



Broomwood Primary School

Special Educational Needs and Disability (SEND) Policy

January 2021

Mission Statement

'Together we believe, together we achieve'

CONTENTS

Introduction	3
Aims.....	3
Legislation and guidance.....	4
Definitions.....	4
Roles and Responsibilities.....	4
SEN Information Report.....	6
Monitoring Arrangements.....	14
Links with Other Policies and Documents.....	14
COVID restrictions, remote learning and social distancing measures.....	14

1. Introduction

The Children and Families Act 2014 outlines the support and services children and young people with special educational needs and disabilities should receive. The purpose of this document is to describe the provision we make for students identified as having special educational need or disabilities (SEND) and the principles by which we make that provision. For consistency and clarity the term SEND is used throughout this document.

Inclusion means that all students who are able to benefit from mainstream education and choose Broomwood Primary School should be enabled to do so. All students, regardless of circumstance, will have access to the entire breadth of curriculum and teaching which is appropriate to their needs and abilities. This policy will contribute to achieving these objectives by ensuring that provision for our students with SEND is a matter for the whole school and is a part of a continuous cycle of assessment and review.

For pupils with SEND, this may mean receiving support and intervention both internally and externally, appropriate to their needs, whether short or long-term. This support may be in class, to assist them in gaining full access to the curriculum, or by withdrawal for periods of time to receive targeted support in order to address specific challenges to learning.

This Policy will be reviewed regularly and will be readily accessible to Parents/Carers and staff through our school website. It also takes account of and should be read alongside the following policies;

- Anti Bullying Policy
- Behaviour Policy
- Equality Policy
- Managing Medicines and First Aid in Schools Policy
- Transition Policy
- Mental Health for Children Policy
- Remote learning

2. Aims

The overarching aim of this policy is to ensure that all pupils with Special Educational Needs and Disabilities experience success; that they achieve well and develop as individuals and members of the community.

In order to do this, our SEN policy and information report also aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

Through the application of this policy we wish to;

- **Think positively**- the whole school community (pupils, parents and staff) believing that all pupils, including those with SEND are capable, can achieve and be successful.
- **Reduce barriers** - taking practical steps so our school environment, facilities, curriculum and practices reduce barriers and are accessible to all.
- **Work in partnership**- giving children the opportunity to voice their wishes and drawing upon knowledge and expertise of parents and carers in relation to their child.
- **Assess accurately** - tracking progress of pupils with SEND regularly and adjust provision in the light of on-going monitoring.
- **Be creative** - to think outside the box in coming up with solutions to meet the needs of pupils with SEND.
- **Be responsive**- to individual needs of all children, and the current climate of the COVID-19 pandemic.
- **Be effective**- in targeting additional support using a judicious blend of in-class support and withdrawal or intervention classes.
- **Be reflective** - Monitoring and evaluating the effectiveness of our provision for pupils with SEND to ensure that we are providing equality of educational opportunity and value for money.

These aims are just as, if not more important during the current COVID-19 pandemic.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

It should also be read in conjunction with the changing COVID-19 advice and guidance from the government and Department of Education.

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

5. Roles and responsibilities

Inclusion is a whole school issue; we firmly agree with the statement that 'every teacher is a teacher of SEN'. Every student is entitled to have their particular needs recognised and addressed. It is the responsibility of every member of staff to identify and meet the needs of their students; in this they can draw on the resources of the whole school.

5.1 The SENCO

It is the SENCO's responsibility to:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans- including remote education during a partial school closure.
- Maintain and review Education and Health Care Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEN up to date
- Monitor the academic progress of all SEND students
- Ensuring that access arrangements are in place, when required, for external examinations
- Oversee Pupil Passports
- Maintain the school provision map
- Liaise with parents of pupils with SEND through Parents' Evenings and review meetings where appropriate

5.2 The SEN governor

It is the SEN governor's responsibility to:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The Headteacher

It is the head teacher's responsibility to:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Subject leaders

Subject leaders have a responsibility to;

- Familiarise themselves with the school policy and procedures on SEND
- Ensure all schemes make appropriate allowances for students with SEND- to provide inclusive education for all
- Review and monitor the progress made by pupils with SEND in their subject area and the effectiveness of resources and other curriculum material

