



## Special Educational Needs and Disability Policy

Review: Autumn 2017. Previous review: Autumn 2016. (Updated November 2016)

SENDCo: Ruth Dixon B.Sc. with Qualified Teaching Status M.Ed. in Special Needs and Inclusion (Achieved Qualified SENDCo Award 2013)

SEN Governor: Joy Wilshire

Responsible Person SENDCo

Is a report to governors required for this policy? Yes

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*This policy is to promote the successful inclusion of pupils with Special Educational Needs and disabilities.*

### **Ethos**

Hayward's Primary School aims to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. Our aim is that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We believe that with the right teaching strategies and support the majority of children with Special Educational Needs and Disabilities (SEND) can be successfully included in mainstream education. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.

### **The SEND/ CAN Team**

Identifying SEND is the responsibility of the school's governing body working through the head teacher and school staff. The SENDCo is Ruth Dixon, supported by a team (The Children's Additional Needs Team: CAN Team) of skilled teachers, higher level teaching assistants (HLTAs) and teaching assistants, Speech and Language therapist and specialist pastoral support leader and assistants who support the four areas of SEND

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

### **Inclusion**

At Hayward's, inclusion concerns every child in the school and is about equality of opportunity. As a school we are striving to become as inclusive as possible in our everyday practice, which helps SEN children and all others to work towards their potential. Examples of inclusive teaching would include differentiation of work within the class, which is completed through **quality first teaching**. (e.g. through outcome, task, support provided) and, where appropriate, expectations of behaviour. This will include differentiation of homework e.g. by time given for the activity, adapted tasks for different abilities. If a child or group of children need more specific support, work in small groups or as



individuals may be needed to give children the skills to be included more readily at other times. Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips. Provision is highly differentiated within the planning and risk assessments are carried out during all trips including residential. Children's needs and concerns will be discussed with parents as necessary and are considered on a risk assessment if appropriate.

## Role of the SENDCo:

The SENDCo co-ordinates SEND provision across the school in line with this policy.

- The SENDCo works alongside teachers across the school teaching a range of intervention groups. This allows teachers and TA's to be supported with interventions and classroom practice and allows the SENDCo to have an in-depth understanding of the needs of the children across the school.
- The SENDCo is responsible for overseeing the records of children with SEND in the school; liaising with parents/carers of children with SEND, liaising with external agencies and providing support and guidance to other members of staff when necessary.
- The SENDCo supports with transition from preschool settings and with transition to secondary school.
- The SENDCo is involved with managing and supporting TA's work with children.
- The SENDCo also sits on the Local Operational Group at the Children's Centre, which supports families of pre-school age and offers facilities and training for these families.

## The Governing Body:

The school's governing body has a nominated governor for SEN who regularly links with the SENDCo to be aware of relevant issues and offer support. The school SENDCo, Senior Leadership Team (SLT) and governing body will be jointly responsible for the development of the policy, its implementation, review and the annual SEND audit to the Local Education Authority.

## SEN Policy Objectives

- To provide an appropriate education for all pupils that enables them to achieve their full potential.
- To provide a broad and balanced curriculum for all pupils by ensuring children with SEND or disabilities are able to participate in all the activities of the school.
- To ensure all parents/carers are informed of their child's special needs and provision so there is an effective communication between parents/carers and school.
- To have high expectations and suitable targets for all pupils.
- To provide a system of early identification of barriers to learning and participation through the CAN team.
- To provide additional support to all pupils identified via the early identification system so that potential barriers are overcome, through effective use of the CAN team.
- to recognise and make provision for the needs of the more gifted children ( See Gifted and Talented policy)
- To ensure that all pupils make adequate progress from term to term and year to year.

## Admission Arrangements

Admission arrangements follow the LA admission criteria and children are not discriminated against on the grounds of special needs or disability. Pupils with a disability are catered for according to their needs. Access to all areas of the curriculum and extra-curricular activities are open to all our children. Action is taken to accommodate any disabilities as the need arises, but parents or carers seeking admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations and planning can take place.



## Early Identification of Need.

Children not making the expected progress and needing extra support are identified using a variety of assessment methods:

- Using information from the pre-school setting and home
- On entry base-line assessments when children start in Foundation
- Teacher assessments
- Pupil progress meetings
- Optional and non-optional Standard Assessment Tests (SAT's) in reading, writing, spelling and grammar and maths.
- Assessments for Speech, Language and Communication (SLLC), Dyslexia, movement and co-ordination – by specialist teachers and teaching assistants.
- Assessment for children's emotional and development needs - through the Thrive programme led by trained teachers and our pastoral support leader. (For more information, refer to Section 3d)
- Children with more complex needs may have assessments carried out by the school nurse, educational psychologist or other outside agencies after full consultation with parents.

