- ❖ Educational Psychologists
- ❖ Wandsworth Autism Advisory Service (WAAS)
- ❖ Community Paediatrics
- ❖ Health Visitors
- ❖ School Nurse
- ❖ Education Welfare Officer (EWO)
- ❖ Early Years Centre Advisors (EYC)
- ❖ Visual Impaired Services (QTVI teachers)
- ❖ Hearing Impaired (HIS)
- ❖ Children and Adolescent Mental Health Service (CAMHS)
- ❖ Behaviour and Learning Support Services (BLSS)
- ❖ Social Workers
- ❖ Physiotherapists
- ❖ CENMAC – assistive technology
- ❖ Shine Again – Psychotherapists
- ❖ The Thrive Approach
- ❖ Literacy and Numeracy Support service

These services are either sought through the local authority, the NHS or commissioned privately.

How does the school work together with specialist services?

Referrals to specialist services are generally made by the Inclusion Manager and parents would always have been consulted. If a referral is accepted there would be an assessment of needs and desired outcomes of the support agreed. These assessments can take time, so it is best to seek advice from the Inclusion Manager as soon as you feel your child requires further investigation.

Team Around the Child Meetings (TAC)

This is a meeting where parents and all of the professionals working with the child meet and collaborate. Desired outcomes are agreed and the support needed to meet the outcomes is outlined. The outcomes are reviewed at the next TAC meeting and next steps are planned for.

How do you make the school environment and curriculum accessible for all children?

The school has an Accessibility Plan in which the school environment and access to the curriculum is regularly reviewed and improvements planned for and delivered. Examples of support already in place includes:

- Visual paint has been added to many steps throughout the school to enhance the visual contrast for those with visual impairment
- Resources such as reading rulers, move 'n' sit cushions, sloping desks, sensory toys and timers are used as required
- Visual prompt cards and Visual timetables are used
- For those that require it additional time or a quiet space can be arranged for children with SEND during exams
- Text may be enlarged and different coloured paper used when required
- Changing room available
- Stair lift

How will my child be included in activities outside of the classroom?

Children in Year One to Six have the opportunity to apply for before/after school clubs or activities, regardless of their SEND. The club leader and Inclusion Manager would then look at adaptations that may need to be made.

School trips are carefully planned for and the risk assessments ensure that staff leading trips consider all of the children's needs and abilities. If a child has a Learning Support Assistant as part of their regular support in school the child would have this level of support on a trip too. All staff complete pre-visits so that accessibility for all of the children can be planned for.

How will the school prepare my child to join the school or transfer to a new school?

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 is the best setting to meet their child's needs.

For information for parents regarding available educational settings and provision (Local Offer) in Wandsworth, see Thrive: www.thrive.wandsworth.gov.uk

Once offered a place at St. Mary's, provision and transition arrangements are discussed with parents, the Class Teacher and Inclusion Manager and programmes are put in place. This may include additional visits to a new school or visiting a child in their current school setting. Secure sharing of information is essential and meetings are held with parents and the children to discuss any concerns prior to a transition.

Transition Programmes and Arrangements

- Some children may create a transition book with photos and information about their new school and teachers. For children with ASD or attachment difficulties there may need to be a specific Social Story to aid the transition process.
- When arriving at St. Mary's, a new child would be given at least 2 buddies to support them during their settling in period. New children are welcomed to each class and have a peg label and drawer ready for their arrival.
- 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 an EHCP, the secondary school SENCO would be invited to the final annual review in school, to aid transition arrangements.
- Where possible, hard to reach or vulnerable pupils undertake separate, additional visits to schools to support transfer.
- All appropriate school records are forwarded securely and confidentially to receiving schools. Records will be read carefully to ensure that staff are ready for a new child's arrival.
- End of key stage attainment is recorded and sent electronically at the end of key stage two to secondary schools.
- When transitioning to the next year group within school, children with SEND may need to make additional visits to their new classroom and talk with familiar adults in school about the changes.

What to do if my child has medical needs?

Ensure that the school is made aware of the medical needs by speaking to the class teacher, office staff or the Inclusion Manager. The school nurse can be available for parents to meet. Referrals should be made via the Inclusion Manager at school. Please make an appointment with the Inclusion manager if you wish to see the school nurse.

