



# SEND Policy

## September 2024

**Review: September 2024**  
**Date of Next Review: September 2025**

<b>Coordinator</b>		<b>Nominated Governor</b>	
Michelle Wintle		David Bubb	
<b>Headteacher</b>	Lee McCormack	<b>Date</b>	
<b>Chair of Governing Body</b>	Steve Pollard	<b>Date</b>	

### **Contact Details**

Michelle Wintle (SENDCo, Designated Teacher for Children in Care, DDSL)  
Lee McCormack (Head Teacher)  
David Bubb (SEN Governor)

All of these can be contacted through the school office or on (01634) 234 699

**This policy should be read in conjunction with the following policies, guidance and acts:**

- SEND Code of Practice (2015)
- The Children and Families Act (2010)
- Equality Act (2010)
- Statutory Guidance for Supporting Pupils with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)
- Teaching Standards (2012)
- School Admissions Code (DfE 2012)
- Parkwood Primary SEND and Pastoral Offer
- Parkwood Primary Information Report 2024-2025

## **1. Introduction**

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at Parkwood Primary School.

This policy was developed and consulted with parents and carers, representatives from the governing body and particularly with parents of children with SEND and will be reviewed annually. Medway Council guidelines and DfES Code of Practice have been taken into consideration in the formulation of this policy.

This document provides a framework for the identification of and provision for children with Special Educational Needs and any Disability. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised irrespective of ability, disability, race, gender and social origin. Also to enable equality of access to the curriculum, an environment where every child is valued and respected and also able to learn in a happy and confident manner within an atmosphere of good quality teaching with high expectations for all pupils.

## **2. Vision**

Parkwood is a school that adopts an inclusive and caring approach. Difference is welcomed in our school. From the outset, our dedicated team of staff members invest heavily in building positive relationships with children and families so that children feel safe and cared for: this is essential for learning to take place. High-quality teaching is non-negotiable at Parkwood. It should engage learners and support the needs of individuals so that they can achieve as highly as possible. We want our children to go out into a world and into their next steps in education as responsible, resilient and kind people.

## **3. Aims**

As a school we make every effort to meet the individual needs of all children and achieve inclusion for all pupils. We are highly adaptable which means we do not

treat all learners the same way but consider their varying needs and learning styles.

The School's Objectives are to:

- Be an inclusive school and ensure that SEND is not sidelined. This process will involve the Governing Body, staff, parents and carers in line with the Local Authority (LA) guidelines and the SEND Code of Practice (2015).
- Create a consistent and coordinated whole school approach to Special Educational Needs and Disabilities (SEND).
- Ensure all children can access the whole school curriculum and be included in all aspects of school life at levels appropriate to their needs.
- Support individual learners to reach high levels of achievement and achieve their personal potential.
- Ensure that the most vulnerable children are supported by trained, competent staff who work within the expectations of this policy.
- To achieve a level of staff expertise to ensure individual pupil need can be met.
- Provide planned strategies for the identification, monitoring, assessment and review of SEND.
- To meet individual needs through a wide range of provision embedded in research.
- To fully involve parents and families when planning support for their children.

#### **4. Definitions**

Taken from the SEND Code of Practice (2015):

*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.  
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, or*
- *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 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 above, when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

#### **5. Special Educational Needs and Disabilities at Parkwood Primary School**

Many children require additional support at some stage in their educational journey, this does not necessarily mean they are identified as having SEND.

Through careful consideration of the 'Ordinarily Available SEND provision in mainstream schools and settings' document published by Medway Council, Quality First Teaching is implemented ([see appendix 1](#)) across the curriculum

to enable every child to achieve their full potential, whilst removing barriers to their learning.

At Parkwood Primary School we believe that early identification and communication is key, therefore we strive to identify and provide effective early support to children who may be at risk of poor outcomes in any areas of their learning journey. It is recognised that children learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity.