Teachers use a range of general teaching and behaviour strategies before raising a concern about a child's progress. If the child is not responding as expected or is having difficulties with their learning (or behaviour) then the teacher will raise a concern using the 'Registration of Concern' form. **Parents, the school SENDCo or an outside agency may also raise a concern.** If relevant, all parties involved discuss possible interventions and timescales

Examples of systems in place to identify and track SEND throughout the school include:

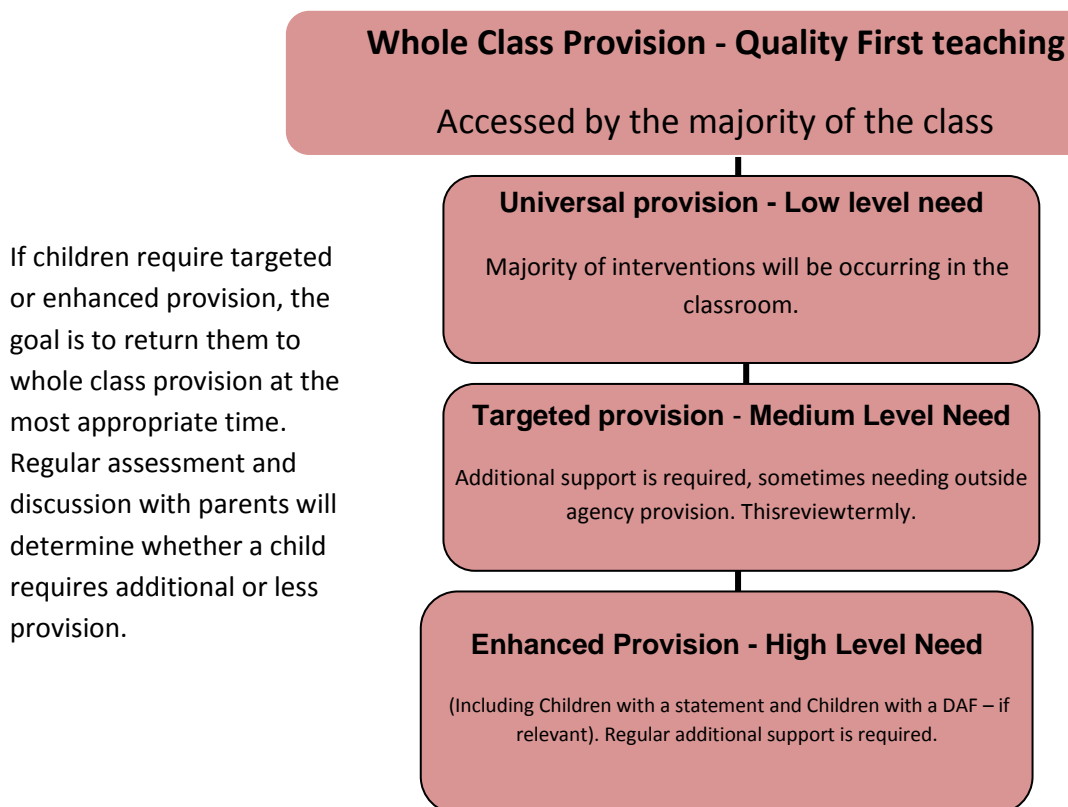
- Tracking the progress of pupils using School Pupil Tracker software (SPTO). The facilities within the programme are used to identify underachieving children; this will be raised with the appropriate class teacher.
- Completing a SEND Audit each year in the Autumn Term using the assessments mentioned above.
- Updating the SEND Register each term. Children causing concern are highlighted through data reviews and termly 'watch lists'.
- Completing the SEND census (which is a mandatory request by the Local Education Authority) twice annually (in the autumn and spring terms). This also informs the SENDCo of the needs across the school.
- Meetings between the SENDCo and individual teachers each term, to discuss the SEND provision within their class. It is also a further opportunity to raise a concern about any particular child who may not be making the progress expected, and the reasons behind this. A **provision map** is used to record the range of support given to children within the class, which forms the basis of more detailed individual provision for those in greatest need of support.
- Marking of children's work and termly scrutiny of books by the Senior Leadership Team



## Stages of Intervention *The Graduated Approach*

Action in school is organised so that progressively more powerful interventions are used to meet increasing need. The range, type and intensity of interventions can be reduced as a child makes adequate progress. For most pupils, extra help will be provided within the classroom within the Quality First Teaching. Where extra help involves spending some time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum.

