

**ST VINCENT DE PAUL
CATHOLIC PRIMARY SCHOOL**



**SPECIAL EDUCATIONAL NEEDS AND
DIABILITY POLICY**

We are called to be the hands and face of Jesus, as we learn, love and grow together."

**Based on the SEN Code of Practice 2014 and
National Association for Special Educational
Needs (NASEN) Guidance**

Reviewed: September 2020
Next review: September 2021
Reviewed by: Safeguarding Committee
Ratified at Full Governing Body meeting

Signature:

A handwritten signature in black ink, consisting of a large, stylized initial 'J' followed by several loops and a long horizontal stroke extending to the right.

Chair of Governors

Date ratified: 8th December 2020

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 – 25 Years (January 2015) 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 Years (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 Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy should be read in conjunction with the school SEND Information report which is found on the school website and Hertfordshire's Local Offer of services and support for parents of children with SEND and can also be found at www.hertsdirect.org/localoffer

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Introduction

This policy details how St Vincent de Paul School will ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities (SEND).

Every child and family in our community is valued and diversity is celebrated. We recognise that every child is unique.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Aims

St. Vincent de Paul School as a community reflects and celebrates the diversity of Christ's kingdom.

We aim to give witness to the Diocesan Statement on Special Educational Needs and to be partners with parents who are the first educators of their children.

"There is a variety of gifts but always the same Spirit; there are all sorts of service to be done, but always to the same Lord; working in all sorts of different ways in different people, it is the same God who is working in all of them. The particular way in which the spirit is given to each person is for a good purpose." (1 Corinthians 12: 4-7)

We aim to provide a curriculum that is broad, balanced, relevant and responsive to the needs of all pupils, the wider community and the society in which they operate. Our curriculum, underpinned by our Catholic ethos, aims to be responsive to the needs of all pupils, regardless of ability or other factors, and develops essential knowledge and skills alongside key skills of resilience, resourcefulness, reflectiveness and reciprocity which are developed as the building blocks for all learning.

Objectives

- To be an inclusive school.
- To reach high levels of achievement for all.
- To ensure the identification of all pupils requiring SEND provision as early as possible.
- To meet individual needs through a wide range of provision.
- To develop and maintain partnership and high levels of engagement with parents.
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work in partnership with other agencies and schools

Definition of Special Educational Needs

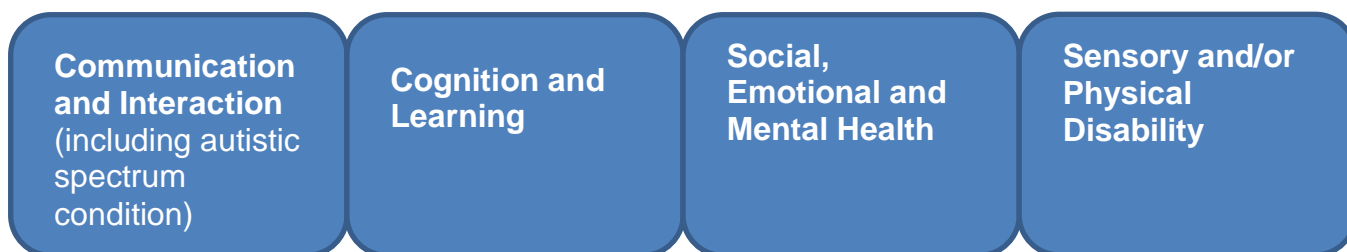
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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. (SEND Code of Practice 2015)

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

The SEND Code of Practice 2015 identifies the following 4 broad categories of need:



These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. At St Vincent de Paul School we identify the needs of pupils by considering the whole child, not just the special educational needs of the child or young person.

Other factors which are not classed as SEN may have impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of serviceman/ woman

Identifying behaviour is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be explored and described as an underlying response to a need which we can recognise and identify through our knowledge and understanding of the unique child.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEN.

Roles and Responsibilities

Special Educational Needs Co-ordinator (Senco)

The SENCo for St Vincent de Paul School is Mrs Michelle Curry. Mrs. Sherry (INCo) is responsible for the inclusion and equality of opportunity of all learners in the school (including Pupil Premium, Looked After Children and children with medical needs).