### **Identifying Areas of Need**

Children with Special Educational Needs or Disabilities (SEND) can find it difficult to access the curriculum alongside their peers and may need extra support because of a range of needs.

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'* SEN Code of Practice (2015, p94 6.15)

The four areas of need as identified with the SEN Code of Practice 2015 are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and/or Mental Health
- Sensory and/or Physical

*(Defined in appendix 2)*

### **Medical Conditions**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Individual healthcare plans can be found on CPOMs and are reviewed annually using the planner function on CPOMs. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan.

Parkwood Primary School recognises this duty to properly support pupils with medical conditions, adhere to any individual health care plans and ensure that such pupils have full access to educational experiences including physical education and off-site trips. Some children with medical conditions may be disabled and therefore we will comply with our duties under the Equality Act (2010).

## **6. SEND Register**

Those children who have a need which is provided for in school are named on the SEND Register. This is managed by the SENDCo and is reviewed and

amended when children have a recognised need which needs additional management within school.

## **7. Roles and responsibilities**

### **7.1 The SENCO**

The SENDCo is Mrs Michelle Wintle.

The key responsibilities of the SENDCo include:

- The SENDCo has an important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.
- The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENDCo will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- The SENDCo must advise on the graduated approach to providing SEND support.
- The SENDCo advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- It is vital that the SENDCo will liaise with parents of pupils with SEND to ensure their voice is heard and their knowledge of their child is utilised.
- The SENDCo must liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- The SENDCo will be a key point of contact with external agencies, especially the local authority and its support services
- The SENDCo must liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- The SENDCo will work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- The SENDCo will ensure that the school keeps the records of all pupils with SEN up to date.

### **7.2 The SEND governor and Governing Body**

The Governing Body has duties under Section 161(2a) of the Education Act to ensure that a child with SEND receives the help that their learning difficulty requires in the form of the following responsibilities:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### **7.3 The headteacher**

The headteacher is Lee McCormack.

The key responsibilities of the headteacher include:

- The headteacher has responsibility for the day to day management of SEND provision.
- The headteacher will make budgetary, staffing and resource decisions and will be responsible for the internal moderation of standards and overseeing implementation of the SEND policy.
- The headteacher will work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.

#### **7.4 Class teachers**

Every class teacher at Parkwood Primary School are fully invested in the requirement that 'All teachers are teachers of children with special educational needs' (DfES 2001: 44) and understand the key role they play in supporting our learners with SEND.

The key responsibilities for class teachers are as follows:

- Each class teacher is responsible for the progression and attainment for all pupils in their class, this includes those with SEND, and they should ensure lessons and learning experiences are accessible and appropriate for all as part of quality first teaching.
- The class teacher is responsible for the identification of needs and delivery of programmes of work for pupils with SEND in the classroom including adaptive teaching approaches.
- Working with the SENDCo, the class teacher is responsible for monitoring and reviewing outcomes of additional provisions and deciding on any changes to provision.
- The class teacher will liaise with parents through a variety of mediums (face to face meetings, phone call, email) and keep them informed at all stages of provision for SEND.
- Be aware of the interventions being delivered by specialist staff and teaching assistants and give the child the opportunity to practise that learning into the classroom.
- Ensuring they follow this SEND policy.

#### **8. Continued Professional Development**

The SENDCo – Mrs Michelle Wintle has been awarded the National Accreditation for Special Educational Needs Coordinator (NASENCO) award.

Regular training will be sought through outreach services, NHS services such as Snapdragons and Medway Council to ensure policies and practice are following the most recent findings and research.

Training needs are identified by staff themselves or by the SENDCo to meet the profile of needs of children in school or those known to be coming into school.

## 9. Supporting children with SEND – A graduated approach

Parkwood Primary School has adopted the graduated approach in line with the SEND Code of Practice (2015). (*Appendix 3*)

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. The graduated approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. The Assess Plan Do Review cycle allows school to continually review and amend pupil provision based on need. (As shown in the diagram below.)