Teachers will use a range of general strategies before raising a concern. If the child is not responding as expected or is having difficulties with their learning or behaviour then the teacher will raise a concern using the Registration of Concern form. Parents, the school SENDCo or an outside agency may also raise a concern. If relevant, all parties involved discuss possible interventions and timescales.



### Universal provision supporting low level need

A child demonstrating 'low level need' may show some of the following;

- Despite receiving differentiated learning opportunities in class the child has shown little or no progress even when teaching approaches have been specifically targeted,
- They might have shown signs of difficulty developing literacy or maths skills which have resulted in poor attainment when assessed.
- They might have presented persistent emotional or behavioural difficulties, sensory or physical problems and may have communication and/or interaction difficulties.

One example might be a child falling more than a year below expectation or making very slow or no progress.

These children might require different learning materials, individual or group support, special equipment, additional support from a teaching assistant in class, as well as additional adult time to plan and/or monitor progress.

At this stage the children will be identified as having 'low level need'. The majority of the child's interventions will be met in the class setting and will require very little outside agency support. They may



be referred to as 'keep up' interventions which may vary in terms of time spent and resources (including staff time) required.

## **Targeted provision supporting medium level need (See also appendix A)**

The criteria for targeted provision could be that despite receiving support under the direction of the class teacher, the child may be;

- making little or no progress in specific areas over a long period of time
- working at assessment levels substantially below that expected of children of a similar age
- showing difficulty with developing Numeracy and Literacy skills
- demonstrating emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group,
- showing sensory or physical needs and require additional specialist equipment or regular advice or visits by a specialist service
- having communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

**Targeted provision** may be similar to that provided for low level need but sometimes include the following considerations:

- Outside agencies are involved wherever relevant e.g. in the generation of Individual Provision maps (IPMs), review meetings, 'Team around the Child' meetings.
- A review meeting would look at what is in place, progress made in relation to the targets set, strategies tried and the generation of new targets. Parents, teachers and children are involved.
- Teaching Assistant support which could take place inside or outside the classroom.
- The class teacher retains responsibility for support provided outside the classroom.
- Where a child has additional support from a teaching assistant, the school endeavours to avoid a culture of dependency. The child may work with a range of teaching assistants in order to meet their needs in school.

## **Enhanced provision supporting children with high level of need ( See also Appendix A)**

- Children working at 'High Level Need' will often require enhanced provision, which might occur outside the classroom. Funding for this comes from the school's budget. Where more than £6000 is needed per year for an individual child, then the school is able to make a request for additional funding using the DAF process. All this is done in full consultation with parents.
- **Individual Provision Maps (IPMs)** will be established for these children and will be reviewed and set twice a year. In the event of the child having a DAF this will replace the need for an IPM

## **Children with an existing statement**

Children with existing statements, will continue to receive their existing level of support, although it is likely to be in the form of a number of adults meeting their specific needs. When the children reach year 5, paperwork will be completed which looks at transferring the child from a statement to an Education and Health Care Plan. (EHCP)



Annual Reviews will be completed for these children on a yearly basis. The school will hold an Annual Review of the child's statement in accordance with the guidance provided by the County Special Education Team. The review will draw on the opinions of outside agencies involved with the specific child's provision. The meeting will involve the child themselves, SENDCo, class teacher, head teacher, TAs who work with the children, parents and any outside support who feel that they have something to contribute. Any annual reviews for Year 6 children will need to take place early on in order for the statement to be amended prior to transfer to Secondary School. Children in Year 5 will need to have an annual review involving the secondary school SENDCo to discuss appropriate provisions that might need to be implemented on transfer.

