



St Barnabas CE First and Middle school

SEND POLICY

Every teacher is a teacher of every child including those with SEND.

Mrs Tamzin Richards (SENDco)

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Special Educational Needs & Disabilities Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

AIMS

At St Barnabas CE First and Middle school our overarching aim is that we aim to inspire all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

- To identify individual children who need extra help and attention as early as possible.
- To endeavour to meet the individual needs of each child.
- To offer these children full access to a broad and balanced curriculum.

- To enable each pupil to partake in, and contribute fully, to school life.
- To develop a feeling of self-esteem within the individual.
- To foster an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- To provide for children's individual needs by supporting them in various ways: whole class, small groups and individuals.
- To closely monitor those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- To provide access to and progression within a broad, balanced and relevant education including an appropriate curriculum for the foundation subjects and National Curriculum.
- To work with parents and other agencies to provide support and opportunities for those children with SEND.
- To use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children (Quality First Teaching.)
- To assist all staff in the delivery of educational entitlement and ensure all staff are aware of a child's individual needs.
- To ensure access to a range of resources to support staff in their teaching of children with SEND.
- To include the voice of the child in the process of monitoring and reviewing the pupil's progress.
- To carefully monitor and review interventions regularly to assess the impact of the child's progress.

OBJECTIVES

- To identify and provide for pupils with special educational needs and disabilities.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs & Disabilities Coordinator (SENDco) / Inclusion Manager who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

- To ensure that children with special educational needs and disabilities join in with all the activities of the school wherever possible.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special educational needs & provision and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS & DISABILITIES

SEND is divided into 4 types in the New Code of Practice 2014 page 94:

1. Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features with the autistic spectrum.
2. Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
3. Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
4. Sensory and/or Physical Needs – this includes children with sensory, multi-sensory and Physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being on our SEND register.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being registered as having SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language (EAL) are not SEND.

Disability

Many children who have SEND may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

It needs to be considered that certain factors are NOT SEN but may impact on progress and attainment

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school’s usual Quality First Teaching differentiated curriculum and strategies.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. At St Barnabas CE First and Middle school, we use our ‘SEN Initial Identification Form’ (Appendix I) to record information about the identification and assessment for each pupil.

Information about further assessment and additional provision for each child identified as having SEND is recorded on a 'Provision Map' form. (Appendix 2) This outlines the main support programmes offered by the school to support children with learning difficulties at Support Levels 2 and 3. Each child who is offered assistance at Support Levels 2 or 3 during their time at school will be issued with a Provision Map. The Support programmes that the child takes part in are highlighted, thus creating an overview over their time at school. (Appendix 2) Each support programme – either individual or group – is evaluated and this is attached to the child's Provision Map – this replaces the Individual Education Plan (IEP) format previously used in the school.

The Provision Map gives a good overview of the support received by the child over their time in school and is a more efficient way of keeping records.

A SEND register is kept of pupils with SEND. Reviews of pupils on the SEND register take place twice a year. For pupils with Education, Health & Care plans (EHCP) (formerly Statements), an annual review meeting has to be held in addition to this.

A GRADUATED APPROACH TO SEND SUPPORT

At St Barnabas CE First and Middle School, we adopt a “quality first teaching” approach. The key characteristics of this are:

- highly focused lesson design with clear objectives.
- appropriately pitched lessons that demand high levels of pupil involvement and engagement with their learning.
- high levels of interaction for all pupils.
- appropriate use of teacher questioning, modelling and explaining.
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- an expectation that pupils will accept responsibility for their own learning and work independently.
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning

assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

It is the policy of St Barnabas CE First and Middle School to match the teaching styles and strategies to individual needs, and to differentiate tasks to enable a child to work at his or her appropriate level. Concern should be shown if a child is not seen to be making any progress and the class teacher should keep appropriate records.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings, held every half term.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, the action of teachers is to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing

understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It 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.

The four-part cycle of the Graduated Approach is as follows:

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDco/ Inclusion Manager, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. St Barnabas CE First and Middle school takes seriously any concerns raised by a parent. These are recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDco/ Inclusion manager should contact them in agreement with the parents.