5.5 Class teachers

It is the class teachers' responsibility to:

- Ensure progress and development of every pupil in their class
- Recognise that "quality first teaching" is the best provision for students of all abilities and needs and make sure that wherever possible students are included as part of the lesson
- Differentiate the teaching and curriculum for pupils with special educational needs and disabilities
- Familiarise themselves with the school policy and procedures on SEND
- Know those students in their teaching groups and their category of need and how best to meet those needs, seeking support from the SENCo as necessary
- Contribute to reviews of students they teach with SEND
- Suggest targets to enable students to raise their level of attainment
- Differentiate homework tasks so that all students are given a task which is within their ability to complete
- Refer students to the SENCo who may be in need of extra help
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensure their classrooms reduce barriers by following the SEN monitoring checklist

6. SEN information report

In order to support parents of SEN pupils the school is required to produce an **SEN Information Report**, which is available on the school's website. This forms part of the **Trafford Local Offer for SEND**. The full local offer of services available in Trafford can be found at

http://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer_page , by ringing the Family Information Service on 0161 912 1053 or emailing them on: fis@trafford.gov.uk

6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, language and communication difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

6.2 Identifying pupils with SEN and assessing their needs

Class teachers make regular observations and assessments of learning and development of all pupils from their admission to school. Teachers and school leaders continually check and monitor children's attainment and progress in order to identify any difficulties pupils may be having at the earliest opportunity. However, slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Pupils may be offered additional support or lessons in order to catch up. Catch up provision is designed to increase rates of progress and secure learning for groups of learners, that puts them back on course to meet or exceed national expectations.

Some children may find school particularly difficult; their learning or development may have fallen well behind the expected level, or they may not be making good progress. We work hard to ensure that difficulties are identified and addressed as early as possible. At any point within the child's school career – from 2 years to 11 years – parents or a class teacher may raise a concern, this may include progress in areas other than attainment, for example, social, emotional, speech or communication needs; it may be appropriate to consider whether a pupil should be added to the SEN register. When this is the case, a meeting with the school SENCO, Jessica Cunliffe will be held with parents and carers. Where it is agreed that a pupil does have SEN, the child will be added to the SEN register at SEN Support level. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Notes of these early discussions will be added to the pupil's record.

Children at SEN Support level will be monitored and reviewed as part of the school's on-going assessment system, also via their half yearly pupil passports. The SENCO and Senior Management Team will review the SEND register on a termly basis. The decision to remove a child from the SEND register will be dependent upon appropriate progress being made and whether additional provision continues to be needed. This will be made in liaison with the class teacher. Parents are informed if a child ceases to be in receipt of school support.

Some children may already have identified SEND when they start at school. In the Early Years – Trafford SENAS (Special Educational Needs Advisory Service) or TEDS (Trafford Early Development Service) or other partners, such as Sure Start or Speech Therapy – may inform the school about a forthcoming admission of a child with SEN.

6.3 Consulting and involving pupils, parents and carers

The school recognises parents and carers as the child's first educators. Broomwood is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies. **Parents and carers know their children best** and have a vital knowledge and unique insight into how their child learns. Good two-way communication between home and school is essential. It is important that we share views about a child's needs and what the school is doing to address these. The school is also keen to support with strategies which may help at home.

In addition to annual reports to parents, there are regular parents' evenings and many other events to which parents are invited. Parents have access to information on how they can support their child's learning at home via the school's website, www.broomwoodprimary.co.uk.

Parents and carers are invited to contact school to arrange a meeting if they have concerns about their child's learning or development whether they are on the SEND register or not. In the first instance they should contact their child's class teacher about any concerns they may have. They are the child's most consistent point of contact and can respond to most routine concerns or enquiries. However where necessary, meetings can be held with the school SENCO, Jessica Cunliffe. For other pupils with SEND, particularly those who are receiving multi agency support, regular meetings will be held in school in order to review outcomes and provision accessed by the child.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- Impact of interventions
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This assessment data is reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. We will notify parents and carers about any specialist intervention support pupils are offered within school.

Pupil Passports

Some children who have SEND may require personalised targets which are worked on in class or specific intervention. These children will be given a Pupil Passport which is written by the class teacher and shared with parents. The process involves reviewing the child's performance against their previous targets, then discussing with the parent and child what they feel their areas of strength and difficulty are. New targets are generated for the next half year and the document is shared with and signed by children, parents and the class teacher. The format of both pages of our Pupil Passports is shown in Appendix 1.