Both Mrs Curry and Mrs. Sherry can be contacted via the school office (01438 729555) or by email: mcurry@stvincent.herts.sch.uk; rsherry@stvincent.herts.sch.uk. Both are members of the Senior Leadership Team and hold the National Award for SEN Coordination (NASENCo).

The key responsibilities of the SENCo include:

- Overseeing the day to day operation and implementation of the school's SEND Policy
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Liaising with and advising staff, on the graduated approach to providing SEN support
- Supporting in carrying out specific SEND assessments including the IAELD
- Monitoring the progress of children with special educational needs.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring the impact on interventions
- Monitoring the Assess, Plan, Do, Review cycle for children with Personalised Provision Plans
- Liaising with parents/carers of pupils with SEND.
- Liaising with early years providers, other schools, outside and specialist agencies, social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Maintaining up to date records of pupils with SEND
- Contributing to in-service training of staff
- Applying for external support and funding
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and Reviewing and updating the SEND policy and annual School Information Report (Local Offer)
- Liaising with and reporting to the SEND governor
- Attending DSPL meetings as well as SEND inset
- Overseeing SEND resources and researching interventions which support our staff and children
- Overseeing access arrangements for assessments

The Governing Body

The school has an SEND governor who has a strategic role to ensure that SEND pupils get quality provision.

Our SEND Governor is Mrs Geraldine Cartwright. She chairs the Safeguarding committee, meets with the SENCo termly and monitors the provision of SEND through reports and visits to the school. She reports annually to the governing body on the provision for SEND within the school and attends relevant training.

Class Teachers

All teachers are teachers of children with special educational needs and disabilities. As such, teachers are held accountable for the progress of all their pupils.

Teachers plan a carefully differentiated curriculum and make suitable adaptations for children with particular needs with the aim of enabling them to access the National Curriculum and to develop social and personal skills.

Teachers plan, provide and review personalised provision plans, write class provision maps, attend review meetings and provide reports for annual reviews.

Whilst carrying out these responsibilities, class teachers work closely with parents/carers, support staff and the Senco.

Support Staff

Teaching assistants and Learning Support Assistants work under the direction of the class teachers, Mrs Curry and Mrs Sherry to support children throughout the day in school or in the delivery of specific, specialised programmes.

They carry out pre and post intervention assessments and maintain records against the delivery of these interventions as required.

External Support

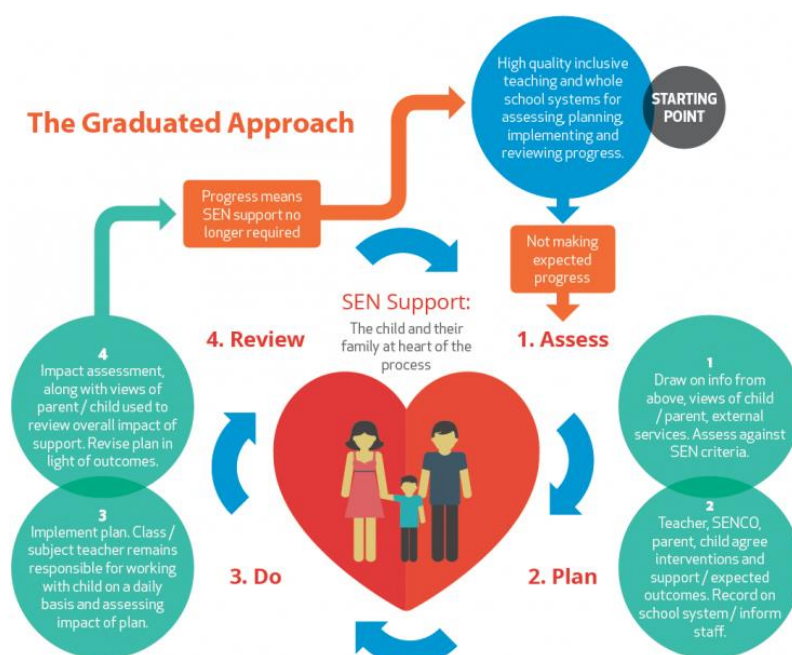
The school links with a wide range of support services including:

- Advisory teachers from ISL (Integrated Services for Learning)
- Attendance Team
- Behaviour Outreach
- Challenging Behaviour Psychology Service (PALMS)
- Child and Adolescent Mental Health Services (CAMHs)
- Child Development Centre (CDC)
- Early Years Advisory Teacher for children with SEND
- Educational Psychologist (EP)
- Education Support Centre (ESC)
- Educational Support Team for children with Medical Absences (ESTMA)
- Greenside School Outreach Support
- Hearing Impairment Advisory Teacher
- Occupational Therapist (OT)
- Physical and Neurological Impairment Team (PNI)
- Physiotherapist
- Play and Arts Therapists including Nessie
- School Family Worker

- School Nurse
- Speech and Language Therapist (SALT)
- Visual Impairment Advisory Teacher

A Graduated Approach to SEN Support: Identification, Assessment and Provision

This is the process by which our school identifies and manages children and young people with SEND and is based on the principles set out in the SEND Code of Practice 2015.



The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the relevant interventions/ adjustments and good quality personalised teaching.

In our school all pupils have access to quality first teaching on a daily basis and the role of the class teacher is to provide appropriately for all their pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Lessons are differentiated to suit the needs of the children in the class and may include general support by the teacher or teaching assistant in class. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. In addition to quality first teaching, it may be necessary for a child to receive extra support in small groups or occasionally on a one to one basis.

Class Provision Map

Each class has a provision map, which records a profile of the cohort, the needs that have been identified and how to remove any key barriers to learning effectively, including the clear outcomes to

be achieved within an agreed time frame. The teacher holds the responsibility for evidencing progress according to the outcomes described in the provision map.

SEND Identification

We use a number of indicators of special educational needs:

- the analysis of data, including entry baseline and end of Foundation Stage data; end of Key Stage 1 and 2 data; phonics assessments; reading ages; annual and termly pupil assessments; Wellcom speech and language screening; IAELD
- discussions of pupils at termly pupil progress meetings between teachers and Senior Leaders
- the use of our local authority High Needs Funding banding criteria
- the following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- information from previous schools and settings on transfer
- information from other services

When possible SEND is identified, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be detailed on the class provision map. The triggers for intervention will be supported by evidence about a child who despite being provided with differentiated learning opportunities:

- makes little or no progress, even when teaching strategies are targeted particularly in a child's identified area of weakness.
- is working at levels substantially below that expected of children of a similar age.
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the school SEND Support list.

Personalised Provision Plan

All pupils on our SEND Support list will have a Personalised Provision Plan (PPP) setting out the Assess – Plan – Do – Review process as detailed in the SEN Code of Practice. The class teacher will remain responsible for planning and delivering individualised programmes as detailed in the child's PPP.

For pupils with an Education Health Care Plan, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in a Personalised Provision Plan containing information on

- Short-term targets

- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The PPP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The PPP will be created through discussion with both the pupil and the parent or carer.

PPPs will be reviewed each term with the inclusion of parents, carers and pupils' views

External/Specialist Involvement

As part of the Assess –Plan-Do-Review process, external/specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions put in place. Parental consent is sought before any external agencies are involved e.g. Speech and Language Therapy Service, Educational Psychologist.

External/specialist involvement provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or resources, and in some cases provide support for particular activities.

When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

As part of the termly meetings, if it is identified that a pupil is making sustained progress without any additional support then they are taken off the SEN list. Once they have been removed they are still kept on a monitoring list to make sure that they continue to make progress.

SEND Records

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social service
- Information from other agencies and (where relevant) previous settings

Education Health and Care Plans

Where there is significant cause for concern, a request for an Education, Health and Care statutory assessment is made to the local authority by the parents/carers or school.

Information provided in the request may include:

- Records from past interventions
- Current and past Personalised Provision Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Levels of attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, other professionals such as health, social services or education welfare service.
- The views of parents
- Where possible, the views of the pupil
- Examples of the child's unaided work
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

The local authority will consider the case for an Education, Health and Care assessment where the evidence presented suggests that:

- The child's learning difficulties have not responded to relevant and purposeful measures taken by the school.
- Progress is not being made even with external specialists.
- The child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools.

An Education, Health Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. A request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP is a legally binding document and its purpose is to make specific, personalised special educational provision:

- To meet the needs of the child or young person.
- To secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

All children with EHC plans will have short-term targets set for them that have been established after consultation with parents, child, other agencies and school. These targets will be set out in the school support plans and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the plan will continue to be the responsibility of the class teacher.