A portion of the school's budget will be set aside each year to provide resources to support SEND children and to help cater for differentiation in the classroom. This support includes; a dedicated SENDCo, who has time away from class responsibilities to lead this area of the school, the CAN Team, additional teaching assistants and play leaders at lunch times, Specialist SEND teachers across KS1, Lower KS2 and Upper KS2. These teachers, one of whom is the SENDCo, teach specific groups of children, reducing class size and meeting the needs of individuals allowing for the greatest differentiation within Quality First Teaching. Other resources include teaching assistant provision, books and equipment, specialist Thrive areas, our forest school known as TangleWood, the school garden, a small amount of administrative time, managing the SEND paper work, and completing DAF's on line and a structured staff training programme. The teaching assistants meet fortnightly for training, updates, reflection time and coaching time. Some of this time is led by the behaviour support team. The school has to prioritise the amount of time it needs to buy in to support from outside agencies like the Educational Psychology service.

The SENDCo is supported by close links with all the outside agencies, Edge Hill University in Lancashire, Crediton Learning Community, SENDCo cluster group meetings and subscriptions to the National Association for Special Educational Needs. This allows experienced and appropriate training to take place for all staff at Hayward's.

Those children who need additional support will have a clear provision map or Individual Education / Behaviour Plan which will aim to communicate the support they are receiving.

## **Individual Provision maps (IPMs)**

### **Enhanced Provision supporting high level need**

Children working at 'High Level Need' will often require enhanced provision, which might occur outside the classroom. Funding for this comes from the school's budget. Where more than £6000 is needed per year for an individual child, then the school is able to make a request for additional funding using the DAF process. All this is done in full consultation with parents.

**Individual Provision Maps (IPMs)** will be established for these children and will be reviewed and set twice a year. In the event of the child having a DAF this will replace the need for an IPM.

### **Provision records**

All children with SEND will have their support recorded on a class provision map, which includes information about the resources required as well as targets for progress. Provision maps are updated regularly as support is adjusted, and at least once per term when the class teacher meets with the SENDCo to discuss SEND provision within the class.

Children who need a higher level of additional support will have their own provision map or Individual Education / De-escalation Plan which will show the support they are receiving.



## Individual Provision Map (Enhanced provision)

The Individual provision map (IPM) records the additional support the child receives outside the differentiated curriculum. It allows a full record of the support the child has received to be passed on from teacher to teacher.

The IPM contains information about:

- Areas of difficulty that the child might be facing and the child's strengths and skill
- The teaching strategies and resources being used
- Three or four (maximum) short-term targets set for the child, which will be shared with the parents / carers and will be the focus of our work with the child. The parents' / carers' perspective of the child's progress, including details of concerns and additional support that the child will be receiving from home, will also be included.
- Additional request for support (if necessary) allowing the parents or class teacher to seek additional support linked to our school provision maps.
- The review date of the plan
- The outcomes at the review date – filled in retrospectively by the class teacher or in advance to share with the parents.
- Progress - monitored through teacher assessment, parental and child view point, coupled with other forms of assessment used in the school e.g. checking maths and English books.
- School Pupil Tracker is used to help monitor progress. SENDCo, Class teacher and head teacher will use the tracker to review progress of SEND children. The SENDCo will discuss with class teacher changes to provision if appropriate.
- Targets are reviewed with parents / carers before new targets are set. Children are involved in this process and encouraged to reflect on how they could improve.
- Teachers, the SENDCo and parents/carers will have a copy of any new IPM. The IPM will stay in the class SEND file, until it is reviewed. At the end of the year, it will be passed to the next class teacher.
- In the event of significant changes occurring, such as a professional report suggesting changes to the current approaches being used, a new IPM may be produced.

## Social emotional and mental health difficulties

The school supports personal and social development of all children, through PSHE and Citizenship, and through encouraging children to follow classroom and school behaviour rules. The code is reinforced through the use of 'Hayward's Heroes' – who demonstrate the values and behaviour expected of children at Hayward's such as perseverance, respect and honesty.

A child displaying unacceptable behaviour, who does not respond to whole school rewards and sanctions will have an Individual Care plan (sometimes called a de-escalation plan).

**The Individual Care Plan (ICP)** will be set up in consultation with the class teacher, SENDCo, head teacher and parent and will allow the school to have an agreed policy for a particular child, which may not match that of their peers. The plan will consist of;

- A description of the behaviour difficulty
- A maximum of three behaviour targets agreed with the child
- An agreed whole school description for dealing with behavioural concerns



- A clear criteria for success which the child is aware of at all times
- Rewards and sanctions
- Any additional action that needs to be taken, which might include consultation with outside agencies e.g behaviour support.
- A 'Pastoral Support Plan' may be part of the ICP.