Plan

Where it is decided to provide a pupil with SEND support, the parents/carers must be formally notified. The teacher and the SENDco agree, in consultation with the parent/carers 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. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the School's Information Management (Arbor) as well as in every class's SEN file and provision Map. (PM.)

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any Learning Assistants (LA) /Teaching Assistant (TA) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDco / Inclusion Manager should support the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDco / Inclusion Manager, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHCP (formally a statement), the local authority, in cooperation with the school, must review that plan at a minimum of every twelve months.

The success of the school's SENDco policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, Senior Leadership Team and SENDco/ Inclusion Manager.
- Analysis of pupil tracking data.
- Monitoring of procedures and practice by the SEND governor.
- School Self-Evaluation document.
- Local Authority moderation process and OFSTED inspection arrangements.
- Meetings of parents and staff, both formal and informal.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND Register will have a Provision Map, which details support for the child, the outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to this document. The Provision Map is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place at least twice a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the map.

Class teachers are responsible for maintaining and updating pupils' Provision Maps. These are then shared with everyone involved with the child. The SENDco / Inclusion Manager reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Support is on a continuum as follows:

“Quality first teaching’, in class differentiation, pre-intervention activities, general Teaching Assistant (TA) support.

When a class teacher identifies that a pupil has a SEND – the class teacher devises interventions additional to or different from those provided as part of the school’s usual differentiated curriculum:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering (with support from a TA) an individualised programme.
- SENDco / Inclusion Manager could take the lead in –
 - Notifying parents and leading consultations - supporting the planning of future interventions for the child in discussion with colleagues - monitoring and reviewing the action.
- SENDco / Inclusion Manager and class teacher, in consultation with parents, ask for help from external services.
- Class teachers and SENDco / Inclusion Manager are provided with advice or support from outside specialists.

- Additional or different strategies to those at an earlier stage are put in place – a Provision Map will usually be devised.
- SENDCo / Inclusion Manager should take the lead in – any further assessment of the child - planning future interventions for the child in discussion with colleagues - monitoring and reviewing the action taken.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Integrated Assessments.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the child has not made expected progress, the school or parents should consider requesting the local authority to do an Education, Health and Care needs assessment. This is purely an assessment and it does not automatically follow that an Education, Health and Care Plan (EHCP) will follow. A completed request for an EHC Assessment will include:

1. Form RS36 – Request for Assessment.
2. A completed Family Conversation Record (to be completed by the Keyworker – usually the SENDCo / Inclusion Manager.)
3. A Completed medical questionnaire.
4. Completed views of the Child/Young person.
5. Copies of all professional reports available.

An Education, Health & Care (EHCP) means that the different agencies that provide the education, health and social care support now work more closely together to help the pupils achieve their goals and make sure that they are supported in the best way possible.

CRITERIA FOR EXITING THE SEND REGISTER

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo / Inclusion Manager, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

We follow the Local Education Authority's guidelines for admission which can be found on our school website: <https://st-barnabas.dowmat.education/> Parents and then admissions.

Class teachers, in partnership with the SENDCo/ Inclusion Manager are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo / Inclusion Manager will liaise with the class teacher to assess pupils' eligibility for access arrangements.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under

the Equality Act 2010. Some may also have special educational needs and disabilities (SEND) and may have a statement, or Education, Health, Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for supporting pupils at our school with medical conditions, on the school website, parents and then medical.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The SENDCo / Inclusion Manager at St Barnabas CE First and Middle school attends conferences and courses in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

The Role of the Governor;

This Body, in cooperation with the Head Teacher, determines the general policy and approach to provision for the children. They establish appropriate staffing and funding arrangements and maintain a general oversight of the School's work. A designated person is elected Governor with responsibility for SEND. Currently the named Governor for Safeguarding and SEND is Julie Lloyd.

The Governors will ensure that:

- They meet the duties of the Equality Act for children and young people.
- The necessary provision is made for any pupil with SEND.
- All children and young people engage in activities alongside their peers, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Designate a teacher to be the SENDCo/ Inclusion Manager.

