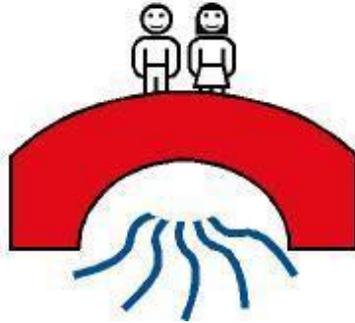


Loddon Primary School



Aspiration and Achievement: supporting the

Special Educational Needs of pupils at

Loddon Primary School:

Information, policy and guidance

Author: Gemma Didcock

Committee responsible: Curriculum

Date of last review: March 2018

Date of next review: January 2019

Authorised on 24 January 2018

S Phillips

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Purpose of this document

This document sets out how we at Loddon Primary School provide support to ensure that children who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how we will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Background

The Children and Families Act 2014

The Children and Families Act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, '**The Code of Practice: 0 to 25' (CoP)**. It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must '**have regard**'.

The Children and Families Act introduced a new statutory plan called an '**Education, Health and Care (EHC) plan**' which replaced Statements of SEND. From September 2014 - Summer 2017 all new statutory assessments were assessed under the new regulations and existing Statements were transferred to EHC plans. The Act also introduced a single pre statutory stage called '**SEN Support**' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Loddon Primary School we follow the advice of the CoP to ensure that we follow a cycle of '**assess, plan, do, review**' which leads to an ever increasing understanding of needs and how to address them. This is known as the '**graduated response**'. In addition, there are specific duties on us and our governing body to:

- Identify pupils with SEND, ensure parents are informed and provision is made in line with the SEND and Disability Code of Practice and comply with Children and Families Act 2014 legislation.
- Publish the SEND policy and the school's Local Offer on the school website and review regularly with pupils, parents, staff and governors.
- Publish information on SEND funding and provision and monitor expenditure.
- Appoint a SEND governor and Special Educational Needs Coordinator (SENCO) / Inclusion Leader (IL) - *see SEND Regulations 2014*.
- Maintain a current record of number of pupils with SEND.
- Ensure SEND provision is integrated into the school improvement plan.
- Monitor progress of SEND pupils and ensure provisions specified in EHC plans are in place.
- Keep under constant review the arrangements for pupils present and future with a disability.
- Admit all pupils who meet admissions criteria, whether or not they have SEND.

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. 'The Equality Act 2010' defines disability as '*...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities*'. In this context '*long term*' means *over a year* and '*substantial*' means *more than minor or trivial*'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to '**make reasonable adjustments**'.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources '**normally available**' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHCP). Some of these children and young people with long term health conditions should have an '**Individual Health Care Plan**' (IHCP) which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) has published new guidance, '**Supporting pupils at school with medical conditions**' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

The school's policy '**Aspiration and Achievement: How we support pupils who have medical conditions in Loddon Primary School**' is also available on the school website.

Meeting Special Educational Needs at Loddon Primary School

1. What needs can school meet?

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions:

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

A **child under compulsory school age** has special educational needs if he or she is likely to fall within the definition in paragraph xiv (CoP) when they reach compulsory school age, or would do if special educational provision was not made for them.

The Code of Practice defines special educational provision as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories:

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

At Loddon Primary School we will aim to meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners whilst ensuring that we have the resources available.

2. How do we identify pupils who are having difficulties with learning and / or special educational needs

It is the responsibility of all schools to provide good teaching and holistic support for all pupils. We believe that it is particularly important that pupils who have most difficulty with their learning are taught by good quality teachers and in our school we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: *achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.*

In deciding whether to make special educational provision, the teacher and SENCO / Inclusion Leader (IL) should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