## Devon Assessment Framework (DAF)

The DAF is a key part of Hayward's frontline services that are integrated with, and are focused around, the needs of children and family. The DAF is a standardised approach to conducting assessments of children's additional needs and deciding how these should be met. It can be used for all children from 0-25. It will be started by the Health Visitor and will follow the child as they develop. The information will be stored electronically and can be accessed by all the professionals working with the children and families.

The SENDCo, Head teacher, Pastoral Support Leader, Teaching Assistants and the school nurse are trained to lead DAF's at Hayward's. Family support workers also lead on DAF's and the SENDCo at Hayward's would be involved in these in the same way as if leading the DAF. The DAF promotes more effective, earlier identification of additional needs, particularly in services from outside of the school environment. It aims to provide a simple process for a holistic assessment of children's needs and strengths, taking account of the roles of parents, carers and environmental factors on their development. Practitioners are then better placed to agree with children and families about appropriate modes of support.

If the support provided by Hayward's is not enough to meet the child's needs, more in-depth planning and additional resources may be required to ensure that the best outcomes for children and young people are achieved.

In Devon, the Devon Assessment Framework (DAF) has been developed to provide a coordinated system, which covers children and young people aged 0 to 25 years. This has been developed as a comprehensive system that includes support across education, health and social care. The whole process includes:

- **DAF 1:** Family Information and Assessment
- **DAF 2a:** My Plan (through a Team Around the Child or Team Around Me meeting)
- **DAF 2b:** My Education, Health & Care Plan (EHCP)
- **DAF 3:** Request for Additional Resources (not dependent on an EHCP)

The early parts of the DAF (1 and 2a) are aimed at early help whilst the DAF 2b is the statutory element, that is, the education, health and care plan. This can only be produced by the SEN 0-25 Team as it is a statutory plan in line with the special educational needs and disabilities code of practice, 0-25.

Most children's and young people's needs will be met through the resources available to mainstream schools and through the DAF process. If a DAF 2b is agreed (an education, health and care plan), the assessment and planning process should take around 20 weeks. All parts of the DAF process look at a child's needs and, from the DAF 2, sets out the support they will get from education, health and social care services.

## Parental Consultation and Involvement

Hayward's believes in involving and informing parents of decisions and actions made at every stage. All parents / carers of children who are on the SEND Register are invited to discuss their child's provision, the progress made and to look through the objectives for the following term. As part of all DAFs, parents complete an 'All about my child' document where they express views about their child's needs.





Hayward's primary school runs a weekly coffee morning drop-in for parents to meet and chat, supported by one of the schools pastoral support workers and a pastoral support teaching assistant.

The school regularly holds parent / carer information afternoons to update families on new procedures, Thrive workshops, and Family SEAL afternoons for parents. An initial meeting of concern is always held with the SENDCo when a parent / carer raises a concern around academic, behavioural and or emotional needs. Our pastoral support team also support with these initial meetings of concern.

The SENDCo, Head teacher and class teachers are always available for consultations.

## Resources

We set aside part of the school's budget each year to provide resources to support SEND children and to help cater for differentiation in the classroom.

The money pays for the following ways of supporting children:

- The SENDCo, who has time away from class responsibilities to lead this area of the school,
- The CAN Team, (see section2).
- Additional teaching assistants and play leaders at lunch times.
- Specialist PE teacher to release teaching staff for conferencing time.
- Specialist SEND teachers across KS1, Lower KS2 and Upper KS2: These teachers, one of whom is the SENDCo, teach specific groups of children, reducing class size and meeting the needs of individuals, allowing for greater differentiation within Quality First Teaching.
- Other resources include: teaching assistant provision; books and equipment; specialist Thrive areas; our forest school known as Tanglewood; the school garden; administrative time managing the SEND paper work; completing DAFs on line and a structured staff training programme and targeted out of school extra-curricular clubs.
- The school has to prioritise the amount of time it needs to buy in to support from outside agencies such as the Educational Psychology service.

## Criteria for Evaluating the Success of the SEND Policy

Teachers aim to include SMART targets when writing Provision Maps, IPMs and ICPs:

- Specific
- Measurable
- Achievable
- Relevant
- Time Bound

Time slots for Teaching Assistants to support the delivery of a Provision Map, IPM or ICP are integrated into classroom and curriculum planning.

When targets are not achieved, the teacher is encouraged to consider all the possible reasons:

- Teaching strategies and resources need changing.
- Target is not appropriate.