As part of the EHC assessment process, parents, school and outside professionals complete a local authority High Needs Funding banding tool which identifies funding to be allocated.

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- The Hertfordshire SEN Officer
- Any other person the SENCO or parent/carer considers appropriate e.g. Speech and Language Therapist, Specialist Teacher

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Review the Higher Needs Funding allocation
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At end of Key Stage 2 Annual Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

Admission and Transition

Pupils with SEND are admitted to the school as per the school's admission criteria. The school will seek appropriate support as necessary to ensure the children's needs are being met.

Phased entry may be helpful to ensure smoother transition.

When starting Nursery or Reception, records will be sought from the previous setting. The Senco will contact the previous setting and the parents/carers will be contacted to discuss the child's needs.

To support in-year admissions, the Senco will contact the previous setting to discuss the child's needs. The school office staff will request a CTF electronic file and hard copy of any records.

At the end of each school year, class teachers meet to share and pass on essential information and records about children with SEND.

When a child with SEND leaves the school at the time of secondary transfer, records are passed on to the receiving school. Electronic records are passed on via CPOMs and folders containing paper copies of children's records are hand-delivered to the receiving school. The Senco has a meeting with the secondary school Senco to discuss the children's needs.

Children with SEND may also take part in an enhanced transition project to their new school and/or class.

Partnership with Parents and Carers

Parents/carers are the primary educators of their children and we are keen to support them in forming their children for life. Partnership with parents/carers plays an essential role in enabling children with SEND to make progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child.

We aim to work with parents/carers by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies who support children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- signposting and providing information to parents about local and national support e.g. specialist groups, speech and language drop-ins
- regularly updating the SEND page on the school website with relevant information
- responding within a timely manner to parent's communications to school
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

Involving Children

A child with special educational needs and disabilities often have a unique knowledge of their own needs and their views are treated with respect.

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils with SEND are invited to participate in (at an appropriate level):

- PPP reviews
- Regular meetings with named adults
- Annual Reviews of EHCPs

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 SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The training needs of staff are identified

through monitoring and appraisal discussions.

Staff receive regular training and updates regarding supporting children with SEND. This can take the form of attendance at an off-site training course, staff meetings and whole school INSET. Staff also receive targeted advice, strategies and training from the various outside professionals who are asked to support children in the school.

The school INCo and SENCo hold the National Award for SEN Coordination and are able to signpost staff towards additional sources of training and support. They regularly attend the Delivering Specialist Provision Locally (DSPL) cluster groups and Local Authority SEND briefings in order to keep up to date with local and national updates in SEND.

Resources are allocated to pupils depending on their needs, within budgetary constraints. Where possible, this is provided through the resources we already have in school. However, we will sometimes need to ask other services for support.

In addition to the High Needs Funding allocation as part of the EHCP process, Hertfordshire Local Authority operate Local High Needs Funding. It is managed by DSPL panels in a monthly cycle. Schools can apply under the following criteria:

- a) Child or young person with a life changing event that has significantly impacted their access to education/learning
- b) Child or young person for whom a significant amount of short term resources would enable them to make progress and mitigate challenging educational circumstances
- c) Children without an EHCP now exhibiting needs within the local authority Band 3 or above criteria; their significant needs are identified by at least one professional as not being able to access the setting without a high level of support
- d) Child or young person from another local authority or county who have joined Hertfordshire and have an EHCP with needs exhibited at Band 3 or above.

Evidence of the Assess-Plan-Do-Review cycle will be required. Allocation of Local High Needs Funding is determined by a DSPL panel. The panel may decide that further professional input may be more appropriate than a funding allocation. The use of the funding will be reviewed by the school and DSPL manager in accordance with the intervention proposed and the time needed to assess impact.

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils through work audits, pupils voice and parent and staff views. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils and feed into strategic planning with school governors. Additional discussions and surveys of pupils with SEND are used to inform decisions about their provision and form an important part of EHCP assessments

Storing and Managing Information

Documents are stored securely in line with the school policy on Information Management (which includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our Confidentiality Policy.

SEND documents are stored securely in the Deputy Head Teacher and SENCo's office and are

kept until the pupil leaves the school. Upon leaving St Vincent de Paul, SEND documents are passed onto the pupil's next setting. The school is careful to maintain the confidentiality of information that is stored about pupils.

Accessibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a statutory duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Our Accessibility plans and strategies are reviewed annually with reference to a checklist but more specifically to the needs of our pupils and families.

External agencies, such as physiotherapists, Occupational Health, specialist teachers for neurological, physical and hearing impairment, support us in identifying and securing appropriate resources.

We increase and promote access for disabled pupils to the school curriculum through the choices we make in teaching and learning on a daily basis and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Activities and school trips are available to all children. Risk assessments are carried out and procedures are in place to enable all children to participate. Adjustments and additional arrangement will be made dependent on a child's individual needs. If a health and safety risk assessment suggests that an intensive level of one-to-one support is required, a parent/ carer may be asked to accompany their child during the activity or trip in addition to the usual school staff.

We are committed to improving access to the physical environment of the school through improvements to the physical environment of the school and physical aids to access education. Both the Resources and Safeguarding governing body committees work closely with the school to ensure that both reasonable adjustments are made and the environment promotes inclusion for pupils, staff and the wider community.

Where necessary, we ensure that we make written information that is normally provided by the school to its pupils available to disabled pupils. Possible adaptations include amendments to hand-outs, timetables, textbooks and information about school events through enlargement, colour changes or use of symbols (Communication in Print Widgits). The information takes account of pupils' disabilities and pupils' and parents' preferred formats and is made available within a reasonable time frame.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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 SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. If a child has significant medical needs then a detailed care plan may be compiled by parents/ carers and school staff. Where appropriate this process will be supported by an external healthcare professional. This will then be shared with staff and reviewed regularly.

First aid training, including paediatric first aid, is regularly updated. Specific health care training such as epipen training is delivered annually (or as required) by a healthcare professional. Prescribed medicines may be administered in school, where signed consent is in place, in agreement with parents/ carers and school staff. Furthermore, the school health team is contactable via the school.

The school's policy for supporting pupils with medical conditions complies with recent guidance published by the DfE and is available on request from the school office.

Concerns

In the event of any concern in relation to a child's special educational need, parents and carers are always encouraged to let the school know as soon as possible, no matter how small the issue may be. In all instances, parents should discuss any concern they may have about their child's specific needs and provision for their learning with the class teacher. Mrs Curry (SENCo) or Mrs Sherry (INCo) will also be happy to provide information or signpost you in the direction of additional sources of information. Mrs Curry and Mrs Sherry are contactable via the school office. Our aim is always to bring a speedy and mutually satisfactory resolution to any concern and we may involve relevant professionals as required in the interest of the child.

The formal complaints procedure is available on request from the school Office. The local authority has a Parent Partnership Scheme and the Parent Partnership Information Officer can be contacted on 01992 555847 or parent.partnership@hertfordshire.gov.uk. The local authority Advice, Conciliation and Appeals Service (CAU) helpline is available by calling 01992 588542.

This policy is monitored by the Governing Body, SENCo and INCo. It will be reviewed every year or earlier if necessary.

Class:		Term:				
Children who joined after normal intake (Reception Year...)	SEND		Pupil Premium children	Current Free School Meals	Children with medical needs and/or disabilities	Children with poor attendance (< 90%)
	SEN Support	EHCP				
	Monitoring					
Children below ARE in Communication and Language (EY)	Children below ARE in Physical Development (EY)		Children below ARE in Personal, Social and Emotional Development (EY)	Highly able children (area) (EY)	Children with English as an Additional Language	
Children below/broadly ARE in Reading (KS1/2)	Children below/broadly ARE in Writing (KS1/2)		Children below ARE in Speaking and Listening (KS1/2)	Children below/broadly ARE in Maths (KS1/2)	Highly able children (+area) (KS1/2)	
Children not making good progress in Reading (KS1/2)	Children not making good progress in Writing (KS1/2)		Children not making good progress in Speaking and Listening (KS1/2)	Children not making good progress in Maths. (KS1/2)	Children who are talented (+area) (KS1/2)	