- For all pupils we hold parents' evenings, issue termly report cards and provide annual reports. Pupil's progress is tracked and monitored through pupil progress meetings by senior leaders.
- On-going observations by school staff are completed to gain an ever increasing understanding of the pupils' needs and how to address them. The class teacher completes an '**Identification of Needs**' form (Appendix A) which includes current concerns and actions to date. This form will have been shared with parents before speaking with the IL. Once the form is received an observation and discussion may take place before deciding on a course of action.
- When identifying if a pupil falls into the SEN category we complete an '**Identification Criteria**' to help inform our decision (Appendix B)
- SEND pupil's progress is tracked regularly through National Curriculum data, school assessments and standardised screening assessments.
- Discussions are held with parents to gain further knowledge of the child. We encourage new parents to contact the school as soon as they receive confirmation of a place so that forward planning can take place if necessary. Home visits for new foundation children, help with early identification. Visits to previous settings may also take place.
- Where behaviour is an area of concern we write an '**Individual Behaviour Plan**' which draws on an analysis of Antecedents, Behaviour and Consequences.
- We aim to provide provision which can remove the barriers to learning for the pupil using effective teaching approaches including differentiation, appropriate equipment, strategies and interventions.
- The class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group / 1:1
- We review the pupil's progress and development and decide on any changes to be made Where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents and staff involved.
- Where assessment indicates that specialist services are required, we make referrals.
- We draw up an '**SEND Profile -IPP**' (Appendix C)

The Inclusion Leader is :- Mrs Gemma Didcock

Contact details :- inclusion@loddon.wokingham.sch.uk / 0118 9261449

The Inclusion Leader is part of the school's Senior Leadership Team (SLT)

3. Involving parents in their child's education

We believe that parents are key partners in their child's education. Evidence shows that children make most progress when their key adults work together.

At Loddon Primary School we demonstrate this by:

- Always discussing any concerns we have with the pupil's parents at the earliest point.
- Listening, and hearing, what parents say.
- Identifying any outcomes to be achieved with parents.
- Informing and consulting parents regarding possible provision.
- Meeting with parents to review their child's provision and progress.
- Being honest, open and transparent about what we can deliver.
- Making sure parents know who to contact if they have any concerns.

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO / Inclusion Leader (IL) should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we would:

- Not make assumptions based on a pupil's care status
- Monitor the progress of all our looked after children half termly
- Have an up to date Personal Education Plan (PEP) which is easily understood by everyone involved
- Ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
- Normalise life experience wherever possible
- Ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

4. Arrangements for consulting children and young people with SEND and involving them in their education

The Children and Families Act is clear that:

- All children and young people need to be supported to develop aspirations for their future lives as active members of their community.
- All children and young people have the right to have their voice heard.
Children and young people are involved in discussions about their learning, progress and how provision is made.

At Loddon Primary School currently:

- We recognise that pupil voice is important and aim to listen to the children's views whenever possible.
- Where appropriate the SEND Profile short term outcomes / provision will be discussed with the child and they are invited to make a comment about what they think they need to achieve next.
- All pupils are encouraged and supported to make their views known. Strategies we use may include written comments, talking to a preferred adult or friend, drawing etc.
- Where possible we will explain to pupils why they are completing an intervention
- All pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment.
- Annual Reviews of progress are 'person centred' e.g. they will have the pupil, their aspirations and needs at the centre of the review.
- Reviews are always outcome focussed; outcomes reflect what is important to, and for, the pupil.

5. How we assess and review progress

- The class teacher formally assesses all children's learning at least half termly using the 'steps' method on our school tracking system
- These steps have been written to match the updated National Curriculum.
- Based on assessment information and data; outcomes will be set for all SEND children and will be recorded on an SEND Profile.
- Profiles are reviewed termly and are discussed with parents at parents evening.
- Specific assessments are completed at identified points through the year to track progress and identify any children working below expectation. These assessments include: NFER, Single Word Spelling Test and Salford reading assessment
- Additional standardised assessments may be used by the IL or external practitioners to track progress in specific areas.
- The IL monitors data of SEND pupils half termly to ensure progress is made.
- SEND children are expected to make at least 6 steps of progress the same as their peers but we understand that this may not always be possible.

6. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task.

We prepare SEND pupils for the next stage in their learning in some of the following ways:

- Y6 teachers meet with all Secondary schools to pass on information about all children.
- On discussion with parents, vulnerable children will attend additional visits arranged by IL / Secondary schools.
- Secondary colleagues are invited to school to meet children and /or be part of a review meeting to answer parent / child questions.
- Professionals meet and discuss individual needs in Year 5 if the child has an EHCP.
- Foundry College may be commissioned to support individual children with behaviour needs to make a smooth transition.
- For children moving in FS-Y5 the new school may be invited to meet the child in their current setting.

- We will aim to share good practice and strategies with the new school.
- A Teaching Assistant may accompany the child on the transition visits if this is deemed appropriate
- Additional review meetings may be arranged for pupils with more complex needs.