- It may be necessary to break targets down to smaller steps.
- It may be necessary to choose an alternative target within the same area of need.

The percentage of children at each stage on the SEND register is measured on a yearly basis. This allows the school to judge if SEND pupils are making adequate progress. A pupil is considered to be making adequate progress when:

- The attainment gap between the pupil and his or her peers closes (Standardised Scores, National Curriculum Points).
- The attainment gap between pupil and peers does not become wider.
- The pupil demonstrates an improvement in self-help, social and personal skills.
- The pupil's behaviour demonstrates improvement.

The Senior Leadership Team, alongside class teachers, analyses the progress of all children including SEND children each term. Data and information is discussed, enabling teachers to make the best decisions regarding what support will allow the children to make the best progress. Discussions allow for resources to be directed where the greatest need is, enabling children to make the best possible progress.

## Thrive at Hayward's

We believe it is important to invest time in supporting children with social and emotional needs. We have invested a great deal in training staff to recognise children who may have these needs, as well as paying for staff to become accredited practitioners of **THRIVE**.

**THRIVE** is an intervention aimed at assessing and supporting a child's social and emotional needs. We can assess children at any point during the year if they are showing signs of need.

After an initial assessment, co-ordinated between school and home, an action plan is established and targets are set. This action plan includes school and home targets. After a period of three to four months, the assessment is redone and we reflect on where progress has been made. A new action plan is then established. This cycle continues until the child reaches age expected levels.

At Hayward's, we run THRIVE groups supported by four trained THRIVE practitioners. These groups respond to the child's action plan and the activities link to areas identified in the assessment. These activities take place either in or outside the classroom, or in our dedicated Thrive areas around the school.

## Restraint

The school uses Positive Handling techniques to help children with their behaviour. Positive Handling aims to give adults strategies to help defuse situations before they get out of hand. On a rare occasion, a child might need to be held in order for their safety and the safety of others to be maintained (see Guidance for Positive Handling and Restraint Policy). In these situations it is a requirement that the professionals involved will complete and sign paperwork relating to the incident. This will be signed by the Head teacher, filed in the Children Personal Education file and a copy given to the parents / carers. Strategies to manage behaviour are recorded in the child's Individual Care Plan.

## Provision mapping and providing support at Hayward's Interventions

Provision Maps detail the range of interventions available to children at Haywards including extra support for reading, spelling or mathematics, for example, to enlisting support from outside agencies such as our Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, School and Community nurses, Vision Impaired Advisors,

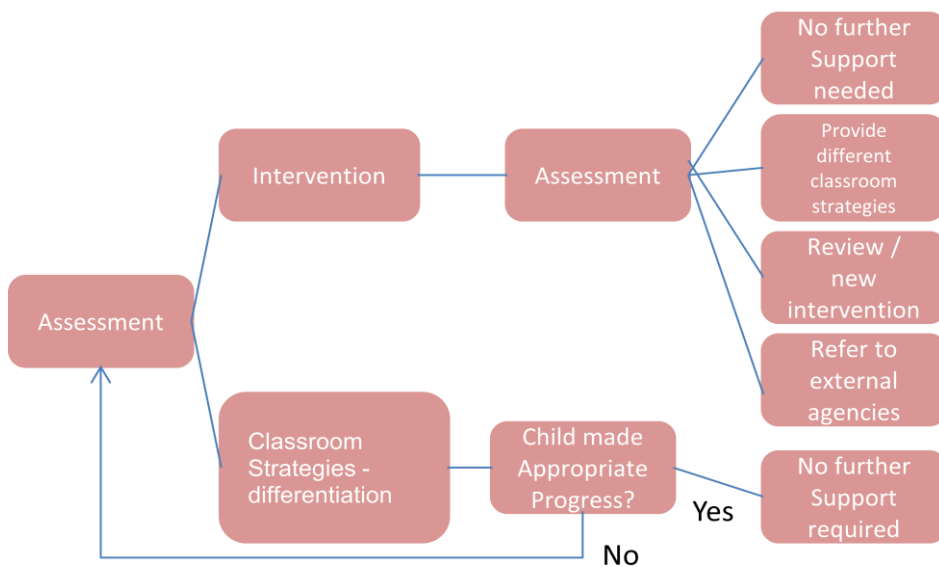


Occupational Therapists, Targeted Family Support Workers , Social Services, our school Dr, and specialist teacher advisors, Communication and Interaction Team, Social Care and a variety of other local support services. We have an excellent relationship with all local services, other schools within our Local Learning Community and regularly network to share good practice and expertise.

