



<i>Date of last review</i>	January 2023
<i>Date reviewed by Governors /trustees</i>	31 January 2024
<i>Cycle of review</i>	Annual

Agate Momentum Trust

SPECIAL EDUCATIONAL NEEDS and /or DISABILITIES (D) & INCLUSION POLICY

'Inclusive Education is a human right, it's good education and it makes good social sense.' (CSIE, 2000)

At Hallsville and Scott Wilkie Primary School, we discharge this responsibility in the following ways:

- We believe that every pupil can learn and has a right to the opportunity to make progress whatever their difficulties.
- We believe that all pupils with needs are entitled to a broad and balanced curriculum, which is appropriately differentiated, carefully planned and sensitively implemented.
- We are committed to seeking practical and effective solutions to the difficulties pupils may experience.
- We will seek to identify any difficulties as early as possible and employ appropriate strategies to support teaching and learning.
- We understand the important role that parents play in supporting their child's education and welcome them into the school. Collaboration with parents is essential.
- We follow the stages of intervention, as set out in the new Code of Practice so that resources can be appropriately allocated and applied for. This will involve accurate observations, regular monitoring and review of progress.
- We value the importance of specialist advice and will ensure that the children have equal access to these services. Equally important is the training of all staff in Special Needs issues.
- We understand the importance of the pupils' views and we take this into account when planning to meet their needs.
- We are committed to ensuring all areas of the curriculum and the school's physical environments are accessible to all pupils.

1. What are special educational needs and disabilities (SEND)?

Hallsville and Scott Wilkie Primary School adopt the definition of special education needs as stated in the Special Education Needs Code of Practice (DfES, November 2001). Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age;
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be registered as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provisions means:

a. for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area; b. for children under two, educational provision of any kind.

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

2. What is a disability (D)?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school. Children within the school who have special education provision made for them as a result of a disability are also identified on the school SEND register.

3. What needs do we have experience of supporting at our school?

Hallsville and Scott Wilkie Primary School are mainstream schools with experience of supporting pupils with a range of differing needs including learning difficulties, emotional, behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum condition and medical difficulties or disabilities. We do not have a specialist unit for any type of special educational need or disability.

All the teachers in our schools are teachers of children with special educational needs. As such, Hallsville and Scott Wilkie Primary Schools adopt a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

4. SEND Stages

Pupils with SEND will have their needs met at one of the following stages:

Cause for concern/ongoing monitoring

An informal stage when class teachers identify a concern about the educational needs, and/or academic progress of a pupil. Areas of concern will be identified and informal targets, as well as strategies to meet these targets, will be discussed with the SENDCO and parents.

Pupils may be flagged as a cause for concern regardless of academic ability due to lack of progress. These pupils may not be considered to have SEND but informal targets and strategies to meet these targets would still be discussed with the Special Educational Needs Coordinator (SENDCO) and parents. (Appendix A)

4.1. How do we define and differentiate our support in order to meet the needs of all pupils with SEND?

4.1.1. Quality First Teaching

If a pupil is experiencing specific difficulties in areas of the curriculum, the class teacher will in the first instance differentiate work accordingly and monitor the pupil's progress carefully. If, however, despite differentiation, the pupil is still experiencing difficulties accessing the curriculum the teacher will consult the SENDCO.

4.1.2. SEND support (School Action Plus)

A pupil's support status moves to this level after every effort has been made to support the pupil's learning within the expertise of the school. The SENDCO will observe the pupil and update evidence of their learning needs, as well as making a detailed assessment of the efficacy of any interventions.

It is important the pupil's parents are informed of the movement to SEND support and that permission is sought before outside agencies are involved. The SENDCO is responsible for the appropriate referrals.

Once referrals have been made, the SENDCO will consult with external professionals regarding assessment. Following this, the SENDCO will allocate support from the SEND budget. Pupils will be given appropriate support within school or via the further involvement from advisory teams.

Examples of interventions at this stage include:

- Language enrichment groups
- One to One/ group teaching
- Nurture groups
- Outside agency support

At the same time, the SENDCO will lead the production of a support plan for all pupils requiring this level of support. The support plans are written collaboratively, and include input from key stakeholders: the child, parents, SENDCO, class teacher and specialists.

The support plan will include:

- Class Teachers, Learning Support Staff and the SENDCO planning for the child and deciding what needs to be put in place to support their learning.
- Termly reviews to assess the plan with Class Teachers, Learning support staff, SENDCO and Parents
- Parents are invited to the review meeting to discuss their child's progress.

5. Triggers for EHC Plan

- SENDCO coordinates production of necessary paperwork for EHCP needs assessment.
- When EHCP given by Local authority it will be awarded a band which comes with funding attached
- SENDCO can appeal the band which was awarded.

Exit Criteria

- High Needs Status can be removed if the annual review recommends this.

6. Request for the consideration of the initiation of statutory assessment

The criteria for applying for statutory assessment are set by the Local Authority. Parents or the school can request an assessment for the child by writing to the Local Authority. The school's Educational Psychologist must be in agreement with any application for statutory assessment.

The school will use reports from all of the professionals involved with the child to complete the statutory forms for assessment. All of these reports are then submitted to the Local Authority's SEND Panel where it will be considered. Parents'/carers' views and feelings are also sought throughout this process.