At Parkwood Primary School we believe that accurate support comes from knowing where each child is in their education journey. By using this framework we are able to gather information and implement the graduated approach.

Universal provision and early identification is essential for supporting the child through the ordinarily available school offer.

Individual Learning Plans will be created using Insight and uploaded to CPOMs. They will be reviewed 3x per year and updated Individual Learning Plans will be shared with parents and carers. Parent/carer voice will be

collected 3x per year and recorded on the Individual Learning Plan alongside pupil voice.

### **Assessing Need**

At Parkwood Primary School we use the following quantitative and qualitative assessment tools to assess when concerns regarding a child's access to an aspect of their learning journey is raised:

<b><u>Academic and Diagnostic Testing</u></b>	<ul style="list-style-type: none"><li>• National Curriculum Assessments</li><li>• Literacy and Maths testing using PiXL assessments</li><li>• Speech and Language Link</li><li>• Phonics screening</li><li>• Sound linkage</li><li>• Snapdragons questionnaires</li><li>• SNAP IV profile</li><li>• The Cambridge Questionnaire</li><li>• Strength and difficulties questionnaire (SDQs)</li><li>• Boxall Profiles</li><li>• KBIT2 - Kaufman Briet Intelligence Test</li><li>• GL Assessment Dyslexia Portfolio</li><li>• HAST-2 - The Helen Arkell Spelling Test</li><li>• Alpha to Omega</li><li>• YARC - York Assessment of Reading for Comprehension</li><li>• Toe by Toe Reading Age Test</li></ul>
<b><u>Observation and discussion</u></b>	<ul style="list-style-type: none"><li>• Teacher observations</li><li>• Parent observations</li><li>• SENDCo observations</li><li>• SALT observations/ assessments</li><li>• OT observations/assessments</li><li>• Nursery report</li><li>• Previous teacher pen portraits/ handover</li><li>• Health records</li><li>• Outreach services</li><li>• Meet the teacher</li></ul>

### **Transition**

This is an on-going process and particular attention is given to transition at the following times:

- prior to entry to school
- on entry
- change of school
- change of year/teacher

### **Provisions at Parkwood**

As stated in the Code of Practice, teachers are responsible and accountable for the progress and development of all the pupils in their class.



High quality teaching is our first step in responding to pupils who have SEND. We use the '5 a day principle', an adaptive teaching approach as recommended by the Education Endowment Foundation to ensure high quality teaching is achieved:



At Parkwood Primary School the senior leadership team (SLT) monitor to ensure that all teaching and provision is delivered effectively. Pupil Progress Meetings, SEND Dialogue meetings and SEND assessments inform provision planning.

There are two types of provision documents used at Parkwood Primary School.

<b>Individual Learning Plans</b>	<p>These are created and monitored for each individual child who is listed on the SEND register. Individual Learning Plans identify why a child has been placed on the SEND register and what steps of support are currently in place. They also include pupil voice, parental/carers voice and teacher voice so the opinions of all involved are documented.</p> <p>Individual Learning Plans are created initially with the SENDCO and Class Teacher. They then will be reviewed every 2 terms with updated copies distributed to parents/carers via parent consultation meetings (Term 2 and Term 4) or email (Term 6).</p>
<b>Medway Costed Provision Maps</b>	<p>These are implemented for children who have an EHC plan.</p>