All SEND records e.g. IPPs / SEND Profiles, statement of educational need / EHCP / annual reviews if applicable, intervention records, diagnostic assessments, professional reports, review meeting notes, child protection records etc. are passed onto the new school.

7. The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a 'Local Offer'.

The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them.

It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed at:

<http://info.wokingham.gov.uk/kb5/wokingham/info/home.page>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people at SEN Support. This document, '**SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them**' can be found on the Local Offer page.

Loddon Primary School also has a Local Offer which is specific to our school and this can be found on the school's website (SEND page) or on the Wokingham Information Network website (WIN).

Our curriculum is differentiated based on each individual's needs, taking into account teacher assessment, information from school staff, advice from external practitioners, the need for small group or 1:1 teaching or specific targeted interventions and resources available to the school at the time.

Each child's needs are looked at individually to determine the best strategies for them. The interventions and strategies that we offer can be viewed in our Local Offer.

8. The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured

All teaching staff and others where required receive appropriate INSET training on a range of subjects linked to the curriculum and positive outcomes for children. Specific SEND training is delivered when required. This may be to individuals, specific year groups or the whole school.

We have access to training through the Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology Service, Foundry College or the speech and language therapy service.

We meet with professionals to plan our training needs on a termly basis.

Through our school cluster group we can identify training needs and plan training in a cost effective

way as well as using our cluster meetings as a professional forum to share expertise across schools.

Some teachers have studied inclusion modules as part of graduate or post graduate qualifications. A number of teaching assistants have NVQ qualifications that include SEN modules.

The role of our SENCO / Inclusion Leader The legislation requires that:

- The SENCO must be a qualified teacher working at the school.
- Any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- A National Award must be a postgraduate course accredited by a recognised higher education provider.
- Schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in the CoP. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our Inclusion Leader has responsibility in school for:

- With the head teacher and governing body, determining the strategic development of SEND policy and provision in the school.
- Day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, secondary schools and other schools to ensure successful transitions are planned.
- Being a key point of contact for external agencies e.g. Local Authority, Educational Psychologist, Learning Support Service, Foundry College, CAMHS etc.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

In order to carry out these duties effectively, as a school we ensure that the Inclusion Leader has sufficient time and resources to carry out these functions. The Inclusion Leader role is a part time non-teaching role

9. Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil

10. Inclusive practice

We aim to ensure that all our pupils, but particularly those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

We offer a range of clubs, day and residential trips and the school has a breakfast and after school club. Children with SEND are always positively encouraged to attend these activities.

11. The social and emotional development of our pupils

We believe as a Values Based school that we offer a nurturing environment for all children.

- For some children we offer weekly sessions with a trained nurture assistant to provide them with the opportunity to talk through their concerns and worries with a familiar adult.
- We offer a lunchtime club which enables children who find the playground challenging the opportunity to come to a safe place and engage with other children in a structured environment.
- Some children will attend a nurture group setting for two afternoons a week for specific curriculum and emotional support.
- We recognise that some children with social and emotional needs require a more individualised approach and this will be developed with parents, school staff and external practitioners if necessary.

We take reported incidents of bullying against any child seriously and follow the procedures in our Anti Bullying policy when necessary. We recognise that children who have SEND may be more at risk of being bullied.

12. Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO / Inclusion Leader should contact them if the parents agree.

Code of Practise 6.47

At Loddon Primary School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this we:

- Listen to parents to ensure we know which services they use and are valued by them.
- Ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews.
- Value the contribution of all.
- Meet with our Educational Psychologist, Foundry College and the Learning Support Service for a termly planning meeting to look at the needs of individual pupils, staff training and effectively tailoring our provision.
- Meet with our Speech and Language therapist termly to discuss our caseload.
- Stay in regular contact with the local authorities SEN Team regarding complex needs pupils

13. Arrangements for handling complaints about SEND provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially they should contact the Class teacher. If this does not resolve the situation then contact the Inclusion Leader or Headteacher.

The school invites open dialogue and parents are welcome to speak to us in person, via e-mail or use the comments box held in the school office for this purpose.

Procedures for complaints are outlined within the school's Complaints Policy which is available via the school office or on the school website.