- Inform parents when they are making special educational provision for their child.
- Admit a child or young person where the school is named in the EHCP.
- They are fully informed about SEND issues, so that they can play a major part in school self- review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.
- Have regard to the 0-25 SEND Code of Practice (2014.)

The Headteacher is responsible for;

- The day-to-day management of all aspects of the School's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENDCo / Inclusion Manager.
- The deployment of all special educational needs personnel within the school.
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The SENDCo / Inclusion Manager is responsible for;

- Ensuring all practitioners in our setting understand their responsibilities to children with SEND and our approach to identifying and meeting the SEND needs.
- Overseeing the day-to-day operation of the School's SEND Policy.
- Coordinating provision for children with special educational needs & disabilities.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with, advising and supporting fellow teachers, teaching assistants and other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning problems.

- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g., class-based assessments/records, end of year tests, SATs, etc.
- Managing teaching assistants.
- Overseeing and maintaining the SEND register and records of all children with special educational needs & disabilities.
- Liaising with and ensuring parents of children with special educational needs & disabilities are closely involved throughout and that their insights inform action taken by our setting.
- Contributing to the in-service training of staff.
- Liaising with other professionals and external agencies beyond our setting including educational psychology services, health and social services and voluntary bodies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Liaising with the SENco in receiving schools to help provide a smooth transition from one school to the other.

The Class Teacher is responsible for ;

‘Every teacher is a teacher of every child or young person including those with SEND’.

- Working and liaising with parents of children with SEND.
- Being fully aware of the School’s procedures for following the Code of Practice.
- Identifying initial concerns and informing the SENDCo / Inclusion Manager of the need to monitor a child.
- Gathering information and keeping up to date records.
- Monitoring and reviewing the learning process.

- Planning and preparing the support programmes for pupils on the continuum evaluating their success and next steps for individual children.

SCHOOL TRANSFER

When children move schools, either at phase transfer or at any other time, we are required to transfer all school records within 15 School days of the child ceasing to be registered at the School.

The class teacher / SENco / Inclusion Manager will discuss those SEND pupils with the Reception teacher / Year 5 Coordinator / Y8 Co-ordinator of the next School and their SENDCo.

The SENDCo will also liaise with the SENDCo of the First / Middle / High School and with any other agencies that have been involved.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored in the SENDCo office in a locked cabinet. SEND records will be passed on to a child's next setting when he or she leaves St Barnabas CE First and Middle school. The school has a Confidentiality policy which applies to all written pupil records.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual schools and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our Accessibility Plan is available from the school office and our 'Equality and cohesion Policy', which can be found on the school website under, Home, Key Information, Policies tab.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under Home, Key information then Policies.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying / Behaviour policy
- Complaints procedure
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint / PPI policy
- Managing Medical Conditions in School policy
- Intimate Care policy

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.

APPENDICES

1. SEND Initial Identification Form
2. Provision Map form

Appendix I.

INITIAL CONCERNS CHECKLIST – RECEPTION

To be completed by the class teacher

Pupil

name: _____

D.O.B: _____

Class

teacher: _____

Date

completed: _____

Has the child been referred to any outside agencies before starting school, e.g.?

Y	N
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Pre-school, parents, carers etc.?

Has any action already been taken by Pre-school, parents, carers?

Y	N
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What are the concerns expressed by the teaching staff?

What are the concerns expressed by parents / carers?

Included as evidence and brought to the meeting:

	Tick if included
Records from previous settings	
Absence percentage since starting school	
Absence percentage during Pre-school	
Medical details	
Pre-school EYFS	
Baseline EYFS	
Current EYFSP results	
Recorded examples of difficult to manage behaviour (if relevant)	
External agency records	
Learning Journey	
Reading Record	
Letters and Sounds book	
Initial Numeracy Assessment	
Language Link results	

What provision has already been implemented in the classroom?

What provision has already been implemented in the home (if relevant)?

Any other concerns?