#### **Interventions Offered at Parkwood Primary include:**

Curriculum (English/Maths)	<ul style="list-style-type: none"> <li>• The Hornet programme</li> <li>• Read Write Inc tutoring</li> </ul>
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	<ul style="list-style-type: none"> <li>• Read Write Inc Fresh Start programme</li> <li>• Better Reading Programme</li> <li>• Read to Grow Tuition</li> <li>• Reading Fluency (speedy reading key words)</li> <li>• Spotlight Reader (daily)</li> <li>• Pixl Interventions and Therapies</li> </ul>
Cognition and Learning	<ul style="list-style-type: none"> <li>• Daily Lesson Support small group or 1:1</li> <li>• STILE Literacy</li> <li>• Alpha to Omega</li> <li>• Beat Dyslexia</li> <li>• Toe-by-toe</li> <li>• Sound Linkage</li> <li>• Pre-teaching</li> <li>• Precision Teaching</li> <li>• Memory Games</li> <li>• Mnemonics</li> <li>• Word Wasp</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Speech Link</li> <li>• Language Link</li> <li>• Speech and Language Therapy</li> <li>• Listening, instruction and memory</li> <li>• Language for Thinking</li> <li>• Talk Boost</li> <li>• Nuffield Early Language Intervention</li> <li>• Colourful semantics</li> <li>• Social communication skills pack (Year 6)</li> </ul>
Social Emotional Mental Health	<ul style="list-style-type: none"> <li>• School Play Therapist</li> <li>• 1:1 Time to Talk</li> <li>• Lego Therapy</li> <li>• 1:1 and Group Pastoral Workshop sessions: <ul style="list-style-type: none"> <li>- 'Managing my worries'</li> <li>- 'Friendships'</li> <li>- 'Emotional Regulation'</li> <li>- 'Raising self-esteem'</li> <li>- 'Positive behaviour'</li> </ul> </li> <li>• Access to managed playtimes within the Hive and lunchtime support</li> <li>• Time out support managed by the Hive</li> <li>• Concentration aids</li> <li>• Wobble Cushion</li> <li>• Ear Defenders</li> <li>• Weighted blankets</li> <li>• Calm down kits in each classroom</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• OT support</li> <li>• PT support</li> <li>• BEAM</li> <li>• FIZZY PROGRAMME</li> <li>• CLEVER FINGERS</li> <li>• Sensory Circuits</li> <li>• Fine motor skills – clever fingers, dough disco</li> </ul>

	<ul style="list-style-type: none"> <li>• Handwriting interventions</li> </ul>
External Professional Support	<ul style="list-style-type: none"> <li>• Advisory Teacher – HI and VI</li> <li>• Fortis Trust Outreach</li> <li>• Specialist Dyslexia Teacher</li> <li>• Occupational Therapist</li> <li>• Speech and Language</li> <li>• Educational Psychologist</li> <li>• NHS Professionals such as Diabetic Nursing Team</li> </ul>

## **10. Adaptations to the curriculum and learning environment**

Adaptive teaching is used to ensure all pupils are able to access learning.

Quality first teaching approaches are adopted in all classrooms as suggested in the 'Ordinarily Available SEND provision in mainstream schools' document.

We use recommended aids, such as laptops, coloured overlays, visual timetables and using a larger font within the classroom.

## **11. Additional support for learning**

Teaching staff will have the opportunity to attend training courses relevant to Special Educational Needs and to further their own professional development.

Teaching assistants work within a whole class setting, small group intervention, 1:1 interventions and where necessary will support pupils on a 1:1 basis for high needs as defined by an EHCP.

Parkwood Primary School works with the following named agencies to provide support for pupils with SEN:

- Occupational Therapist
- Speech and Language Therapist
- Fortis Trust Outreach
- Advisory Teacher for hearing and vision
- Educational Psychologist
- School Nurse Team
- Play therapist
- Specialist Teacher

## **12. Funding**

The notional SEND budget is not ring fenced and therefore it is for schools to manage the whole of its budget to include provision for SEND. At Parkwood Primary School we strive to always use this process to provide the highest quality of SEND support possible.

The Governors and Head Teacher will determine the appropriate allocation of resources including staffing following receipt of budget allocations from Medway Council. The school allocates the SEND funding based on the whole school needs of children with SEND.

Additional funding for more expensive special educational provision is available from Medway Council. This is for children who have an EHCP. Each EHCP is awarded a banded decision which equates to a specified amount of additional funding the school will receive. This is provided where the cost of special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (Code of Practice, 2015, p.110) The school provides evidence of how the allocated budget and additional money is used to support the pupil.