Where pupils have severe and complex difficulties, and after a period of assessment it may become clear that they need a high level of support to access education long term through an Education and Health Care Plan (EHCP). Where this seems to be the case, families may decide together with the SENCO that an application for Statutory Assessment to the Local Authority is appropriate.

6.5 Supporting pupils moving between phases and preparing for adulthood

It is recognised that transition phases can be particularly difficult for children with SEND and therefore every effort will be made to ensure these are made as smooth as possible.

In the Early Years (Pre-School, Nursery and Reception) all families are offered either a home visit or a play and stay session, so that the parents can get to know the class teacher before leaving their child with them. Children who already have identified SEN will be offered an appointment with the SENCO in order to prepare for their arrival and well as a review meeting in the first term to discuss how they are settling. As the children move through the school they are offered playtimes in their new setting and also a welcome session in their new classroom with their new teacher. All pupils, whether they have SEND or not, are given a booklet, including photos of their new room and teacher, to take home with them during the summer break before they move to their new class.

High School Transition: Good links are maintained with Year 7 co-ordinators of our linked high schools and also with the SENCOs of these schools. If a child is in receipt of individually named funding from the local authority then a review meeting will be held prior to transfer with representatives of the receiving high school. Where needed, additional visits are arranged to the new high school and a wider group of key staff in the next setting are identified for the child and the family to link with.

6.6 Our approach to teaching pupils with SEN

We have the firm belief that 'every teacher is a teacher of SEND'. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. **Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.** We have clear policies and procedures in place to ensure that all children receive first quality classroom teaching. This means that all pupils are suitably challenged and supported so that they can do well at school. We provide a broad balanced curriculum which enables the children to progress academically and develop their social, emotional and mental health skills.

We will also provide the following interventions:

- 5 minute box
- Read write Inc
- See and learn
- Breaking barriers
- Numicon intervention program

- Small group teaching from a specialist teacher for pupils with specific learning difficulties
- Yoga
- Boxercise
- LEGO therapy
- Talk Boost
- Memory Magic
- Word Aware
- Individual speech and language programs under the direction of the speech and language therapist
- Staving the Anxiety Gremlin
- Anger management
- Psychotherapy
- Self esteem
- Time to talk
- What to do if.... (CBT approaches)

6.7 Adaptations to the curriculum and learning environment

We aim to provide a curriculum that is accessible to all and allow children to have a wide variety of experiences. We expect that consideration of SEND crosses all curriculum areas and all aspects of learning and school life. We aim to make our school environment as barrier free as possible; all teaching staff are trained in dyslexia awareness and we are proud to have been awarded the Trafford Dyslexia Aware Quality Mark in November 2010. Appendix 2 shows how resources and classroom layouts are supportive of pupils with SEND at Broomwood Primary School.

6.8 Additional support for learning

We have a number of staff who are trained to deliver additional support and intervention in school. These include;

- Teaching assistants
- Teachers
- Outreach support from specialist schools
- Volunteers

Pupils may be offered additional support for a number of different reasons and this is not only offered to pupils with SEND.

Pupils may work in a small group in order to help them catch up with national expectations, or challenge them to attain above the expected level or to develop or practice a skill which would not usually be taught in the classroom. Children may also access a small intervention group to help them develop a social or emotional skill which would not be taught during PHSE or mental health lessons.

Pupils may also be supported 1:1 as outlined in their EHCP or if they need to develop a highly personalized skill.

6.9 Expertise and training of staff

Our SENCO has a number of years' experience working in both specialist and mainstream settings as both class teacher and SENCO. She is supported by another 2 teachers who have successfully

completed the National SENCO award. The SENCO attends the Trafford LA 'SENCO Forum' meetings to keep up to date with local and national issues.

We also have 2 teaching assistants who have completed the ELKLAN training which has equipped them with a variety of practical approaches and strategies which maximize speech, language and communication skills of pupils with language and communication needs.

The school will facilitate all staff to develop their knowledge about children with SEN and what they may do to support them, through a range of meetings and continuing professional development opportunities.

