

## Shawlands Primary School

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2022 (SEND)

MS S F BAILEY MBE – SENCO  
FULLY ACCREDITED WITH THE NATIONAL SENCO AWARD

OCTOBER 2022

Contact with the SENCO should be made through the school office:  
01226 287177 or via e mail: [s.bailey@shawlandsprimaryschool.co.uk](mailto:s.bailey@shawlandsprimaryschool.co.uk)

This Policy has incorporated all aspects of the SEND Code of Practice 2014/15.

## Shawlands Primary School Policy for Special Educational Needs and/or Disabilities – SEND October 2022

**This SEND policy is a key document to support the finest inclusive practice in our school.**

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their full potential and best possible learning outcomes and engage successfully in all aspects of the wider school community.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

*Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.*

*Our SENCO is Ms S Bailey and she can be contacted via e mail or the through the school office:  
[s.bailey@shawlandsprimaryschool.co.uk](mailto:s.bailey@shawlandsprimaryschool.co.uk)*

*The SENCO is a qualified teacher and fully accredited with the National SENCO Award, along with being part of the Senior Leadership Team.*

*Our SEND Governors are: Mrs Sharon Auty and Ms A Bailey*

### Compliance

This Policy complies with the statutory requirements set out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to key legislative guidance and documents. (See Appendix 1).

The policy was created by the school's SENCO in consultation with the school's SEN Governors, a parent working group and school staff reflecting the SEND Code of Practice 0 – 25 (2015) Guidance.

### Equality Act 2010

**A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.**

**This definition includes:**

- **Sensory impairments such as those affecting sight and hearing**
- **Long term health issues such as asthma, epilepsy and cancer**

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

### Section 1

All children are individuals and have varying needs throughout their time at Shawlands School. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that "every teacher is a teacher of every child or young person including those with SEN" (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2015) class teachers are responsible for the learning and progress of all children. The school's SENCO supports teachers and pupils with additional provision and strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made.

This policy links with the school's policy on children with significant medical needs.

## Inclusion Rationale

In order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils, including the National Curriculum and in all activities of the school, all staff at Shawlands Primary School aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible, differentiated programme. When planning, all staff have high expectations and provide opportunities for **all** pupils to achieve their full potential, regardless of gender, social and cultural backgrounds and ethnic groups. Where necessary, special arrangements may need to be made for those specific needs, e.g. hearing impairment, communication, emotional and social difficulties and physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs as well as children who are underachieving will be part of this process.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school and/or at home.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage & Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Shawlands Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We also recognise that there is a difference between the child who is underachieving and the child who has Special Educational Needs. We accept the definitions laid out in the SEN Code of Practice.

**A pupil will be deemed to have Special Educational Needs “where their learning difficulty calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.” (SEND Code of Practice 0 – 25, 2015, p94) A pupil’s Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.**

At Shawlands Primary School we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils’ needs will only become evident as they develop.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2015) into the following four categories of SEND:

- **Communication and Interaction** – children with speech, language and communication needs, including those with an Autistic Spectrum Disorder.
- **Cognition and Learning** – children with moderate, severe or profound and multiple learning difficulties.
- **Social, emotional and mental health difficulties** – this includes children who show with withdrawn or challenging behaviours for a variety of reasons, have attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.
- **Sensory and/or physical needs** – this includes children with a visual impairment, hearing impairment, multi-sensory impairment or a physical disability.

### Our values and vision in relation to the SEN Provision

This policy reflects and builds on the three principles identified in the SEND Code of Practice:

- The views, wishes and feelings of the child or young person and the child’s parents.
- The importance of the child or young person and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child’s parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

This policy should be read in conjunction with other policies as everything we do at Shawlands is with the aim of ensuring inclusion for all children and working together with children, parents and the community, to ensure our ‘Better Together’ school ethos is at the forefront of everything we do.