If a statutory assessment is granted, then the Local Authority's SEND Panel will request detailed reports from all the professionals involved about the child's development, progress and the difficulties being experienced, with details of what has been provided to support the child up to this stage.

If the SEND Panel are in agreement, an Education Health Care Plan of Special Educational Needs will be drawn up, which will detail the child's specific special educational needs and required provision. The EHCP will also detail the school placement for the child.

The SEND Panel may make a recommendation as part of the process as to the best placement of the child in light of their special educational needs.

It must be pointed out to parents that not all requests for a statement are successful and that this decision will be made by the Local Authority SEND Panel.

Where the Statement is not issued, the school will continue to provide support for that child at SEND support and decisions will be made about gathering evidence for a further request to be made if this is deemed appropriate/necessary.

While the Local Authority makes its decision about whether a statutory assessment is necessary, and whilst any subsequent assessment is being made, the child continues to be supported at SEND support.

7. Consideration for Statutory Assessment (the outcome of which might be an Education, Health and Care Plan)

For some children with complex needs even the wide range of services available in school is not enough to help them achieve their full potential. If your child is still not making progress, even with support from school, you can ask the local authority to assess him or her for an education, health and care (EHCP) plan.

An EHC plan is a legal document which describes your child's needs. It sets out the education, health and care services needed to meet those needs and the type of

educational place that would best suit your child. Your child could have a plan from birth to 25 if he or she stays in education, and the plan will change and develop as your child gets older.

The plan brings together in one place all the information we need to help us support your child. There can be a lot of organisation needed and the plan is a single clear guide to providing services to meet your child's individual needs.

If your child already has a statement or a learning difficulties assessment, then he or she will automatically get an EHC plan to replace it. The Local Authority will make the change at an appropriate time, for example when your child reaches Year 5 and is looking for a secondary school place.

By the time we will consider a pupil for a statutory assessment, there will be written evidence, which may include:

- The action that we have taken through the Code of Practice
- SEN support plans (Assess, Plan, Do and review)
- Records of regular reviews and outcomes
- National Curriculum levels attained
- Attainments in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- Views of the pupil and parents
- Involvement of other professionals
- Any involvement by Social Services or Educational Welfare service
- The pupil's medical history (where relevant)

When an Education, Health and Care (EHC) Plan is issued, support is provided in school according to the targets and provision outlined within the document.

7.1 Review Process

Annual reviews for pupils with EHC plan are carried out in accordance with the revised Code of Practice.

At Hallsville and Scott Wilkie Primary School, we use this time to bring together all the professionals involved, as well as the parents/carers, to consider the progress the pupil has made over the previous twelve months. This group will also consider whether any amendments need to be made to the description of the pupil's needs, or the provisions of the EHC plan/Exceptional Needs Report. The pupil's view is taken into account prior to the meeting. We will ensure that we make every effort to invite parents and all relevant professionals to this annual review. A review meeting might recommend amendments to an EHC plan or Exceptional needs report if:

- Significant new evidence has emerged which is not recorded on the ECH plan.
- Significant needs recorded on the EHC plan are no longer present.
- The pupil's needs have changed/new targets need to be set.
- The pupil changes schools, either at the point of transfer between phases, or when a pupil's needs would be appropriately met in a different setting.

For pupils who are in Year 5, the annual review is used as a means of declaring the secondary phase provision required. During the annual review, we record the views of any person involved with the pupil. The evidence received, and comments on the evidence, together with an account of the review meeting, form the basis of the report.

8. The SEND Team

The Special Educational Needs Co-ordinator (SENDCO)

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. The SENDCO will coordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

SEND at Hallsville is led by Ivie Okwuegbuna and Joanne Edwards is the lead at Scott Wilkie. We also have SEND teachers are Dominique Marques in Hallsville and Lauren Sanders in Scott Wilkie. The SENDCO works with pupils, staff, and parents and outside agencies.

SEND Governor

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. Our named Inclusion and SEND governors are - Shirley Magwenzi and Shanie Nae Donkor

Trust SEND/ safeguard Bola Benby

The Role of the Class Teacher

The class teacher is responsible for:

- Identification of a need taking account of the pupils' and parents' views.
- Planning - individually and with other adults, for the differentiation of the curriculum, activities and teaching assistants.
- Classroom management; Providing lesson instructions, including learning outcomes, for Teaching Assistants.
- Assessment and record-keeping to demonstrate progress and attainment.
- Devising targets at School support, SEND support and for EHCP Pupils.

In fulfilling these duties, staff should be supported by the SENDCO, senior colleagues and, in some cases by visiting advisors from the support services.

The Role of the Learning Mentor

The role of the Learning Mentor is:

- To raise the self-esteem of disaffected and introverted children so that they can participate in lessons appropriately and improve their literacy and numeracy skills.
- To reduce the number of exclusions, especially at lunch-times and teach pupils to play appropriately.
- To oversee the running of out-of-hours school clubs for KS1 and KS2.
- To target Year 6 border line pupils.
- To ensure a smooth transition from Year 6 to secondary school.

The Role of Teaching Assistants

Teaching assistants are part of the whole school team and are valued for their important contribution to the progress our pupils make. For a definition of the Teaching Assistants role see the Teaching Assistants Job Description.