### **13. Consulting and involving parents and carers and children**

This school has a commitment to working in partnership with parents and carers. The class teacher will have an initial early discussion with the parents/carers and pupil, where applicable, when identifying whether a child requires additional support or if there is a need for special educational provision. These conversations may take place after school or at parents' evenings and will make sure that:

1. Everyone develops a good understanding of the pupil including likes, dislikes, areas of strength and difficulty.
2. The parents'/carers' concerns are carefully considered.
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are. The parent/carer is informed of any additional support the child may receive, outside agency involvement going forwards or SENDCo support.

If additional support is required parents and carers will be asked to consent to outside agency involvement. Other instances where formal consent will be asked for by parents and carers is if class teachers have concerns and would like to discuss a child to seek advice from other agencies in the In-School Review (ISR) This will also give parents and carers a chance to comment on their concerns over a child's progress, performance, behavior, health and general development if they should wish.

At any point a parent or carer is actively encouraged to seek advice of the class teacher, SENDCo or head teacher at any time. Parents' and carers' views are sought and acknowledged as part of the identification, assessment, provision and review cycle of SEND support. The SENDCo and class teacher will be available at regular parents' evenings for formal conversations. If there is a concern before these meetings parents and carers are advised to contact the school office to book an appointment or a drop-in session with the SENDCo.

School will formally notify parents and carers when it is decided that a pupil will: receive SEND support; outside agency advice is sought; they are receiving outside agency involvement or they are being placed on the school's SEND register. This may be from the agency directly or through the school, this may be in person or through writing.

### **14. Monitoring and evaluation**

Pupil's progress is monitored using summative assessment three times a year using PiXL or White Rose. If a child is receiving additional support the progress of these are monitored on and their impact reviewed to see if the additional support should continue or be changed.

Additional intervention data is collected at the start and end of an intervention. This is tracked using the provisions tool on Insight. The SENDCo will then monitor their effectiveness for individual children and evaluate whether the additional support is meeting the needs of the child.

Quality of teaching is monitored through lesson observations, learning walks and book scrutiny with the Senior Leadership Team. Pupil voice is sought by the Class Teacher or SENDCo for children with SEND and recorded on the Individual Learning Plan document. Feedback is given via parents consultation meetings and yearly reports.

Children with EHCPs will have a scheduled annual review meeting to look through a child's outcomes targets and amend as necessary based on their achievements.

### **15. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where it is necessary the school will use resources available to it, to provide additional adult support to enable the safe participation of the pupil in the activity.

### **16. Support for improving Social and/or Mental Health development**

At Parkwood Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching (for instance through PSHE), Social Communication Skills Pack (Year 6), Emotional Regulation, 'Circle Time', 'Talk Time' 'Circle of Friends' and indirectly in every conversation an adult has with pupils throughout the day. The school has an area dedicated to pastoral support in The Hive, where pupils can access pastoral support.

For some pupils with the most need for help in this area we also provide a play therapy service within school, external referral to CAMHS, a 'Hive pass' for pupils to use when dysregulated to enable them access to the Hive and a pastoral focused lunchtime in the Hive for pupils who find the demands of the playground challenging during lunch time.

We have a zero tolerance approach to bullying.

### **17. Complaints about SEND provision**

Should a parent or carer have a concern about special provision made for their child they should, in the first instance, discuss this with their class teacher. If this continues this should be referred to the head teacher, who will try to resolve the matter and can advise on formal procedures for complaint.

The Complaints procedure for SEND issues follows the same guidelines as complaints for other issues and is available on the school website and as a policy within school.

## **18. Dissemination**

Critical information is disseminated through the most appropriate of the following means:

- Staff meetings
- Pupil Progress Meetings
- SEND dialogue meetings
- Learning Plan reviews
- All SEND files kept securely using CPOMs where relevant staff are able to access key reports to read.
- In School Reviews (ISRs) held three times a year
- Transition meetings

In accordance to GDPR all information on children is stored in lockable facilities or stored on our secure system CPOMs.