Appendix 1 Blank class provision map

Area of Learning	Provision (Highlight focus for term)
Communication and Interaction	<ul style="list-style-type: none"> • Pre-teaching: – prepare pupil for a task so that they come to it already knowing the key vocabulary and concepts • Make a mind map or other visual representation of what they already know • Vocabulary chart with visuals for each new topic – send home and have in class • Use pupil's name before asking a question or giving an instruction • Give directions before, but not during an activity • Keep verbal instructions simple, and in the order you want them carried out. • Be aware of how many 'information-carrying' words you are using : 'Get your maths book from the pile on my desk ; on a clean page, write the date and then copy down the calculations on the board' has more information-carrying words than many adults will be able to remember. • Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand • Check for understanding - ask the pupil to tell you what they have to do • Agree a private signal pupil can use to show you they have not understood • Use symbols to support spoken language and text, Communicate in Print, www.widgit.com, elive magazine • Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format • Cue pupil in to a change of topic of conversation/presentation- say 'Now we are going to talk about ...'
Cognition and Learning	<ul style="list-style-type: none"> • Pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts • Break new learning down into small steps • Use visual and kinaesthetic learning - learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting. • Use scaffolding – having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish a task that has already been part-done for them. • Use short simple instructions. Give one at a time and check for understanding. Write down and leave up instructions after saying them.

	<ul style="list-style-type: none"> • Question pupil after some other pupils have given examples of what is required. • Give pupil time to think, or to talk to a partner before answering a question, or say 'I'm going to come back to you in a minute to ask you xxxx.' • If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'; echo back the pupil's answers in expanded form • Teach how to use the learning environment as support • Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word • To help pupil extract the salient points from information they are given, use highlighter pens or provide cards telling them what they have to look out for on a visit, in a text or from sources such as film • Make learning strategies explicit by 'thinking aloud' yourself and modelling e.g. writing process. • Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories; using Dragon on ipad • Scaffold writing: <ul style="list-style-type: none"> - Provide writing frames and templates to help structure thinking - Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings - Use cloze procedure (where the pupil fills in missing words in text) <p>Print off an IWB page used in whole-class session and have pupils add to it/annotate</p>
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Seat pupil by a more settled peer • If pupil becomes wound up/anxious allow him/her to remove self to an agreed calm-down area • Make tasks short, with frequent breaks and opportunities to move around • Set tasks with clear goals, outputs and timescales • Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually. • When pupil is misbehaving: <ul style="list-style-type: none"> - Say what you want him or her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P' - Label the behaviour but not the pupil – not 'You big bully' but 'N, bullying is not allowed in our school' - Remind pupil of a rule, rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a pupil who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer' • Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them. • Make an effort to 'catch the pupil being good' and praise them. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'. • Use a planned reward system for appropriate behaviour • To help pupil work independently: <ul style="list-style-type: none"> - actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task - give independent tasks that have previously been modelled for the whole class - give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner' - use visual prompts in the form of pictorial task cards • Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work' • Take steps to build pupil's self confidence • Take special steps to build the relationship with the pupil: <p>Organise time – perhaps during registration - for a teaching assistant to chat with the pupil, giving them a chance to talk about anything that may be troubling them and get themselves ready for learning</p>
Sensory and Physical	<ul style="list-style-type: none"> • Provide pre-prepared formats (diagrams, charts and graphs) on which pupil can record information • Colour code spatially confusable items e.g. x sign in one colour, + sign in another • Allow ample rest periods as concentration and motor effort is demanding and pupil is easily fatigued • Minimise need for extensive handwritten recording – use ICT, bullet points, mind mapping, flow charts, gapped handouts, buddy acting as scribe, photocopied transcripts of notes, pre-prepared post-its with information the pupil can pick up and place on the page, print-off of IWB page for pupil to annotate • Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Put important information in bold or colour. • Check seating. • Use aids – portable writing slope, clipboards to attach paper to, non-slip mats, small tray for equipment, triangular and thick-barrelled pencils. • Use larger-lined book or paper, columns or boxes to place numbers in, squared paper • Enlarge pages from textbooks, cut out the particular exercise needed and then mount it on a separate page. <p>Use a reminder handwriting alphabet and numeral formation guide at top of desk</p>

STRATEGIES FOR SOME CHILDREN IN THE CLASS (Groups)

Intervention (+ start & end date)	Frequency / staff	Pupils	Entry data (+ date)	Target	Exit data Spring 2	Outcome

PERSONALISED STRATEGIES (INDIVIDUALS)

Pupil	Intervention (+ start & end date)	Frequency / staff	Entry data (+ date)	Target	Exit data (+date)	Outcome