All teaching staff are trained in dyslexia awareness and we are proud to have been awarded the Trafford Dyslexia Aware Quality Mark in November 2010.

6.10 Securing equipment and facilities

Broomwood Primary School has links with a wide variety of services across education, health and social care. These are some of the services which can provide training, advice and guidance to schools for pupils who may require specialist equipment or facilities:

- SEN Advisory Service (SENAS)
- Sensory Impairment Support Service
- Educational Psychology Service
- Longford Park Outreach Team
- Speech and Language Therapy
- Language Outreach Service
- Health Visiting Teams
- School Nursing Teams
- Community Nursing Team
- Physiotherapy and Occupational Therapy
- Complex Needs (Children's Social Care) Team
- Trafford Early Development Service (TEDS)
- Area SENCO
- Health Visitors in Early Years

With support of these agencies the school has already secured a lift into the Early Years playground to allow wheelchair access and has a sensory room installed.

6.11 Evaluating the effectiveness of SEN provision

The school SENCO closely monitors the academic progress of pupils with SEND, as well as the social and emotional progress of some pupils. This will usually highlight the effectiveness of the provision accessed by pupils. However, we believe that academic levels and test results provide a snapshot of development and progress of pupils with SEND and therefore are not the only way in which to monitor progress. We prefer to use a range of information to evaluate progress of pupils with SEND these may include;

- Reviewing pupils' individual progress towards their goals
- Pupil Passports
- Using pupil questionnaires
- Monitoring engagement with learning using the Leuven Scale
- Monitoring emotional wellbeing
- Using case studies

- Assessing progress in speech and language skills
- Holding annual reviews for pupils with EHC plans
- Case studies
- Testing specific skills taught or practiced in intervention (for example common exception words, letter sounds or number recognition)

6.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. Pupils with SEND are encouraged to participate fully in all aspects of school life including go on our school trips, residential trips, sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability. For pupils with more complex SEND, parents, carers and other agencies may invited in for a meeting before events to discuss how their specific needs can be catered for during such activities. More information can be found in the schools Accessibility Plan or Equality Policy which can be found on the school website.

6.13 Support for improving emotional and social development

Broomwood Primary School places great importance on the area of emotional and social development. Our curriculum and timetable recognises the need to nurture the emotional and social development of all our pupils. All classrooms have an 'Emotional Wellbeing Scale' which helps pupils to communicate their feelings. Classes also have designated time within their timetable to promote positive mental health and resilience.

Class teachers assess and monitor pupil involvement in learning and wellbeing termly using the Leuven Scale which highlights pupils who may require additional support.

Our designated 'Mental Health First Aider' is Corinne Flint and a multiagency 'wellbeing team' meet regularly to monitor pupils emotional development and identify pupils who may benefit from targeted intervention.

We offer a wide range of social and emotional support including

- 1:1 pastoral support for pupils
- yoga sessions
- relaxation and mindfulness
- Boxercise
- Psychotherapy
- Outreach support from Longford Park Specialist School.
- Cognitive Behavioural Therapy Approaches
- Social skills programmes

More information can be in the following policies which can be found on the school website;

- Mental Health Policy
- Anti bullying policy
- Behaviour policy

6.14 Working with other agencies

Sometimes it may not be clear about why a child is finding aspects of school or learning difficult. Parents, carers and the school team may agree that further advice should be sought and may ask for further assessment or advice from other services.

The School funds regular input from:

- A Trafford School Speech Therapist
- A School based Social Worker (SCIP)
- An Educational Welfare Officer
- An Educational Psychologist
- A Psychotherapist
- A member of the Longford Park Outreach team

We also have access to:

- A link School Health Visitor
- School Nurse
- Trafford Early Development Service (TEDS)
- Trafford Sensory Impairment Teams (TSISS) – for Hearing Impairment (HI) and Visual Impairment (VI)
- Healthy Young Minds Trafford (HYMS)
- Just Psychology
- CAHMS Manchester (Child and Adolescent Mental Health Service)
- Other medical staff including Paediatricians, Occupational Therapists and Physiotherapists
- Special School Outreach Services

6.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. If the issue is not resolved, you will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 Contact details of support services for parents of pupils with SEN

School is happy to support families of pupils with SEND and refer them to services. However, it also may be helpful to have advice and support from services who work independently to the school. The following services are free and offer support to parents and carers of pupils with SEND;

Trafford Parent Partnership Service

Trafford Parent Partnership Service is for parents/carers:

- Who's children have been assessed as having special educational needs (SEN)

- Who believe their children may have SEN
- Who's children have a disability recognised under the Equality Act

The Trafford Parent Partnership Service can help with a variety of issues that parents of children with SEND may have and can be contacted on their helpline: 0161 912 3150. The helpline is open Monday-Friday between 9am -1pm, term-time only.