## **19. Contact details of support services for parents of pupils with SEND**

- MCH Services including Snapdragons and School Nursing  
[www.medwaycommunityhealthcare.nhs.uk/patients-families-and-friends](http://www.medwaycommunityhealthcare.nhs.uk/patients-families-and-friends)  
Tel 0300 123 344
- Family Action- Small Steps Service  
[www.family-action.org.uk/what-we-do/children-families/medway-small-steps-service/](http://www.family-action.org.uk/what-we-do/children-families/medway-small-steps-service/)
- Family Solutions- Early Help  
[www.medway.gov.uk/downloads/download/269/family\\_solutions\\_early\\_help](http://www.medway.gov.uk/downloads/download/269/family_solutions_early_help)
- Kent Autistic Trust  
<https://www.kentautistictrust.org/contact>
- Medway Parents & Carers Forum  
<https://medwaypcf.org.uk/>
- ROCC Stars – Rivermead Outreach Community Challenge  
<http://www.rivermead.org.uk/rocc/298.html>
- NEFLT  
<https://www.nelft.nhs.uk/services-kent-medway/>

## **20. The local authority local offer**

The Local Offer will:

- give you information about Education, Health and Care services
- give you information about leisure activities and support groups
- hold all the information in one place
- be clear, detailed, accurate and accessible
- make it easier to find out what you need to know
- help you to find the nearest and most suitable services
- make service provision more responsive to local needs and aspirations

[https://www.medway.gov.uk/info/200307/local\\_offer/831/about\\_medways\\_local\\_offer](https://www.medway.gov.uk/info/200307/local_offer/831/about_medways_local_offer)

## **21. Monitoring arrangements**

This policy and SEN information report will be reviewed by Michelle Wintle – SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the head teacher and governing board.

## **22. Local Authority**

As a school we make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND information report.

## **Provision Plan Guidance document for staff** *(click here for link to full document)*

Parkwood Primary Provision Plan 2023-2024



Area of Need: Communication and Interaction

-Speech, Language and Communication Needs (SLCN)

-Autism Spectrum Disorder (ASD)

Step 1 Quality First Teaching	Step 2 Parent/ Carer Discussion Referral to SENDCo	Step 3 Interventions	Step 4 Parent/Carer Discussion	Step 5 SEND Diagnostic Conducted by SEND Team	Step 6 Individual Learning Plan review cycle to be established
-Allowing time for the children and young people to process and respond -Modelling language -Introducing a variety of language through rhymes, songs, etc Thinking about the environment and limiting any distractions -Clear and succinct instructions -Change teaching method according to the children and young people's needs -Providing visual prompts, including key vocabulary and visual timetables -Extra time to process what has been said -Allowing take up time to process information -Checking you have engaged attention before talking and using their name -Pre-teaching of topic vocabulary -Use of "first, then, next ..." -Social stories -Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout) -Awareness of what would be an appropriate tone of voice (calm, not	Contact with parents and carers to discuss school and parental concerns.  Discussion documented on Parent Contact Form and uploaded to CPOMs.  SEND referral form completed and uploaded to CPOMs.  Discussion with SENDCo to take place (new concern) and next steps of support to be discussed.	-Speech Link -Language Link -Speech and Language Therapy -Language for Thinking -Talk Boost -Nuffield Early Language Intervention -Colourful semantics -Social communication skills pack year 6	Contact with parents and carers to discuss the impact of the intervention.  If the intervention has had the desired impact then the cycle stops.  If the intervention has not had the desired impact then the support will be reviewed and the 'assess, plan, do, review' cycle will begin again. The child is likely to be added to the SEND register at this point and an Individual Learning Plan will be set-up. This process will be explained to the parents and carers and their involvement	-Speech Link -Language Link -Language for Learning Referral to: -Speech and Language Therapist -Educational Psychologist -Occupational Therapist -Community Paediatrician -Medway Young Peoples Wellbeing Service -School Nurse -Outreach Services -Family Solutions -0-25 disability team	Individual Learning Plan to be reviewed 3x yearly. This review process includes: -review of targets -review of additional information included on the learning plan -updated teacher comment -updated parent/carers comment -updated child comment