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The class provision map also notes attainment and provision for children in receipt of the Pupil Premium Grant

Appendix 2 Provision

Area of Need	Assessment	Provision in class	Provision out of class – group support	Provision out of class – individual support
Communication and Interaction (including autistic spectrum condition)	Speech and language checklists Formal / informal assessments of work – termly tracking of levels Wellcom assessment	Modelling by adult Preparation of children before session Visual supports Step by step tasks Quiet places to work Visual timetables Clearly labelled resources Short simple instructions Explain changes of routine in advance Direct, concrete questions at appropriate level Support through use of writing frames, templates, mind maps Immediate and individualised reward systems Communicate in Print software PECs (Picture exchange communication system) Makaton signing Reduce information carrying words – simple instructions Processing time Support oral work with talk Sensory toys Safe space Ear defenders Personalised timetable Work station Talk Partners	Time to Talk PECs (Picture exchange communication system) Makaton signing Speech and language therapy recommended programmes Social stories Lego club Blank level questioning Talkabout Developing Social Communication Skills Talkabout: Social Skills Language for Thinking Thinkabout it Wellcom Elklan group Speaking and Listening through Narrative	Widget/Pecs Makaton signing Specific Speech and Language therapy recommended programmes e.g. Colourful Semantics, Blank level questioning Nessie arts or drama therapist See and Learn Advance Wellcom Enhanced individual transition programme Daily meet and greet with a member of staff Home school communication book Elklan strategies The Homonculi Approach to Social and Emotional Wellbeing Emotion charts Sensory circuits
Cognition and learning	Phonological Assessment Reading, writing and maths levels Reading age Benchmark reading Phonics assessments	Pre teaching of key vocabulary and concepts Use visual and kinaesthetic learning e.g. pictures, diagrams, practical equipment, photographs, objects, moving/doing, multilink Use of ICT e.g. word processing, Avoid copying from board Repetition of instructions using visual prompts to support processing time Communicate in Print software Pre-teaching and reinforcement of learning including overlearning Scribing Scaffolding – writing frames and templates, key words,	Reciprocal teaching Writing group Comprehension group Vocabulary groups Oral to Written Narrative Memory Magic Power of Reading	15 minutes a day Precision teaching Toe by Toe Other programmes as recommended by outside agencies e.g. Educational Psychologist Nessy spld computer programme See and Learn Word Wizard, Magic Spells, ELF, Sprite, DAN Power of 1, Power of 2

		<p>paragraph openings, clue cards</p> <p>Mnemonics to aid recall</p> <p>Extra time</p> <p>Strategies to improve organization e.g. diaries, checklist</p> <p>Study aids e.g. highlighter, post-its</p> <p>Line tracker to follow text</p> <p>Visual reminders e.g. b/d confusion</p> <p>Learning wall – key vocabulary</p> <p>Coloured overlay or paper</p>		
Behavioural, emotional and social development	Emotional/behaviour charts Pupil self assessment Strengths and difficulties questionnaire	<p>Steps approach to behaviour</p> <p>Celebrating achievements assembly</p> <p>Appropriate seating of pupil</p> <p>Quiet places to work</p> <p>Fiddle objects</p> <p>Use of timers</p> <p>Planned reward system</p> <p>Home-school communication book</p> <p>Visual reminders of classroom rules</p> <p>Use of positive language of choice</p> <p>Visual prompts to support tasks</p> <p>Scaffolds e.g. writing frames, word mats</p> <p>Tasks with clear goals, outputs and timescales</p> <p>Protective Behaviour hand reviewed each term</p> <p>Circle time</p> <p>Worry box</p> <p>Wellbeing week</p>	<p>Secondary transfer group</p> <p>Talkabout Developing Social Communication Skills</p> <p>Talkabout: Social Skills</p> <p>Talkabout: Building self esteem and relationship skills</p> <p>Protective Behaviour for groups</p> <p>Self-esteem group</p> <p>The Homonculi Approach to Social and Emotional Wellbeing</p>	<p>Designated individual time/mentoring with named adult</p> <p>Home school communication book</p> <p>Emotional charts</p> <p>CAMHs services</p> <p>Nessie arts/drama therapists</p> <p>Protective Behaviour Talking and Drawing</p> <p>Family Support Worker</p> <p>Other programmes as recommended by outside agencies e.g. Educational Psychologist</p> <p>Fighting the Anxiety Gremlin intervention</p> <p>Fighting the Anger Gremlin intervention</p> <p>All about Me</p> <p>The Homonuculi Approach to Social and Emotional Wellbeing</p> <p>My World and Me</p> <p>Family Support Worker</p> <p>Enhanced individual transition programme</p> <p>Daily meet and greet with a member of staff</p>
Sensory and/or physical including hearing impairment and visual impairment Medical	<p>Observation of fine / gross motor skills.</p> <p>Checklists</p> <p>PE</p> <p>Observation G.P. and / or</p> <p>Community Paediatrician</p> <p>School Nurse</p> <p>Hospital consultants</p>	<p>Use of laptop^{[L][SEP]}</p> <p>Pencil grips / triangular pencils and pens / left-handed scissors / rulers with handles.</p> <p>Special lined/larger lined/squared paper^{[L][SEP]}</p> <p>Slanting board^{[L][SEP]}</p> <p>Scribing^{[L][SEP]}</p> <p>Appropriate seating^{[L][SEP]}</p> <p>Appropriate lighting e.g. where a pupil can see the teacher^{[L][SEP]}</p> <p>Minimal background noise^{[L][SEP]}</p> <p>Support oral instructions with visual prompts^{[L][SEP]}</p> <p>Modelling^{[L][SEP]}</p>	<p>Fine motor group</p> <p>Sensory circuits</p>	<p>Write from the Start</p> <p>Individual programmes from OT/Physio</p> <p>Sensory circuits</p>