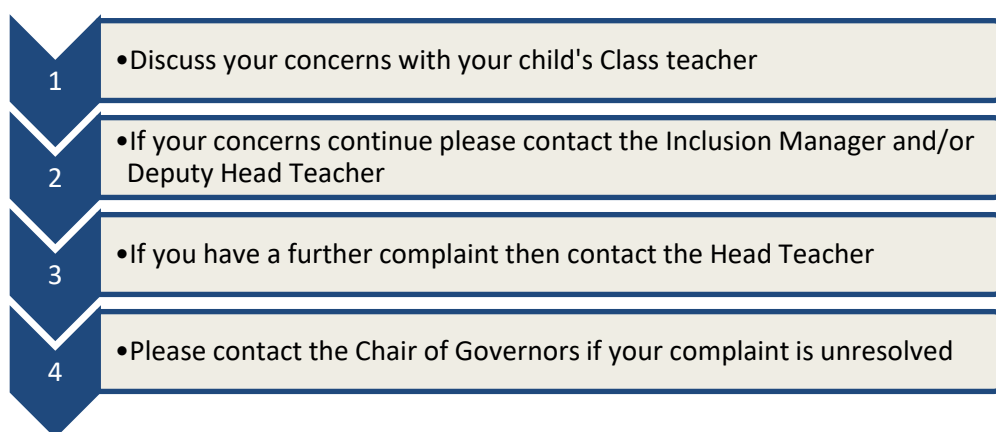
Please complete all of the relevant medical information on the enrolment form so that we can support your child. For children with more complex medical needs, a meeting

will be held to ensure that the school has the most up to date Health Care Plan or Treatment Plan and appropriate provision can then be put in place.

Please also let your Class Teacher and the Inclusion Manager know if your child develops medical needs during their time in school.

The school has a First Aid, Medicines and Supporting Children with Medical Conditions Policy that it adheres to and a Designated First Aider who administers medicine, after consent forms have been completed. If your child requires medicine during the school day, please see the School Business Manager to pass on the medicine and you will need to complete the appropriate medical form. Training for supporting children with medical needs is coordinated by the Inclusion Manager and reviewed regularly.

What should I do if I am unhappy with my child's support or progress?



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

Where can I go for further advice and support?

- The Ordinarily Available Provision, which Wandsworth offers to support children in schools, provides further information on services that can be accessed by schools and parents. A guide can be downloaded from here:
<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/family.page?familychannel=2-2>
- 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 Thrive website:
- <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>
Telephone 020 8871 7899 (open from 9am to 5pm Monday to Friday)
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website:
<http://www.positiveparentaction.org.uk>
Telephone 020 8947 5260

St Mary's SEND provision is driven by the needs of the child. As such we regularly review and make changes to what we offer. The information contained in this report reflects the provision on the date of publication.

Feedback

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email the Inclusion Manager.

Monitoring and Review

The Inclusion Manager, Kerry Dunford, will review this policy every year as well as responding to trends/changes in legislation or policy that suggest the need for earlier review. The Full Governing Board has oversight of this policy.

| Name/s and job title of reviewer | Date of review | Date of governor approval | Suggested date for review |
|---------------------------------------|----------------|---------------------------|---------------------------|
| Mrs Kerry Dunford - Inclusion Manager | September 2019 | October 2019 | September 2020 |
| Kerry Dunford - Inclusion Manager | September 2020 | September 2020 | September 2021 |
| Kerry Dunford – Inclusion Manager | October 2021 | October 2021 | September 2022 |
| Kerry Dunford – Inclusion Manager | September 2022 | September 2022 | September 2023 |
| Kerry Dunford – Inclusion Manager | April 2023 | June 2023 | May 2024 |

Appendix – 1

SEND 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 SEND 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 SEND in Code of Practice 2015 (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 – 2

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**

| |
|--|
| |
|--|

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

| |
|--|
| |
|--|

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">••• |
|--|--|

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 |
|--|------------------------------------|

Appendix - 3

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"/> Listening, attention and understanding speaking <input type="checkbox"/> | |
| Comments on strengths/difficulties: | |

| | |
|---|--------------------------------|
| <u>Physical Development</u> | EExAT stage (in months): _____ |
| Concerns with: <input type="checkbox"/> Gross motor <input type="checkbox"/> Fine motor | |
| Comments on strengths/difficulties: | |

| | |
|---|----------------------|
| <u>Personal, Social and Emotional Development</u> | EExAT stage: : _____ |
| Concerns with: <input type="checkbox"/> Self-regulation <input type="checkbox"/> Building relationships <input type="checkbox"/> Managing self | |
| Comments on strengths/difficulties: | |

Tick the box to show where the child is currently functioning

| | |
|----------------------------------|--------------|
| Specific Areas of Learning | EExAT stage: |
| Literacy | |
| Comprehension | |
| word reading | |
| Writing | |
| Maths | |
| Number | |
| Numerical patterns | |
| Understanding the World | |
| Past and present | |
| People, culture and communities | |
| The natural world | |
| Expressive Arts and Design | |
| Creating with materials | |
| Being imaginative and expressive | |

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

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: <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 |
|---|

Appendix – 4

SEND 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 - 5

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
ELSA – Emotional Literacy Support Assistant

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
WAAS – Wandsworth Autism 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