## **Individual Learning Plan example** *(click here for link to full document)*

Name added here – Learning Plan

Created: \_\_\_\_\_

Reviewed: \_\_\_\_\_

### Strengths

\_\_\_\_\_ is a mature young lady who is growing in confidence with their learning and is able to take control of their own learning.  
 \_\_\_\_\_ is incredibly caring and loving. They are a joyful child.  
 \_\_\_\_\_ has a positive attitude and they are eager to complete work to gain the reward.  
 \_\_\_\_\_ enjoys trying new activities and is a bit of a daredevil.

### Reason for being on SEN register

The reason I am on the SEN register is Cognition and Learning

Specific Learning Difficulty - traits of dyslexia

\_\_\_\_\_ is on the Indigo Pathway awaiting an ADHD assessment

### Teaching strategies / reasonable adjustments

Daily sensory circuits  
 Access to a Pencil grip  
 Handwriting practice  
 Alternative methods of recording work (scribe, transcribe, reduction in expectation of amount to be written)  
 Move and sit cushion  
 Limit distractions – consider seating in class  
 Heavy work embedded through school day (book monitor)  
 Gain her attention before giving instructions  
 Clear and concise instructions  
 Access to work station if required to aid concentration

## **Appendix 2- Codes and Abbreviations for SEND**



<b>ASD</b>	Autistic Spectrum Disorder
<b>CAF</b>	Common Assessment Framework
<b>CAMHS</b>	Child & Adolescent Mental Health Service
<b>COP</b>	Code of Practice
<b>CP</b>	Child Protection
<b>DCD</b>	Developmental Co-ordination Disorder
<b>EAL</b>	English as an Additional Language
<b>EP</b>	Educational Psychologist
<b>FSM</b>	Free School Meals
<b>HI</b>	Hearing Impairment
<b>ISR</b>	In School Review
<b>KS</b>	Key Stage
<b>LAC</b>	Looked After Child
<b>LEA</b>	Local Education Authority
<b>MLD</b>	Moderate Learning Difficulty
<b>NC</b>	National Curriculum
<b>OT</b>	Occupational Therapist
<b>SaLT</b>	Speech & Language Therapy
<b>SEMH</b>	Social Emotional Mental Health
<b>SEN</b>	Special Educational Needs
<b>SEND</b>	Special Educational Needs & Disability
<b>SENDSCO</b>	Special Educational Needs & Disability Co-ordinator
<b>SpLD</b>	Specific Learning Difficulty
<b>VI</b>	Visual Impairment

## **Areas of SEND Explained**

### **1. Communication and interaction**

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder diagnosis are likely to have particular difficulties with social interaction.

### **2. Cognition and learning**

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and

profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

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

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

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

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

## **The Graduated Approach Explained:**

All staff are obliged to follow and implement the Code of Practice 2015, relating to students with SEND or additional needs. The code is based around an approach of making reasonable adjustments for all students within the classroom and monitoring these changes in the following cycle.

1. **Quality First Teaching** – using our knowledge of the students and their needs we prepare and deliver quality lessons using a variety of methods and provisions.
2. **Concerns** - Review the QFT guidance for strategies and make reasonable adjustments where necessary. Also ideas to develop the quality first teaching strategies can be taken from 'Ordinarily Available SEND provision in mainstream schools and settings' document. Monitor and record these strategies and their impact using the provision map and intervention records. This is the first cycle of the graduated approach.
3. **Monitor** – evaluation of provision, concerns and strategies are shared with teaching staff by the SENDCo and the student is then monitored using the new provision or referred to ISR or for further assessments. This is the second cycle of the graduated approach. (At this stage the student may be placed on the SEND Register if their provision and interventions goes above and beyond normal practice)
4. **SEND Register** – using the data gathered the SENDCo will determine whether the student is to be placed on the SEND register, what further assessments/ referrals are needed or whether the student can be catered for with QFT and therefore is not placed on the SEN register