## **Aims of this Policy:**

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment, along with extra-curricular clubs
- To promote self-esteem and motivation of children.
- To work in close partnerships with parents, Barnsley Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued profession development.
- To promote independence and resilience in pupils with SEND so that they are beginning to build the skills necessary for successful transition to secondary school and then on into adulthood.
- To ensure all children at Shawlands have a voice and that they are confident and able to use that voice to state their feelings, thoughts and needs to be involved in planning their education.
- To work in partnership with parents.

## **Objectives**

The above aims will be realised in the school environment as follows:

- To monitor the progress of all pupils to identify needs as they arise; needs will be identified and support provided as early as possible in children's time with us. Specific tracking of identified groups will be part of the Provision Mapping document. The use of SIMS Assessment Manager will also help inform school of the progress rates of different groups of children along with 'Connecting Steps' for assessing children who are significantly below expected levels. (See Appendix 7 for Provision Map Template)
- The curriculum, for those with additional needs, will be fulfilled by breaking down work into smaller steps so that the level of the task matches the ability of the child.
- To ensure all pupils have access to a broad and balanced curriculum using appropriate learning objectives from the scheme of work, through differentiated planning by class teachers, SENCO and support staff as appropriate to ensure all ability groups are catered for and have appropriate challenge.
- To provide individual provision or small group provision as appropriate for those pupils registered as having SEN in order for them to make progress. Pupils will be part of the process as much as is appropriate. Life skills programmes to be built in for those children who struggle to access the curriculum due to their specific SEND needs.
- To ensure all pupils including those with SEN will be perceived positively by all members of the school community.
- To maintain a whole-school ethos where success is welcomed and celebrated.
- To set suitable learning challenges.
- Various groupings will be used to create opportunities for children to take on different roles.
- The SENCO and class teachers will organise effective use of people, interventions, resources and time to maximise the learning of all children.
- The school will liaise with other agencies e.g. SCI Team (Communication and Interaction Team, Visual and Hearing Impairment Team), Educational Psychologists, Speech and Language, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.

## **Section 2: Admission Arrangements For Pupils With SEND**

Shawlands Primary School admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEND.

Shawlands School recognises that the Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or a Educational Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC Plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child;  
Or
- The attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The school will work closely with the Local Authority so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Local Authority.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 16: Transition)

### **Section 3 – Identifying Special Educational Needs**

Shawlands Primary School uses the definition of SEN and disability as set out in the SEND Code of Practice and Equality Act 2010 (See Section 1).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate.
- Termly tracking of all pupils to monitor rates of progress and attainment.
- Concerns raised directly by parents or other agencies.
- Teachers complete a 1b analysis sheet as soon as they have concerns about the progress of any child and monitor progress over 2 – 3 terms along with using QFT strategies and advice from the SENDCO - following a full assess/plan/do/review cycle. (See appendix 12)