Date discussed with

SENCO _____

Decision to place pupil on SEN

Register _____

INITIAL CONCERNS CHECKLIST – PRIMARY

To be completed by class teacher

Pupil

name: _____

D.O.B: _____

Class

teacher: _____

Date

completed: _____

Tick if included

Records from previous school	
Absence percentage (if relevant)	
Medical details	
Summative assessment data e.g., SATs, Baseline, NFER, Tracking	
Attainment in essential skills e.g., mark book records, early learning profile.	
Recorded examples of difficult to manage behaviour (if relevant)	
External agency records	
Work samples e.g., free writing	
Group Provision Map – evaluated	
Any screening results e.g., Lucid, Language Link	
Any relevant checklists filled out e.g., Behaviour, Dyslexia etc.	
Records of observations	
WAVE I strategies tried and evaluated	
Notes from discussions with teaching assistants	
Notes from discussions with parents	
Notes from discussions with pupil	
APP evidence	

Please bring the above records to your meeting with the SENCO

Differentiated classroom provision implemented over time

-
-

Key notes from observations

-
-

Key notes from discussion with other staff including teaching assistants

-
-

Key notes from discussion with parents/carers

-
-

Key notes from discussion with pupil

-
-

Date discussed with

SENCO: _____

Decision to place pupil on SEN record?

If 'no' – advice from SENCO on strategies for supporting the pupil through class differentiation to be outlined below. *Completed form to be copied to SENCO held file. Original to be kept by class teacher*



Appendix 2.

St Barnabas CE First and Middle School

My Provision Plan
Academic Year: 20

Name:		Class:		D.O.B	
Area of Need *Please Highlight	Cognition and Learning Social, Emotional and Mental Health Communication and Interaction Sensory and / or Physical Needs	Specific Needs E.g. diagnosis			



Current Status (highlight as appropriate)	SS – SEN Support	EHCP	Early Years GR 1 2 3 4	Enhanced Provision Top Up Funding
Strengths What am I good at?	<i>Good at PE and Dance Enjoys playing on the playground with other children Enjoys Science and practical activities</i>			
Difficulties What do I find difficult?	<i>Auditory memory Maths ability – recall of number and times tables. Language development and sentence structure. Reading and answering questions from what she has read.</i>			
Support Strategies How can you help me?	<i>T/TA support in the classroom to supportwith focus and to record her ideas High frequency and vocabulary word sheets are available to help with her writing 1:1 reading and support in class. Times table square Language for thinking mats (word aware)</i>			
Agencies / Professionals Involved Recent Related Documents	<i>E.g. recent LST report</i>			



Information Sharing Record

(to include 'My Plan' review date with pupil and parents)

Date	Reason	Key Persons	Outcome / Action



My views/comments (pupil)

My views/comments (parents/carers)

Assess – Plan - Do - Review

Baseline (Where are they now? Why do they need this provision?) Link to need	Expected Outcomes (What do we want the child to achieve?)	Provision/ Intervention (How are we enabling the child to achieve?)	Time/ Date From-to	Frequency & person delivering Attendance - How many sessions attended in total?	Actual Outcome including RAG (Has the child met the expected outcome?) Green = Fully achieved Amber = Partly achieved Red = Not achieved
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Can count, recognise and order numbers to 10 but not confidently or accurately to 20.	To count from any given number to and back from 20. To recognise and order numerals 0-20 independently.	Targeted support with an adult, visual prompts and practical equipment.	Aut 1 Wk 1-3	Daily support within numeracy lessons. Targeted support session 3x15mins p/w.	Achieved on 90%of occasions. Continue to provide visual prompts during Maths lessons for self-checking.
Currently working at Phase 3 Letters and Sounds. Can recognise and apply 20/26 phonemes.	To confidently and independently apply all Phase 3 phonemes within everyday reading/writing tasks.	Daily targeted phonics practice with a peer. Pip phonics led by LST	Aut 1 Week 1-4	5 mins daily LST 2 x 20mins p/w.	Some evidence of achievement in everyday writing in books. Not yet consistent.
Difficulty in forming letters correctly.	To form c-based letters correctly and sit them on the line in everyday writing tasks.	Daily practice session Handwriting intervention led by CT and 1:4 with LST.	Aut 1 Week 1-6	5 mins daily Targeted support session 2x15 mins p/w.	Can form all c-based letters accurately in everyday writing. Move to focus on set 2 letters.