		<p>Writing frames and vocabulary lists</p> <p>Large print (12-14 Arial)</p> <p>Tactile activities eg play-dough</p> <p>Fine motor practice, eg threading, tracing, small construction</p> <p>Visual perceptual activities eg spot the difference, complete the picture, copying</p> <p>Toiliting support e.g. seat, step</p>		
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Appendix 3 Blank personalised provision plan



Personalised Provision Plan for:
St Vincent de Paul Catholic Primary School

My birthday:	My class:	Date:
My age:	My teacher:	Planned review date:

My Special Educational Need:

Details of other people who help me:

Area of Need	Assess	Plan	Do	Review
	<i>Profile of Need</i>	<i>Actions/Strategies</i>	<i>When, how and who?</i>	<i>Analysis of the impact of strategies</i>

PPP written by:	Signed: Parent: Child: Senco:
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Appendix 4 SEND acronyms and abbreviations

ADD	Attention Deficit Disorder
APD	Auditory Processing Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASC/D	Autistic Spectrum Condition/Disorder
BSL	British Sign Language
CAT	Communication and Autism Team
C&I	Communication and Interaction
C&L	Cognition and Learning
CAMHS	Child and Adolescent Mental Health Service
CDC	Child Development Centre
CoP	Code of Practice
CYP	Children and Young People
DDA	Disability Discrimination Act
DFE	Department for Education
DSPL	Delivering Specialist Provision Locally
EAL	English as an Additional Language
EHCP	Education Health Care Plan
EP	Educational Psychologist
EPS	Educational Psychology Service
EWO	Educational Welfare Officer
EYFS	Early Years Foundation Stage
FAS	Foetal Alcohol Syndrome
FSM	Free School Meals
GDD	Global Development Delay
GLD	Global Learning Delay
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant
HNF	High Needs Funding

HV	Health Visitor
INCo	Inclusion Manager/Co-ordinator
LHNF	Local High Needs Funding
ISL	Integrated Services for Learning (Herts)
LA	Local Authority
LO	Local Offer
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist/Therapy
PDA	Pathological Demand Avoidance
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
PP	Pupil Premium
PPP	Personalised Provision Plan
PSHE	Personal, Social and Health Education
PT	Physiotherapy/Physiotherapist
S&L	Speech and Language
SALT	Speech and Language Therapy/Therapist
SDQ	Strengths and Difficulties Questionnaire
SEMH	Social, Emotional Mental Health
SEN	Special Educational Needs
SENCo/SENDCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SPD	Sensory Processing Disorder
SpLD	Specific Learning Difficulty
TA	Teaching Assistant or Teacher Assessment
TAC	Team around the Child
TAF	Team around the Family
VI	Visually Impaired