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

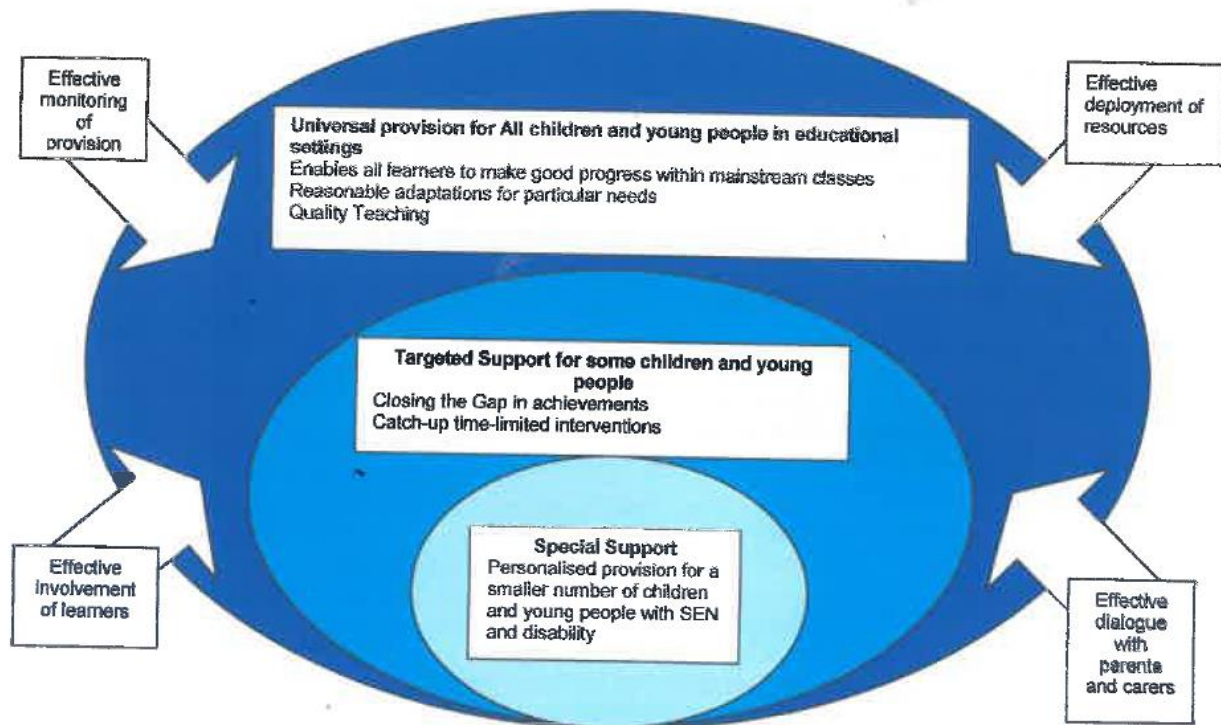
In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting pupils' progress and achievement including:

- Their attendance and punctuality
- Their health and welfare
- Having English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child (LAC)
- Being a child of a serviceman/woman
- Family circumstances
- Economic disadvantages

Shawlands School acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional send support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) and Equality Act 2010 as follows:



Using Teacher’s assessments through SIMS/Connecting Steps and other appropriate assessments and discussions with parents, the SENCO and class teachers will meet termly (or half termly if deemed necessary), to discuss the provision of needs of the pupils in their class at all levels. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil, including the behaviour exhibited in school and reported behaviours from home.

Where these meetings identify children making less than expected progress for their age and individual circumstances, “characterised by progress which:

- *Is significantly slower than that of their peers starting from the same baseline.*
- *Fails to match or better the child’s previous rate of progress.*
- *Fails to close the attainment gap between the child and their peers.*
- *Widens the attainment gap.”*

(SEND Code of Practice 0 – 25, 2014, p95)

The SENCO and class teacher will consider **Targeted Support** regardless of whether they are deemed to have SEND and progress will be monitored through the 1b analysis form. (See appendix 2 for the types of Interventions in place).

#### Section 4 – Meeting the needs of pupils with SEND

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEND Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEND register** where his/her progress and provision can be monitored more closely with the agreement of parents.

#### THE SEND REGISTER

The register provides an updated record of all pupils receiving additional SEN support so that:

- *Progress and achievements of pupils with SEND can be more closely monitored.*
- *There is an overview of the range and level of need across the school.*

- *School provision reflects and is responsive to current profile of need.*

*Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.*

Once identified as requiring additional SEND support, pupils will receive a planned package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

### **The Graduated Response:**

#### **ASSESS:**

Once a child has been identified as having SEND, requiring additional SEND support, a more detailed assessment of the pupil's needs will be carried out. Support will be put in place as follows:

- The class teacher will remain **responsible and accountable** for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The class teacher and SENCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a half-termly/termly basis.
- The teacher/SENCO will meet with the parents of the child, along with the child, to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on a School Focussed Plan (see Appendix 6). This will be reviewed formally on a termly basis with parents and the child, but will be reviewed weekly by Teachers/Teaching Assessments and progress and outcomes moved on more rapidly where possible.
- It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist.
- The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and mental health difficulties
- Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

The comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs. Please see the attached flowchart (Appendices 9 and 10) detailing the SEND process of assessment that Teachers/SENDCO carry out to ensure support is in place for any children that requires it in a timely manner.