Additional Information

How funding is made available to school to meet the needs of pupils who have special educational needs at 'SEN Support'

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to six thousand pounds of individual support. Further information on funding for SEN can be found in the document '**Funding to Support Learners who have Special Educational Needs**'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through Exceptional Needs funding (ENF).

Exceptional Needs Funding

Wokingham has developed an **Exceptional Needs funding model** which can provide the additional resources to meet learning needs in mainstream settings. Our school is part of a **cluster of schools** who discuss individual cases where the schools feels that the **support needs for that pupil are exceptional**. We also use our cluster meetings as a **professional support forum** to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

We would apply for this funding stream particularly where the learning needs of the child are exceptional but do not require a special school or significant levels of intervention from health or social care. Further information about exceptional needs funding can be found in the document '**Exceptional needs funding: Procedures and guidance**'

When would school 'refer to the Local Authority'?

'**Referring a child to the local authority**' means that the person who submits the referral believes that the **child's needs are so complex that they cannot be met from the resources which are normally available to a school**. In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN with a new process called **Education, Health and Care needs assessments**. These needs assessments may result in an **Education Health and Care Plan**.

Education, Health and Care plans are required by those pupils:

- Where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- Who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child's ability.

When they receive a referral **all** local authorities are expected to consider:

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- Used all the resources available within the last 12 months.
- Made any appropriate health referrals.
- Written IPPs which are relevant to the presenting need, focusing on outcomes which are SMART, reviewed and show progression.
- Made provision which is appropriate to the child and specific to their needs.
- Made provision which has been evidence based and cost effective.
- Undertaken an assessment of unmet needs where appropriate.
- Fully and appropriately involved parents.
- Involved relevant professionals/practitioners (ensuring they have been involved in the last 12 months.)
- Evidenced that their advice/strategies are being followed and evaluated

Appendix A

Identification of Needs form

Name:

D.O.B:

Teacher:



DESCRIPTION OF CONCERN

-

Date discussed with parents / carers:

ACTIONS TAKEN ALREADY WITH IMPACT

-

DISCUSSION WITH IL REQUIRED: YES/NO

OBSERVATION REQUIRED: YES/NO

DATE INCLUSION LEADER INFORMED:

TARGET TRACKER DATA WILL BE REVIEWED BY INCLUSION LEADER PRIOR TO OBSERVATION/DISCUSSION

Complete Identification Criteria		Monitor progress with the additional provision detailed below		Create a SEND Profile (Record as SEN)	
---	--	--	--	---	--

Additional provision to be implemented before review:

-

SEND Identification Criteria

Name: _____

Cognition and Learning

Working 2 bands below month band in Prime areas (FS)	
Still emerging in Reading, Writing, Number (FS)	
Working in the band below the child's year band	
Working 5-6 steps below national average	
Difficulty acquiring new skills / retaining basic skills	
Difficulty carrying out simple / more complex instructions	
Salford – reading 18 months below chronological age	
Working below the expected Letters and Sounds phase	
NARA – reading accuracy / comprehension / rate 18 months below chronological age	
Spelling – spelling age 18 months below chronological age / below 5%	
Sandwell – age equivalent 18 months below chronological age / below 5%	
Needs support to access the lower ability differentiated planning	
Needing to access 2/3 interventions	
Specific difficulty e.g. English – proven confidence in other areas evident in teacher assessments	
Reluctance to read / write – may show frustrations / behaviours	
Difficulties involving specific skills such as sequencing, ordering, word finding	
Avoidance strategies / periods of disengagement	
Other:	

Communication and Interaction

Difficulty making and maintaining friendships	
Difficulty knowing how to talk and listen to others in a conversation	
Difficulty coping in new or unfamiliar situations	
Over / under sensitivity to touch, light, taste, sound, smell	
Needs support to manage behaviour	
Inability to cope with unstructured social situations, including transitions	
Inability to use knowledge and skills functionally to generalise to various situations	

Difficulty reading the facial expressions of others	
Attention focused on own needs and interests	
Anxiety in busy, unpredictable environments	
Extreme reactions, rather than a graded response	
Considerable difficulties with receptive and / or expressive vocabulary	
Short and inaccurate sentences – oral and written	
Considerable difficulty understanding words, sentences and instructions	
Speech is often difficult to understand	
Speech difficulties are impeding English development	
Other:	