IPSEA

Independent Parental Special Education Advice (known as IPSEA) is a registered charity offering free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

Information can be found on <https://www.ipsea.org.uk/>

6.18 The local authority local offer

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis

7. Monitoring arrangements

This policy and information report will be reviewed by Jessica Cunliffe every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

8. COVID restrictions, remote learning and social distancing measures

During the COVID-19 pandemic, we still have the responsibility to meet the needs of children with SEN; this includes in the event of a national lockdown when most children will be learning remotely. Whilst we may have to make changes to the way we deliver intervention to ensure the education environment is as safe as possible from the risk of coronavirus, our statutory duties for children with SEND remain the same; This means using our *best endeavours* to secure that the special educational provision called for by the pupil's or student's special educational needs is made. Interventions continue to run in school including during a partial school closure. However, how children are grouped or what sort of interventions are offered may be different to adhere to social distancing guidelines.

In the event of a partial school closure, most pupils will move to working remotely. However, all child with an EHCP will be entitled to a full-time school place. Other children with SEN may also be identified as a 'vulnerable child' and therefore entitled to a school place. For those families who choose not to take up the school place, we recognize that online lessons may not be appropriate for pupils with the most complex SEN; senior leaders will work with families to support learning while pupils are at home. This might be to provide virtual intervention lessons, coordinate multi agency support, online intervention, work or intervention packs to be delivered at home, or mental health support and will be discussed on a case by case basis in partnership with parents and carers, specialist agencies and the Local Authority EHCP team.

SEND Policy January 2021

Approved By Governing Body _____

Date 25st January 2019

Reviewed January 2021 by SENCO.

Appendix 1

BROOMWOOD PRIMARY SCHOOL - PUPIL PASSPORT			
(photo here)	I learn best when:		Things I find hard are:
	Pupil voice:		Pupil voice:
	Parent voice:		Parent voice:
	Teacher voice:		Teacher voice:
Date (Month/year):	I am good at: What your family/teacher like and admire about you:		The strategies that are helping me to become more independent are:
Name and class:	Pupil voice:		Pupil voice:
Area/s of need:	Parent voice:		Parent voice:
	Teacher voice:		Teacher voice:
Other key information (e.g. health):	The resources/aids that help me most are:	Children who I work well with are:	I am particularly motivated to learn by/when:

Targets or goals 	What do I need to do to do to meet my targets or goals? 	Who will help and when? (In class & central intervention) 	How did we get on? 

Date of Birth			Pupil signature:		
Code of Practice Stage			SEN Support / EHC / Statement		
Class & Term No (Y5-1 or Y5-2)					
Review Date (please underline)			November / March		
SENCO			Mrs Stevenson		
HEAD		Mrs Hossen			
Most recent data - date:	EYFS - PSE NC - Reading	EYFS - CL NC - Writing	EYFS - PD NC - Maths	Class Teacher name & signature:	
				Others involved with the pupil, inside or outside school:	