#### **PLAN:**

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention is clearly identified and to support the evaluation of any impact of any provision.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes. The full range of additional interventions are set out on our school provision map can be read as Appendices 2 and 8 to our SEND policy.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on School Focussed Plans
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.
- The SENCO will deploy appropriate support through intervention programmes or individual support from trained/specialist Teaching Assistants and will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.

- The SENCO will keep records of the progress made through interventions and will track the cost of these in School Focussed Provision Plans (See Appendix 6) EHCP Monitoring and Assessment Plans (Appendix 11).
- The class teacher will use formative assessment strategies to monitor progress made towards School Focus Plans outcomes and adapt where necessary. This will take place monthly.

Parents will receive a copy of this plan which will clearly show the period it covers and when it will be reviewed.

Class teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly. This will ensure continuity in learning for the child. A working document containing all outcomes for each SEND children will be updated at least fortnightly with progress towards outcomes so that the child can be constantly monitored and accelerated progress made where possible (see Appendix 13).

The SENCO will keep records of the progress made through interventions and will track the cost of these.

### **REVIEW:**

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes.
- Pupils' response to the support and view of their progress where this is applicable.
- Views of parents and specialist agencies.
- Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. Where adaptations are required the SENCO and class teacher will discuss these and make adjustments to the provisions. It may be decided that further investigation is required by the school SENCO in identifying specific difficulties whereby in-school assessments will be used.

If not already involved and with the agreement of parents, the SENCO will make a referral to an external specialist agency. An EHA may also be opened by the SENCO or School Welfare Officer, especially where an assessment for an EHCP is requested.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison, thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

A Full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

### **Section 5: Managing Pupils Needs on the SEND Register including the Removal from the SEND Register**

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed half termly following the meetings held with class teachers.

All pupils on the SEND register will also be categorised by the level of support received: either K- (short term Speech and Language support only not on an SFP), K+ **SEN Support (on SFP) or Education Health and Care Plan.**

A pupil categorised as receiving SEN support may only be supported by school via the School Focus Plan, or they may have involvement from an external agency.



Where a pupil has been identified as having complex SEND and requires significant additional provision, which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

### **Education Health and Care Plans:**

The additional needs of most of the pupils with SEND at Shawlands Primary School will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC Plan).

The Local Authority has 6 weeks to decide if the assessment should go ahead. If it decides to progress the assessment, information is gathered from the parents, school and other professionals involved with the child. Once the information has been collected, the decision is made whether or not to draft an Education, Health and Care Plan following a Panel Meeting where various agency staff sit and discuss each case with the SENCO. The draft plan is then agreed. The whole process has to be completed within 20 weeks.

An Education, Health and Care Plan is only issued where there is a high level of need. The plan will state what funding is appropriate. Support for the first £6000 of funding needed is met entirely from within the school's budget. Where additional funding is required to put in support that is required for individual pupils an Education, Health and Care Plan is issued, top up funding may be available for additional support for a child.

Full details of the process for requesting an ECH Plan can be found on the Barnsley SEND offer web site (details in Appendix 5).