The role of the Teaching Assistant is:

- To be supported in their role by all teaching staff.
- To be line-managed by the SENDCO who provides direct support and access to training.
- To attend termly training for all school Inclusion INSET.
- To work with the class teacher to facilitate all pupils having full access to the curriculum.
- To be involved in the planning of PUPIL PROFILE targets and use their working knowledge of the pupil's progress in order to support the class teacher's record keeping.
- To be encouraged to show initiative. For example, when particular therapies or lessons are modelled by specialists, the TA will deliver them and share new knowledge with the SENDCO, class teachers and other teaching assistants.
- To make learning resources.

Morning sessions

- Lower attaining children have a range of adult help, including teachers, and are expected to work independently when they can.
- Teaching Assistants will be used to teach reading / RWI.

Afternoon sessions

- In the afternoons Teaching Assistants will be for 1:1 intervention unless they are being used to cover PPA.
- Teachers need to ensure they know their SEND/1:1 children well. The teacher takes responsibility for their learning and plans carefully for their sessions.

9 Schedule of meetings

The table below highlights the meetings at school that support the implementation of our SEND Policy.

Who attends	Frequency	Content
SEND Governor +SENDCO	Annually	Discuss SEND issues in School and raise The profile of SEND with Governors.
Head and SENDCO	Weekly	Any issue relating to SEND
SENDCO, Learning Support Assistants and teachers	As required or on request	Discuss provision and highlight ways forward.
SENDCO and Learning Support Assistants	Weekly or on request	Continuing Professional Development including from outside agencies.

SENDCO and Learning Support Assistants

Weekly information sharing

SENDCO and class teachers	As required or on request	Any Inclusion issues
Teacher, parent and child and when necessary SENDCO	Twice a year	Review current targets and set new targets.
All teaching staff and SENDCO	Twice a year	Give in-service training on current initiatives

10 Relationships with Parents/Carers

We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem-solving approach can be implemented.

- Class teachers will meet with parents/carers twice a year to discuss general progress of all pupils including those with SEND. The SENDCO will also meet the parents of children on the SEND register to discuss progress in relation to existing targets and discuss new targets moving forward. If children are SEND support or have an EHC Plan these meetings may also include a representative from outside agencies that may be involved with the target setting and review process for that child. Class teachers are invited to review meetings with support agencies where possible.
- Throughout all stages of support, parents/carers are kept informed.
- The SENDCO or class teacher will contact parents to discuss referrals to outside agencies, such as Learning Support Service, Speech and Language Therapy, Educational Psychology etc. Parental permission is always sought before any referral is made.
- We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher, although parents can also make an appointment to meet with the SENDCO directly.

- The school can provide information about the Parent Partnership Service to all parents of pupils with special educational needs and/or
- disabilities. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.
- Parents are always welcomed into the school.

11 How we have worked with parents since the introduction of the new Code of Practice

Since the New Code of Practice, we have worked to foster parental partnership. We actively invite involvement with parents, to further support pupils who have Special Educational Needs and Disabilities. Specific actions that we have taken to support this are:

- We aim to invite parents, of children receiving high needs funding, into school to watch staff working with their child. Any resources we use will be duplicated where possible for parents to use at home;
- We aim to provide regular updates in the school newsletter signposting parents for further information on SEND.
- We aim to display useful information given by the local parent support group in the school reception area.

12 Assessment, intervention and review processes

The identification, assessment and review of pupils with SEND are carried out in accordance with the Code of Practice (2014). The identification process is an important part of a class teacher's work. Once a pupil has been identified to be experiencing learning difficulties, information gathering and assessment is crucial.

- Information is gathered from a range of sources:
- Termly assessments
- Transfer and baseline assessments
- Samples of school work
- Teacher observations and progress tracking
- Parental concerns

We then use this information to make a planned intervention aimed at catering for the pupil's learning needs, and to improve their access to the curriculum. In line with *The Code of Practice 2014*, for external purposes, we use the new category of pupils with **Special Educational Needs** to cover all pupils who need additional support.

However, to ensure that all our children with SEND have access to appropriate support, for internal tracking and monitoring purposes, we use the terms of SEND support to categorise and monitor the progress and complexity of pupils' needs.

13 External support agencies and teachers

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND, e.g.

- The school receives regular visits from the Educational Psychology Service. The school purchases time from this service and the SENDCO prioritises the children to

be seen for observations and assessments each term, in order to give insight into the best way forward for supporting these children.

- The school purchases time from the Dyslexia Service and this service helps SENDCO identify children who have specific literacy difficulties and if Dyslexia is identified as their disability the service will write an individual programme for that child.
- In addition, the school may seek advice from the Local Authority's specialist advisory services for children with learning difficulties (Learning Support Team), language and communication difficulties (Speech & Language Support Service), behavioural, emotional and social difficulties, sensory impairments (PIMIS – Physical Impairment and Medical Inclusion Service) and autistic spectrum disorder (ASD) (Language Communication Interaction Service).

14 Links with Health Services, Educational Welfare Services and Voluntary Organisations

The School Nurse makes regular visits to school to carry out health assessments and is available to offer advice and find out information where needed.

Social Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

15 Allocation of resources

Resources are allocated in light of our principles of early identification and intervention. Priorities are constantly being updated as it is of the utmost importance to address needs immediately and to prevent them from developing further, whilst ensuring the balance of equal opportunities is maintained.