Appendix 2

Inclusive classroom checklist KS2			
Cognition and learning (Including Dyslexia)		Social, emotional and mental health	Speech or communication needs
RWI freeze-grouped into vowel sounds (ai, ay, a_e ect)	Coloured ink on white boards	Zone board (used and referred to)	Word walls with key vocabulary for each topic on display
Alphabet strips in lightbulb book (cursive script)	Coloured background colour on IWB.	Good listening icons	Visual timetable (used and referred to)
Multisensory prompts (Concrete equipment, visuals eg magnetic letters times table prompts, 3D Maths equipment)	Alternatives to copying off the board given (photocopied date and LO at tables or stuck into books)	Sticker charts	Use of timers/ countdowns to aid transitions.
	Punctuation pyramid	Emotional wellbeing scale	Visuals
All resources made by us in letter join font.	Coloured ink on whiteboards.	Fiddle toys for those who need them	Word banks for every each topic
Bronze, silver and gold spellings in alphabetical order in light bulb books.	Coloured reading rulers for those who need it.	Worry monster, bag or alternative way of expressing worries.	General organisation
	Coloured background colour on IWB.		
High frequency words (red words) on display.	Highlighters / coloured pencils accessible.	Sensory needs	Pupils facing the board.
Working walls with vocabulary, visual prompts and models of topics for reference.	Hand outs on cream paper.	Sensory equipment for those who need it. (wobble cushions / ear defenders)	Think carefully about where SEN pupils are sitting
Coloured reading rulers and overlays for those who need it. b/d prompt on desks	Displays showing variety of ways of recording.	Pencil grips available for children to try (teacher's discretion)	Baskets and drawers labelled with pictures and words.
	Light bulb books on desks (should be a working document and added to as subjects are taught)		

Inclusive classroom checklist Early Years		
Cognition and Learning (Including Dyslexia)	Social, emotional and mental health	
Alphabet strips in writing area (cursive script for Reception)	Coloured reading rulers and overlays for those who need it.	Zone board (used and referred to)
Bronze, silver and gold spellings in alphabetical order in writing area.	RWI freeze-grouped into vowel sounds (ai, ay, a_e ect)	Sticker charts
High frequency words (red words) on display.	RWI sound mats in writing area	Carpet mats for children who need their own space.
Multisensory prompts (Concrete equipment, visuals eg number line, Numicon, magnetic letters ect)	Coloured background colour on IWB.	Emotional wellbeing scale
Baskets and drawers labelled with pictures and words.	Coloured ink on whiteboards.	Worry monster, bag or alternative way of expressing worries.
Displays showing variety of ways of recording.	Working walls with vocabulary, visual prompts and models of topics for reference.	Fiddle toys for those who need them
b/d prompt in writing area.	Shadows on shelves to replace equipment.	Use of timers
Coloured ink on white boards	Physical and sensory impairment	Good listening icons
Hand outs on cream paper.	Sensory equipment for those who need it. (wobble cushions / ear defenders)	Speech or communication needs
Punctuation pyramid	Pencil grips available for children to try (teacher's discretion)	Visual timetable (used and referred to)
All resources made by us in letter join font.		Word walls with key vocabulary in continuous provision.
Coloured background colour on IWB.		Use of timers/countdowns to aid transitions.
		Visuals
		Word banks for every each topic
		Next Steps

Inclusive classroom checklist KSI			
Cognition and Learning (Including Dyslexia)		Social, emotional and mental health	Physical and sensory impairment
RWI freeze. RWI freeze.- grouped into vowel sounds (ai, ay, a_e ect)	Coloured reading rulers and overlays for those who need it.	Zone board (used and referred to)	Pencil grips available for children to try (teacher's discretion.)
Alphabet strips on desk (cursive script)	Coloured background colour on IWB.	Sticker charts	
High frequency words (red words) on display.	Alternatives to copying off the board given (photocopied date and LO at tables or stuck into books)	Worry monster, bag or alternative way of expressing worries	Sensory equipment for those who need it. (wobble cushions / ear defenders)
Bronge, silver and gold spellings in alphabetical order in light bulb books.	Light bulb books on desks (should be a working document and added to as subjects are taught)	Fiddle toys for those who need them. Emotional scale	
Multisensory prompts (Concrete equipment, visuals eg number line, Numicon, magnetic letters ect)	Displays showing variety of ways of recording.	Use of timers	General organisation
Coloured ink on white boards	Highlighters / coloured pencils accessible.	Good listening icons	Children sitting in Kagan groups.
b/d prompt on desks	Coloured ink on whiteboards.	Speech or communication needs	Baskets and drawers labelled with pictures and words.
Hand outs on cream paper.	Working walls with vocabulary, visual prompts and models of topics for reference.	Visual timetable (used and referred to)	All pupils facing the board.
Punctuation pyramid		Visuals	
All resources made by us in letter join font.	Word walls with key vocabulary for each topic on display	Use of timers/ countdowns to aid transitions. Word banks for every each topic	Think about where SEM pupils are sitting