The EHC Plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

### **Section 6: Meeting the needs of pupils with medical conditions**

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plan (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate and health care professionals.
- Shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of the pupils with medical conditions are set out in a separate policy. Shawlands Primary School always uses the information on the DfE's website re: medical administration and each pupil is treated as an individual as their medical needs are different.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

## Section 7: Arrangements for coordinating SEN provision

- The SENCO will meet with staff and parents to discuss and review SEN concerns at a School SEN support level. Teachers will complete a 1b Analysis form giving details of all areas of concerns and a 12 month outcome. Their progress is then monitored over 2 – 3 terms after QFT/specific strategies are put in place to support the pupil to assess whether the child has made adequate progress and no longer needs to be monitored, or needs to be moved onto a full SFP.
- The SENCO will be alerted to newly arising concerns through informal meetings and pupil progress meetings held termly. The SENCO will be available to discuss and review any SEN concerns including those at School SEN support level and EHCP level. Where a parent shows a concern, the SENCO will investigate the concern and complete either a SEN Concern Form (See Appendix 4)/complete a 1b analysis form and after 2 – 3 terms may discuss this child at the Single Conversation Meeting. They will then meet with the parent/class teacher/SLT and if there is evidence of a SEND concern in school which we need further support on, this will be discussed further at a Single Conversation Meeting. These meetings are held biannually with the SENCO, a member from the SCI Team (Communication and Interaction) and Educational Psychologist to discuss a graduated response and planned next steps to support the child.
- The SENCO monitors planning for SEN and is able to support class teachers and teaching assistants with their planning. Targets arising from School Focus Planning meetings and reviews will be used to support planning for children at School SEN support level and above.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
- At School SEN support level, the SENCO will request advice for children from the relevant specialists regarding Cognition and Learning, Communication and language, Physical and Sensory Impairment, Emotional, Social and Mental Health difficulties.
- SEN support is primarily delivered by class teachers through differentiated teaching methods and quality first teaching, (**not necessarily differentiated work**). Additional support is provided by the SENCO and by trained Teaching Assistants (TAs) throughout the school. The support timetable is reviewed as necessary, by the SENCO and the Leadership Team in line with current pupil needs, educational initiatives such as Literacy and Numeracy strategies, and the budget.
- Teaching Assistants are mostly attached to classes to aid the education of children of different abilities. They work under the direction of the class teacher. Occasionally a child with an EHCP may need access to specific adult support and this is provided for through the money available through the EHCP for this purpose.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
- The co-ordinator will be committed to improving the skills of all staff in the school. This will be achieved through delivery of INSETs, monitoring of lessons, lesson studies, up-dates at Staff Meetings as and when is deemed appropriate and necessary.

***All forms are available for staff on the School's network 'Shared Folders', non-pupil, SEN Folder. Paper copies are kept on the board in the Staffroom.***

The class teacher will complete the forms together with consultation with parents, the child and the TA working with that child. Should a teacher have concerns about a child's persistent bad behaviour despite following the school's rewards and sanctions policy, they should log the child's behaviour for an appropriate length of time and then consult the SENCO for advice.

## Section 8: Admission Arrangements

- Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs, unless an Education, Health and Care Plan (EHC Plan) is in place.
- Where children have attended Nursery prior to starting school, there will be close liaison between the SENCO and the Foundation Stage Teacher to ensure continuity of provision,
- Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be

made to meet their identified needs.

- In the Foundation Stage; children identified, prior to joining our school, as having SEN will be closely monitored to ensure a balance of both provision and opportunity.
- Whenever children join us they will be assessed by the Class Teacher. If there are concerns then the SENCO will investigate. Parents will be invited to discuss the situation and a decision made whether or not to place the child on the SEN Register.

## **Section 9: Disability Access Arrangements and Special Facilities**

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information
- Shawlands Primary School is at present housed in one building which is on 3 levels, with a dedicated Foundation Stage. Each level can be accessed by a wheelchair lift operated by a key, which is available from reception.
- Shawlands Primary School has wheelchair access to all doors.
- There are 2 wheelchair accessible bathrooms available on different levels, for disabled children and adults, each with a shower. One is available in the main school and one in KS1. Both facilities have changing mats.
- There are laundry facilities in Foundation Stage.
- A medical room can be found near the entrance to the school.
- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised.
- Additional support for pupils is provided by TA's within classrooms. Additional individual help is also timetabled for children with specific learning need.
- Our Personal, Social and Health assemblies/programme helps children be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.