16 The school building

The school complies with the Disability Discrimination Act, though ensuring equal access to both the school's building and curriculum. At present there are wheelchair accesses into the building. The school has disabled toilets.

17 Admission and inclusion arrangements

The school's admission criteria does not discriminate against pupils with special educational needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the current admissions criteria as laid down in the Newham Local Authority admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Children with physical disability will be admitted provided the facilities are sufficient at that time to allow full access to all areas necessary for that child's education to be fully provided. Parents and carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that consultations can take place.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs must do so through the Newham Local Authority's SEND Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

18 Record keeping

Pupil Profiles

The pupil profiles are kept in the SENDCO's filing cabinet and class teacher's SEND Folders. Teaching assistants and parents/carers also have a copy.

- A SEN support Plan is written for our SEN pupils who are receiving a personalised curriculum and is written by the SENDCO and outside agencies and incorporates outcomes from the child's EHCP. SEN support plans are written by the class teacher and SENDCO for pupils who are in class and able to access the curriculum through differentiation and scaffolding.
- Copies of these plans should be kept in the teacher's SEND Folder. The support plan is a working document; therefore, teaching assistants or teachers who work with SEND pupils should document details of pupil progress or further concerns continually.

A new support plan will have:

- Fresh strategies
- Implemented in part / as far as possible in normal classroom setting
- Delivery of pupil interventions continues to be the responsibility of the class teacher.

For an example of our SEN support plan format see Appendix B

19 Annual reviews

An annual review must be held for **all** pupils who **receive high needs funding from the Local Authority and any pupils who have an EHC plan**. The SENDCO will be responsible for calling and coordinating the annual review. Progress is discussed, future pupil targets are identified and any recommended changes to the statement are forwarded to the Local Authority.

20 Looked-After children

The school acknowledges the need to promote the education of Looked-after children. To this end we:

- have a dedicated person to coordinate their education
- prepare Personal Education Plans (PEP) to ensure individual children get full access to all the school's activities.
- liaise with the relevant outside agencies and foster carers involved with individual children.

21 Transition arrangements

The SENDCO liaises with the school nursery staff and staff at feeder nurseries before each new intake.

- All pupils in Year 5 who are supported by a Statement or Exceptional Resource funding will have their transitional review meeting arranged in the summer term.
- For Year 6 pupils, SENDCO, Home School Liaison Officer and Learning Mentor liaise with the staff of the various secondary schools.

- Where appropriate, particular pupils have transition programs to facilitate their transfer. These involve extra visits and familiarisation with staff.

22 Staff development and training

The school endeavours to promote good practice by raising the awareness of good inclusive practices and providing appropriate INSET delivered either by the SENDCO or by outside agencies. Wherever possible, staff receive specialist training appropriate to their own needs and those of the pupils with whom they work. Members of the teaching staff are also encouraged to attend courses that relate to the needs of special needs pupils.

For Teaching Assistants we arrange:

- Access to a range of courses offered by the Tunmarsh Centre.
- Either NVQ or City and Guilds training during their first year.
- A business meeting and training for all teaching assistants is held weekly.
- Specific training is given in response to new initiatives. e.g. Ruth Miskin Literacy, Numicon, Autism, Talk Partners and Medical needs e.g. Epipen training.

Also the need for in-service training for Teaching Assistants is recognised by all staff.

- Details of all TA training are recorded in the SENDCO file.
- Teaching Assistants are encouraged to attend other courses.
- Teaching Assistants observe best practice of other TAs once a term e.g. observing trained learning support assistants in Autism or behaviour management.
- Teaching Assistants also attend school Inset days for training both on their own and with the rest of the school staff.

All Teaching Assistants are given a copy of the Staff Handbook on starting with us.

22 Social inclusion strategies

At Hallsville and Scott Wilkie Primary Schools, we aim to celebrate difference and diversity. We pride ourselves on the fact that everyone is made to feel welcome. There is mutual respect across the school for all involved in the school community.

We seek to remove all barriers to learning and strive to achieve access for all.

We utilise any outreach support to reduce the need for placements in other schools and offer participation in self-esteem and co-operation groups to support pupils with emotional and behavioural difficulties including the Reintegration into Education Team (RIET).

As part of our funding from the Pupil Premium grant, we endeavour to offer after school clubs to support and maintain social inclusion.

Signed: Ivie Okwuegbuna, SENDCO Date: 05/01/24
Joanne Edwards SENDCO Date: 05/01/24

Due for review: January 2025

Appendix A

	Hallsville	Scott Wilkie
SENDCO's	Ivie Okwuegbuna	Joanne Edwards
Teaching Assistants	Leigh-Y6 Joanna-Y6 Shaun-Y5 Anisah -Y5 Vanitha -Y4 Maria- Y4 Pauline-Y3 Alix-Y3 Alice -Y2 Tracy-Y2 Fatima-Y1 Fathiya-Y1 Louise -Y1 Joyce-R Jo-Yr R Shabia-Yr R Sara-N Kirsty N	Lauren Sanders- SEN Hub Lead Richard Clarke - SEN Hub Aishya - SEN Hub Patricia - SEN Hub Michelle- Y6 Kelly Clarke Y5 Sarah S- Y4 Sue W-Y2 Awa/Rahela - Y2 Sharon K-Y1 Megan - R Katie M-R Hetal – R Fahima – R Lucy B-N Zeyal-N
Learning Support assistants	Angie-Y6 Tania-Y4 Racheal -Y4 Naima-Yr 1 Sue-Y1 Roheema-Y1 Karolina-R Lisa-R Darlicia- R Lynn N	
Sports Coach	Ian Tyne Jamie Cornuauud	Sumayyah Coach Kelvin
Lunchtime Play Leader	Ian Evans	Leanne