Social, emotional and mental health

Diagnosis of ASD, ADHD etc.	
Needs support to interact with peers / make friends	
Difficulty knowing how to talk and listen to others in a conversation	
Difficulty coping in new or unfamiliar situations	
Over / under sensitivity to touch, light, taste, sound, smell	
Needs support to manage behaviour	
Need support to concentrate on the class input	
Inappropriate acting out behaviour occurring more than the usual number of times compared with an average pupil	
Learning of self or others affected by behaviour	
Teacher interrupted regularly	
Behaviour that is dangerous / damaging to self or others	
Spends a significant amount of time off task / producing little / no work	
Seeks adult support	
Low level disruptions or attention seeking behaviours	
Presenting as withdrawn or tearful	
Other:	

SEND Profile

2017-2018



Name:		D.O.B:																																								
Year group:		Class teacher:																																								
Pupil Premium:	YES / NO	EAL:	YES / NO																																							
SEN Support / EHCP		Outside agency involvement:																																								
<p>Primary Need</p> <p>➤ Communication and interaction</p> <ul style="list-style-type: none"> ➤ Cognition and learning ➤ Social, emotional and mental health ➤ Sensory and/or physical 		<ul style="list-style-type: none"> ➤ Educational Psychology Service ➤ Learning Support Service ➤ Foundry College ➤ CAMHS ➤ Sensory Consortium Service ➤ Speech and Language ➤ Occupational Therapy / Physiotherapy Other _____ 																																								
Strengths:																																										
<ul style="list-style-type: none"> ✓ ✓ ✓ 																																										
Summary of Need (including gaps in learning)																																										
<ul style="list-style-type: none"> ✓ ✓ ✓ 																																										
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Target Tracker - Summer 2 2017 data		<table border="1"> <thead> <tr> <th>Test</th> <th>Date</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Salford</td> <td>Sept 17</td> <td></td> </tr> <tr> <td>SWST</td> <td>Oct 17</td> <td></td> </tr> <tr> <td>SWST</td> <td>March 18</td> <td></td> </tr> <tr> <td>Salford</td> <td>April 18</td> <td></td> </tr> <tr> <td>NFER Reading</td> <td>Autumn</td> <td></td> </tr> <tr> <td></td> <td>Summer</td> <td></td> </tr> <tr> <td>NFER Grammar</td> <td>Autumn</td> <td></td> </tr> <tr> <td></td> <td>Summer</td> <td></td> </tr> <tr> <td>NFER Maths</td> <td>Autumn</td> <td></td> </tr> <tr> <td></td> <td>Summer</td> <td></td> </tr> <tr> <td>Verbal Reasoning</td> <td>Spring Y4</td> <td></td> </tr> <tr> <td>Non-Verbal Reasoning</td> <td>Spring Y4</td> <td></td> </tr> </tbody> </table>		Test	Date	Score	Salford	Sept 17		SWST	Oct 17		SWST	March 18		Salford	April 18		NFER Reading	Autumn			Summer		NFER Grammar	Autumn			Summer		NFER Maths	Autumn			Summer		Verbal Reasoning	Spring Y4		Non-Verbal Reasoning	Spring Y4	
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Pupil Passport (child's view)

Drop passport in created in July

Autumn Term 2017

Provision	Frequency
<ul style="list-style-type: none"> High quality class teaching with in-class support from the teacher / teaching assistant 	All lessons as required
<ul style="list-style-type: none"> Appropriate differentiation that provides the right level of challenge whilst developing independent learning skills 	All lessons as required
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Outcomes	Review of outcomes
1.	
2.	
3. Add rows as required	

Review meetings, conversations, emails correspondence with professionals / parents	
Date	Key points from meeting (including action points)
	Add rows as necessary

Updates e.g. referrals made, reports received, health / behaviour plan written etc.	
Date	Update
	Add rows as necessary

Spring Term 2018

Provision	Frequency
<ul style="list-style-type: none"> High quality class teaching with in-class support from the teacher / teaching assistant 	All lessons as required
<ul style="list-style-type: none"> Appropriate differentiation that provides the right level of challenge whilst developing independent learning skills 	All lessons as required
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Review meetings, conversations, emails correspondence with professionals / parents	
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Updates e.g. referrals made, reports received, health / behaviour plan written etc.	
Date	Update

Summer Term 2018

Provision	Frequency
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• Appropriate differentiation that provides the right level of challenge whilst developing independent learning skills	All lessons as required
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