Provision Maps are reviewed termly, when the SENDCo meets with the year group teachers to update and discuss the changing needs of children as the academic year progresses, and the effectiveness of interventions are assessed.

## Assessment

At Hayward's we use assessments at key points to identify additional need. We aim to follow a model of "assess, apply and review", where (through time limited interventions) we measure the progress and identify areas of further work and development. Results of these assessments will be shared with parents / carers at individual meetings or parents evenings.



At different stages of their education, assessments will be available for children which will focus on their development in the four areas of SEND. Some of these assessments will be for all children and some for children with specific need.

Current targeted provision, which may be referred to as 'catch up' interventions, includes the following interventions:

Area of need		Intervention
Cognition and learning	Reading	Ready Steady Read
		1:1 reading for Reception children
		Devon Early Reading
	Maths	Counting to Calculating
		Mind the Gap
		MyTTY Maths Springboard
Writing	Conferencing	
	Response to marking	
	Specialist teacher led small writing interventions	
Communication and Interaction		Speech and language tailored programme



Sensory and/or physical needs		Fun Fit Girls Can Club Step up Club Specialist PE teacher for all PE lessons
Social, emotional and mental health difficulties		Thrive Play therapy Forest school Nurture groups

## Arrangements for Considering Complaints about SEN Provision

We actively seek to work closely with parents. However, we recognise that parents of children on the SEND register may, from time to time, be dissatisfied with the support their child is receiving. We encourage parents to talk in the first instance to the class teacher. If not resolved, dependent on the nature of the complaint, the parent will be advised to consult

- The SENDCo
- The Head Teacher
- The Governors
- The LEA

Any parent who has a complaint that is not quickly or easily resolved will be notified of the LEA's arrangements to provide information and advice on SEND matters. The school's full complaints procedure is set out in the School Prospectus.

## Transfer Arrangements

We work closely with the SEND departments of all schools and preschool settings, passing on all relevant information when pupils transfer either to or from Hayward's. When a child joins us who already has identified SEND, the school will liaise closely with the child's previous school, pre-school setting and parents / carers. Our SENDCo will contact the parents and arrange for a transition form to be completed, containing information about the provision needed.

For children with SEND transferring from pre-school settings, the SENDCo and Reception teachers meet the preschool managers three times in the preceding year to gain an insight into the needs of the child. Further visits are made to the pre-school settings by a range of appropriate staff e.g. class teacher, speech and language therapist, pastoral / Thrive worker so that the children and families begin to build up a relationship with the school staff. A transition meeting is then held in the summer term with any individual family who may have a child needing targeted or enhanced provision.

When the child goes to secondary school, the SENDCo from both Hayward's and QECC (or differing secondary school) will meet prior to the child's visit to support a smooth transition. Additional visits can be arranged which will enable the SEN children in year 6 to make contact with members of staff who will help act as a point of reference for the child.

## Equal Opportunities

We aim to offer an education and working environment appropriate to each individual pupil's needs regardless of their race, colour, ethnic or national origins, gender, disability or religious beliefs.

Signed ..... Chair of Governors



Date .....

Signed ..... Head teacher

Date .....

## APPENDIX A: Criteria for support.

*These triggers are guidelines for teachers and leaders. They are not set in stone, but should act as markers for early identification of a child's need. The most important concern is that of the teacher's.*

### Criteria for Targeted provision

These could be teachers' or others' concerns, underpinned by evidence (such as assessment scores), about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- There is evidence that a child's learning is lagging behind the learning of others in their year group.<sup>1</sup>
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not modified by the behaviour management techniques usually employed in the school and as directed in the school's behaviour policy.
- Has sensory or physical problems which are felt to impact on a child's progress.
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

### Criteria for Enhanced provision

Despite having received an individualised programme and / or concentrated support under wave one, the child:

- Continues to make little progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.<sup>2</sup>
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially interfere with the child's own learning or that of the whole group, despite having an individualised behaviour plan.

<sup>1</sup> A guide for early identification is a child who is 3 to 6 National Curriculum Points below their expectation. Standardised scores of <90 also fit in this category.

<sup>2</sup> A guide for early identification is a child who is 7 or more National Curriculum Points below their expectation. Standardised scores of <80 also fit in this category.



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- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.