Appendix B

Cause for concern

SEND Referral Form Inclusion

Pupil's Name: Date of Birth:	Year group / Class:
Person who is referring:	Referral Date:

Reasons for referral

Area of concern	What have you tried?
Cognition and Learning Difficulties <ul style="list-style-type: none">● Motivation● Confidence● Understanding● Retaining and processing information● Organisation● Working independently● Contributing to discussions● Focus and Concentration● Completing work	
Communication and Interaction Needs <ul style="list-style-type: none">● Following instructions● Concentration● Understanding what is expected● Cultural/language misunderstandings● Difficulty communicating with others● Social interaction● Difficulty understanding figurative language	
Social, Emotional and / or Mental Health Needs <ul style="list-style-type: none">● Confidence and self-esteem Emotions● Withdrawn● Friendships● Social skills● Home life● Engagement● Relationships with adults● Participation and Distraction● Frustrated● Resilience● Anxiety and worry	

Sensory and/or Physical Needs	
<ul style="list-style-type: none"> ● Hearing ● Visual ● Sensory ● Physical ● (other) 	
<p><u>Welfare (please circle):</u> -</p> <ul style="list-style-type: none"> ● Pupil Premium (PP) ● English as an Additional Language (EAL) ● Early Help (EH) ● Child In Need (CIN) ● Child Protection (CP) ● Looked After Child (LAC) 	
<p><u>Pupil's strengths:</u></p>	

<p><u>What changes do you want to see? What support would you like?</u></p>
<p><u>Additional comments:</u></p>

Please attached any supporting information e.g. photocopies of work, communication from parents.

Has this referral been discussed with the student? Y/N

Has this referral been discussed with the parents/carers? Y/N

Actions	Who	When

Early Years Support Plan

Hi, my name is:



My Early Years Support Plan has been developed to ensure my additional needs are understood so that I can be supported in my early year's education. It brings together the advice and information of all the grown-ups who know me and identifies clear targets which will help my development.

FEEE Eligibility	2YO FEEE 15hrs		3YO FEEE 15hrs		3YO FEEE 30hrs		Not eligible
Eligibility code							
Start date at setting							
Attendance hours	Mon	Tues	Wed	Thur	Fri	Weekly Total	

Plan number:
 Date completed:
 School/setting/children's centre:

Newham's Local Offer: an inclusive service guide for families with children and young people aged 0-25 years with Special Educational Needs and/or Disability. Visit www.newham.gov.uk/SENLocalOffer for more information and to provide feedback

Early.notifications@newham.gov.uk

Child & Family Information



Name & designation of person completing form:

Date form completed:

My name:
My DOB:
Sex :

Parent / carer name (1):
Email address:
Address:

Parent / carer name (2):
Email address:
Address:

Ethnicity:
Home language:

Telephone:

Telephone:

Health diagnosis & impact / area (s) of need:
Diagnosis:
Communication & interaction
Cognition & learning
Social, emotional and mental health
Physical & Sensory (incl.

Professional involvement (please include social care)

Name	Role	Service	How are they supporting me and my family?

NHS number:
UPN:
CIN/Social Care/Early Help:

Date of transfer / next setting:

Date the Health & Education Integrated Review was completed:

Important people in my life (e.g. family members, nursery staff) :

What is important to me? Child's point of view (e.g. favourite toys, activities, siblings, etc):

What is important for me? Grown-ups point of view (e.g. turn TV off, attend SLT sessions) :

What is working for me? (e.g. how do I communicate, how do I calm down, effective adaptations, rel. with key person):

What is not working for me? (are there any barriers?):

How best to support me (e.g. communication strategies, successful provision):

What people like and admire about me (giving the child/parent/carer a voice):

Parent / carer views / aspirations





Within a term

Within an academic year

For the future

Outcomes

To be reviewed:

 Communication & Interaction		 Social, Emotional and Mental Health	
Expected Outcome	How will this be achieved?	Expected Outcome	How will this be achieved?
 Physical & Sensory		 Cognition & Learning	
Expected Outcome	How will this be achieved?	Expected Outcome	How will this be achieved?