**WAVE 1** – we cater for **all** students through quality first teaching.

**WAVE 2** – teachers make **reasonable** adjustment for students and monitor these for impact.

**WAVE 3** – the adjustments become increasingly personalised and cater for individual needs. The cycle will be completed multiple times as the students' needs change

## **Appendix 4 - In School Referral Form**

## Parkwood Primary School SEND Referral Form

Name of Student	Class	Date
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### SECTION 1: IDENTIFY AREA OF NEED

(Number in order of concern if more than one)

#### 1. Cognition and Learning Needs – Specific Learning Difficulty (SPLD) – Moderate Learning Difficulty (MLD)

##### Literacy

- Difficulty in learning to read, write and spell. Poor handwriting and punctuation, may reverse letters, may ~~miss out~~ common words

##### Numeracy

- Difficulty in acquiring mathematical skills and understanding simple number concepts; problems learning ~~maths~~ facts and procedures.

##### Motor Needs

- Impairment of movement, often appears clumsy, poor balance / co-ordination. Gross and fine motor skills are ~~poor~~ to learn and difficult to retain. May be hesitant in many actions: running, hopping, holding pencil, etc.

#### 2. Social, Emotional and Mental Health (SEMH)

##### Mental Health (MH)

- Disruption in learning (own or peers) poor concentration, temper outbursts, unusual behaviour
- May be uncooperative and have difficulty in managing during unstructured times

##### Emotional (E)

- Signs of emotional turbulence (unusual tearfulness/withdrawn) Non-attendance or strategies to 'absent' ~~themselves~~ from classroom

##### Social Interaction (SI)

- Difficulty in making and sustaining peer relationships and group work, socially inappropriate or 'strange' behaviour. Isolation or aggressiveness to peers

#### 3. Communication and Interaction Needs

##### Speech, Language and Communication Need (SLCN)

- Difficulties with speech or meeting the language demands of the class, such as following instructions
- May use words incorrectly with inappropriate grammatical patterns. Reduced vocabulary and may find it difficult ~~to~~ recall words and express ideas

##### Autistic Spectrum Disorder (ASD) – Only tick if students are diagnosed with this need

- Difficulty in understanding verbal and non-verbal communication and thinking and behaving flexibly, such as ~~when~~ routines are changed. Can demonstrate obsessive, withdrawn or challenging behaviours.
- May interpret instructions in a very literal way, may make little or no progress in some areas and have significant ~~strengths~~ in very specific areas

#### 4. Sensory and/or Physical Needs

It is expected that the majority of pupils with sensory and/or physical needs will be identified by health services and their needs will be met at Early Years

##### Visual Impairment (VI)

☐

##### Hearing Impairment (HI)

☐

##### Multi-Sensory Impairment (MSI)

☐

##### Physical Disability (PD)

☐

Please  
Tick

☐
☐
☐
☐
☐
☐
☐
☐

## SECTION 2 FURTHER INFORMATION



### Concerns and areas of difficulty.

(If possible please also provide any recent evidence/ work/data that you are concerned about)

### What has been tried in class to support the child?

(Comment on any strategies have been tried within the classroom to support this student.)

### Outcomes- What next?

Please provide as much detail as you can with regard to what you would like us to do, for example:

- literacy/numeracy support- core underachievement- intervention/precision teaching
- strategies to aid behaviour issues- nurture/behaviour
- [arrange](#) help from specialists etc.

### Agreed Action

	Yes	No
Are parents aware of concerns?		

### Staff member details:

Staff Name:	SEND Team:
Signature	Signature

Please return completed form to the SEND Team