Communication & Interactions Outcomes

What I can do now:

Long term outcome: By the end of the EYFS

Short term outcome: within the term

Plan Next step	Do What support do I need?	Do What will parents do at home?	Review How will we know I've achieved this?	Review (Emerging, developing, achieved)	Date reviewed



Social, Emotional and Mental Health Outcomes

Short term outcome: Within the term

What I can do now:

Long term outcome: By the end of the EYFS

Plan Next step	Do What support do I need?	Do What will parents do at home?	Review How will we know I've achieved this?	Review (Emerging, developing, achieved)	Date reviewed



Physical & Sensory Outcomes (incl. hearing and visual)

What I can do now:

Long term outcome: By the end of the EYFS

Short term outcome: Within the term

Plan Next step	Do What support do I need?	Do What will parents do at home?	Review How will we know I've achieved this?	Review (Emerging, developing, achieved)	Date reviewed

Cognition & Learning

What I can do now:

Long term outcome By the end of the EYFS

Short term outcome:

Within the term

Plan Next step	Do What support do I need?	Do What will parents do at home?	Review How will we know I've achieved this?	Review (Emerging, developing, achieved)	Date reviewed

Provision map

Programme of additional provision (links to steps towards outcomes)	Delivered by (e.g. EYP, SENCo, HTLA, TA)	Frequency / Duration	Specify individual or group work	Anticipated outcome	Review (emerging, developing, achieved)	Total cost – per term

SENIF funding Y/N _____ Amount: _____ Funding Period: _____

Area SENCo/SPA Panel: _____ Date: _____

Parent/Carer Agreement

I give permission for information gathering and sharing the information that I have provided with the local authority, education, social care, health including therapy and hospital teams as well as other relevant teams who may be involved in my child’s care. I understand that the information will be stored and used in order to:

- Assess my child’s needs
- Provide coordinated support
- Facilitate appropriate multi-agency working
- Promote effective and efficient liaison between the Local Authority SEND 0-25 Service
- Provide information and support to me as the parent/carers

Please sign below to indicate that you:

- Have contributed to the development of this plan.
- Understand the support that will be provided through the plan.
- Consent to a copy of the plan being shared with the Local Authority

Parent/Carer Signature		SENCO Signature		Date	
Parent/Carer Name		SENCO Name			

Funding

Funding					
SENIF	SEND support targeted	SEND support specialist		EHCP	
	Y/N	Y/N		Y/N	
0-25 SEND team	Notified <input type="checkbox"/>	Funding to follow the child <input type="checkbox"/>		Needs assessment in progress <input type="checkbox"/>	

Transition information

Before I move to another provision/school sharing the following information and experiences would make me feel safe and happy.

Steps to good transition	Notes	Completed (date)
Provisional start date		
Timescale/Frequency of my visits to new setting		
Timescale/Frequency of your visits to me		
What stage am I at on the SEND code of Practice?		
What interventions/ support do I currently get?		
Do I have any funding to support this?		
Most recent reports (attached) <ul style="list-style-type: none">● Child Development● Speech and Language● Occupational Therapy● Physiotherapy● Educational Psychology● Behaviour Support● CNDS● LCIS● Sensory Team● Other	Date of most recent report	

Inclusive Support Plan

Inclusion Support Plan

Name of Pupil:

Date of Birth:

School:	Year Group:	NHS Number
Date of Support plan:	Support plan and Cycle number:	
Name of school contact:	Role:	
Telephone:	Email:	

This form should be completed over time to provide a record of the support that has been put into place and the difference it has made to the child or young person. This record should become part of the child or young person's education records and accompany them as they progress through their education pathway as they move between classes and education schools and settings. It can be used to provide evidence of the Graduate response and the input a school has provided in addition to the ordinary available practice.





Assess

Part 1. To be completed by the teacher/ SENCo / child / young person and parents. Delete names as appropriate. Complete in the term of first meeting them.

All about me		
What can I do well?	What do I need help with?	How best to support, communicate and work well with me?
School Parent	School Parent	School Parent:
What do I like and what makes me happy?	What's important for me now?	What's important for me in the future (my aspirations)?
School: Parent	School: Parent:	School: Parent:
Formal assessment information e.g. engagement scales, steps on journal, GCSE	Early Years Framework and Developmental Matters step	

All about me

Assess Continued

My special educational needs:			
 Cognition and Learning	Strengths and how these support my learning	 Social, Emotional and Mental Health	Strengths and how these support my learning
 Communication and Interaction	Strengths and how these support my learning	 Physical and sensory	Strengths and how these support my learning

My health care needs

Health care needs that have been identified for me by health staff with the family



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My social care needs

Social care needs that have been identified for me by social care staff with the family



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Plan

Targets and strategies Date Set:

Date for Review:

Targets	Strategi es Resourc es Activities	Frequency	Next Targets

Notes:

DO

**What actions, strategies and support need to happen?
Who is responsible for delivering and overseeing targeted actions?**

Autumn Term 2021		
Additional & Different Provision/Resource	Hrs/No. of Wks/Staff Pupil Ratio	Who provides the input?
Spring Term 2022		
Additional & Different Provision/Resource	Hrs/No. of Wks/Staff Pupil Ratio	Who provides the input?

Parent partnership*What can I do at home?***Review: progress made:**

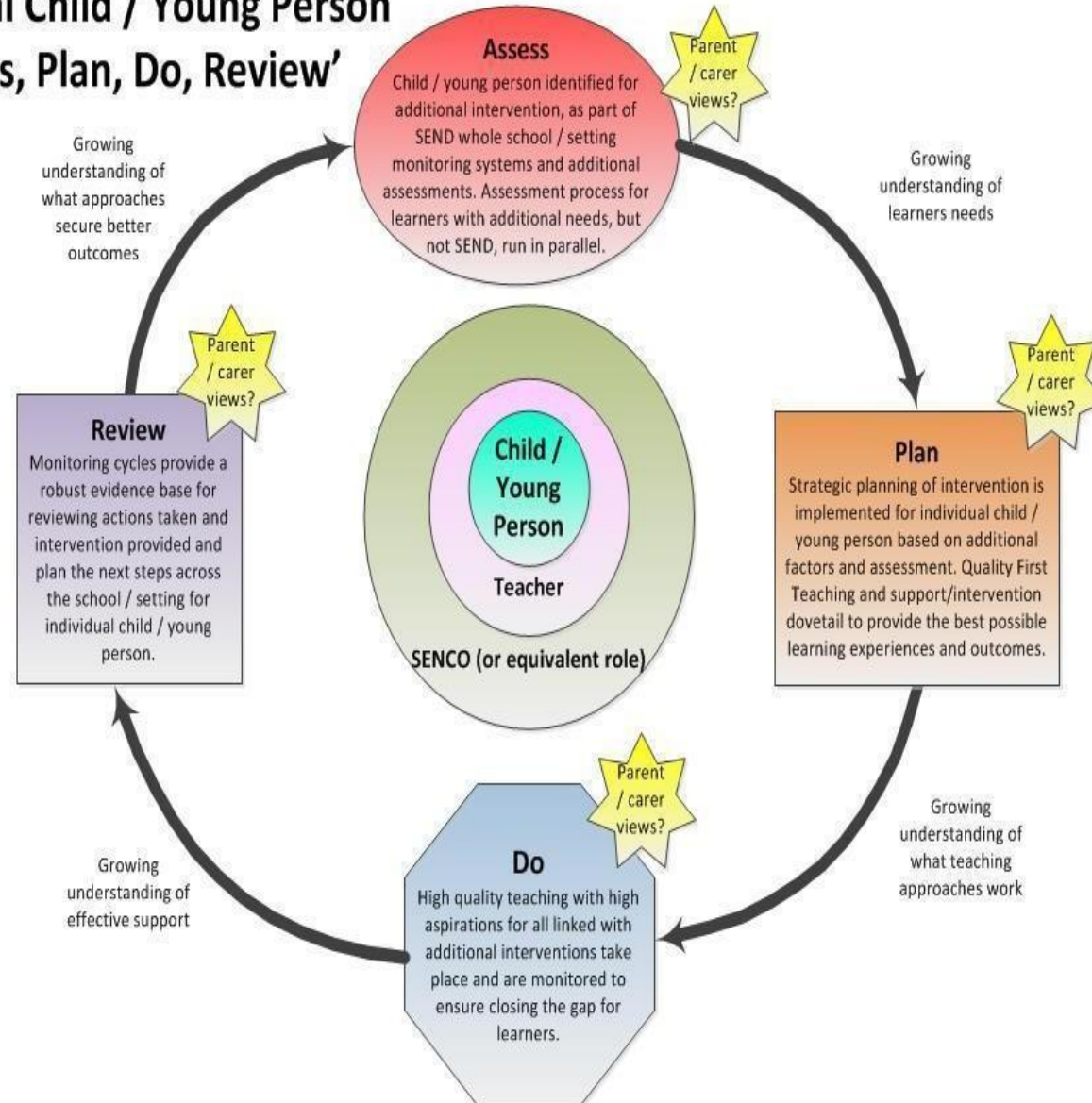
Target (from plan)	Progress on target?	Feedback

Attendance**Information on child/young person's attendance**

Attendance %		Any fixed term exclusions?	

Provision map

Individual Child / Young Person 'Assess, Plan, Do, Review'



Programme of additional provision (links to steps towards outcomes)	Delivered by (e.g. Class Teacher, SENCo, HTLA, TA)	No. of hours per week	No. of weeks delivered	No. of students in group	Anticipated outcome	Outcome met (emerging, developing, achieved)	Total cost
Total							

SEN Support Plan

Name:	DOB:	YR Group:	Class Teacher:
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ASSESS What can Pupil do?	PLAN What does the Pupil need to do next?	DO Who will help the Pupil and how?	REVIEW Progress Pupil has made			
			Emerging	Developed	Achieved	Initials/CT

PLEASE COPY AND HAND TO INCLUSION LEAD
HALLSVILLE/SCOTT WILKIE PRIMARY SCHOOL
RESTRAINT OF PUPILS – INCIDENT REPORT
RECORD OF POSITIVE HANDLING OR INTERVENTION

<u>DATE OF INCIDENT:</u>	TIME OF INCIDENT:
<u>NAME OF PUPIL:</u>	

BRIEF DESCRIPTION OF INCIDENT:

Is there a Behaviour Management Plan in place for the above named pupil? **YES / NO**

What De-escalation techniques were used prior to physical controls:

- Verbal advice and support
- Negotiation
- Reassurance
- Time out offered
- Calm talking
- Transfer adult
- Time out directed
- Other Choices/limits/consequences
- Distraction (likes etc)
- Planned ignoring

Justification for use of physical controls:

To prevent/interrupt: A criminal offence

Injury to pupil/staff/others Serious damage to property Disruptive behaviour

Pupil absconding Others (please specify)

Physical controls used and duration:

Standing sitting Kneeling Duration

Single elbow Walking Wrap

RESPONSE AND VIEW OF THE PUPIL:

DETAILS OF ANY RESULTING INJURY: (Injury to whom and action taken as a result, e.g first aid, medical treatment)

ANY OTHER RELEVANT INFORMATION:

NAME OF SENIOR PERSON NOTIFIED:		TIME/DATE:	
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HALLSVILLE/SCOTT WILKIE POSITIVE HANDLING PLAN

Name of child **DOB** **Year group**

Date plan started *Date plan discontinued*

Is it reasonable, proportionate and necessary?
Have de-escalation strategies been used?

Behaviours/Situations likely to result in Physical Intervention; *What is the behaviour like? When does it occur? Where does it occur?*

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Strategies to be used (where possible) before Physical Intervention:

Give Time	Distraction	State Alternative/consequences	Repeat request	Language of choice	
Give Space	Reassure/Remind	Other staff intervene	Remove stimulus	Other:	
Talk Calmly	Give a count	Instruct other pupils			

Preferred Handling Strategies to be used :

Friendly Hold Single Elbow Figure of Four Double Elbow Wrap

Walking Standing Chairs

Who will hold:

Debrief process required after Physical Intervention e.g. Space, talk through etc :

Signatures :

Parent/Carer :

Teacher :

Inclusion

Manager: Head

teacher:

SEN Glossary

We know that there are lots of acronyms and new words in the world of Special Educational Needs so we hope that this glossary will be helpful for families. If you find a phrase or acronym that isn't included here, please feel free to ask us what it means.

Abbreviation	Meaning
ASD	Autistic Spectrum Disorder ~ is no longer used due to the connotations of 'disorder', "... is on the Autistic Spectrum" or "Autistic Spectrum Condition" or "... has Autism" would instead be used.
ADD/ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
Assessment	A detailed examination of a child's special educational needs
Baseline Assessment	A standardised teacher assessment designed to establish the attainment level of children at a significant point
CoP	Code of Practice
EHC(P)	Education and Health Care Plan
EP	Education Psychologist
Annual Review	The review of an Education, Health and Care Plan. This is completed within twelve months of making the Plan and then on an annual basis. A parent can ask for an Emergency Annual Review if they feel their child needs to move to a new school or setting.

Graduated	This is the process which was set out in the 2015 SEN/D Code of Practice. In order to support children with
approach(Assess, Plan, Do, Review	additional needs, schools must first assess what their needs are. They will then make a plan with teachers, parents and the young person. The plan will then be followed for an agreed period of time (this is the 'Do' section). Finally, this process will be reviewed to see what progress the child has made. The process is cyclical so once a review has been completed we return to the 'assess' phase to start again.
CAMH's (Child and Adolescent Mental Health Service	CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties
COP Code of Practice	This refers to the document which sets out the legal responsibilities of schools and local authorities in working with children with SEN/D needs. A copy can be found here: https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25
Developmental Delay	A delay in reaching the normal stages of development, for example sitting, talking or walking.

EHCP	Education, Health and Care Plan's have replaced what were formerly known as statements. They are a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. These plans should be child-centred focusing on the needs and aspirations of the child. EHCPs can continue into further education and training, sometimes up until the age of 25. EHCPs may entitle a child to additional funding in order to allow school to meet their provisions
EP	Educational psychologists help children or young people who are experiencing problems that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties.
Global Delay	A general delay in acquiring normal developmental milestones.
Health Care Plan	Health Care Plans are written (usually by the School Health Nurse) for children who have additional medical needs that adults working with the child need to be aware of. These may include severe allergies or other health conditions.
HI Hearing Impairment	A degree of hearing loss.
Interventions	Interventions are different activities, tasks or mini-lessons which help children with different needs to make extra progress. These Usually take place on a regular basis for a set amount of time and are reviewed regularly to see if the child is still making progress and needs this level of help.

Local Offer	Local Authorities are required to publish a 'Local Offer.' This is information about the provision available for children with SEN/D needs in their area. It can be found on Newham Website www.newhamlocaloffer.org.uk
OT	An Occupational Therapist is a specialist who may advise school on how to support children in development of fine and/or gross motor skills. They might also advise on equipment or Programmes that will support this development.
Personalised curriculum	For certain children, their needs mean that they struggle to follow the same curriculum as their peers even when work is differentiated (see above). For these children, teachers may plan topics, resources and lessons which are just for them and meet their specific needs. This is called a personalised curriculum.
SALT	Speech and language therapy provides treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.
School Health	School Health Nurses can provide assessment of medical needs, guidance for parents and school staff and signpost to other NHS services that may be beneficial for a child.
SENDCO	A SENDCO is responsible for the day-to-day operation of the school's SEN policy.
SEN support	Special Educational Needs Support is a category used by schools to record and report the level of support given to different children. You can see an illustration of what this support looks like in our 'Graduated Response' document. Children at SEN Support Level are part of the school's SEN register.

SEN register	This is a list of children who are formally recognised and recorded as having Special Educational Needs and requiring consistent support above and beyond that required by most of their peers. All children with EHCPs are on the SEN Register. All children at SEN Support level are also on the SEN Register.
SI Sensory Impairment	Partial or complete loss of a sense/s e.g. hearing or sight.
SpLD Specific Learning Difficulties	General learning abilities are in line with peers but a child has a difficulty with a specific area of their learning. For example, Dyslexia or Dyscalculia.
Transition	Movement between different environments, rooms or settings. All transition involves change and so it is vital to prepare children for this. When children are supported with transitions, they adapt more easily to changes.
VI	Visual Impairment Partial or complete loss of sight