## **Special Provision**

- There is no SEN unit at Shawlands Primary School.
- A room (known as the POD), is available for children with sensory and additional needs when they require access to a quieter area.
- Teachers and Teaching Assistants undertake appropriate training in Curriculum Areas as well as Positive Handling/Team Teach, Specific Learning Disorders, Lego/Nurture Therapy, CBT techniques, Jump Ahead, Music Interaction, Sensory Circuits, Speech and Language support, ASD group work, Dyslexia etc. when and where appropriate.

## **Section 10: Allocation of Resources to and amongst Pupils**

- We have a Class Provision Map to help decide how we allocate resources to each year group. This Provision Map is regularly reviewed and pupil progress is rigorously monitored and evaluated. Resources are then allocated according to the needs of the child and the demands of the curriculum. The Provision Map outlines support given to children on School SEN Support (taking the place of a group School Focus Plan). Some children may be given temporary support as outlined on the Provision Map but will not necessarily be on School SEN Support.
- School Focus Plans (SFP) (SEN Support Plans) are written when a child is on School SEN Support or an EHCP and will outline the individual targets/outcomes of the child as well as indicating what individual and group support the child will receive to help them achieve these targets. Children are encouraged to contribute to this SFP. (See appendix 6)
- Each child on an EHCP will also have an individual School Focused – Provision Map which will log all support in place and costings for these. (See appendix 8)
- Group Literacy and Numeracy Support is provided through the use of such programs as RWI, IXL, IDL, Beat Dyslexia, Clicker 6, Mathletics, Times Table Rock Stars etc. This is available to children with SEN where appropriate although it is primarily aimed at children who are underachieving.
- Additional support for pupils is provided by TAs within classrooms. Individual children are also supported through further TA hours within the classroom used to support the class teachers planning. Children with EHCPs are supported as above where this is appropriate to the EHCP objectives and provisions; additional individual help is also timetabled for children with a specific learning need.
- Resources for SEN are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

- Specialist SEN resources are stored in the Welfare Office and each support assistant has her own storage area. Spelling and word resources are kept in classrooms and are available for all to use.
- Specialist resources are accessed for children with SEN/EHCPs through submission to LEA after specialist/Agency/Health Authority advice has been sought.
- Training and non-contact time for SENCO are allocated from SEN and Standards Fund budgets.
- The School Access Plan works in conjunction with the SEN Policy. This outlines the access arrangements for all pupils but specifically acknowledges our SEN strategy.

### **Section 11: How is information gathered, recorded and used for all pupils including those with SEN?**

- Effective tracking mechanisms for every child in school are already running in school and these will be used to gather and record information.
- The SENCO attends Progress meetings to discuss any progression issues for children throughout school. This ensures that provision for children who need it is put into place as quickly as possible. The SENCO and SLT will analyse results and help determine the success of strategies for each child.
- Specific tracking of identified groups will be part of the Provision Mapping document along with SIMS and Connecting Steps.
- The use of SIMS Assessment Manager will also help inform school of the progress rates of different groups of children along with Connecting Steps for lower achieving children.
- The SENCO will hold central records relating to pupils with SEND. This will include copies of School Focus Plans (SFP's), (SEN Support Plans), EHCPs, TAFs and advice from external agencies. Where appropriate school based assessments will also be kept. These files will be locked in the filing cabinet in the SENCO's room.
- The class teacher will have an SEND folder with copies of SFPs and all recent advice from external agencies. These records will be kept in a working file that is stored out of sight, but used to ensure all staff are helping children to work towards their targets.
- Staff will ensure that copies of all reports, SFPs and other information sent through to them regarding the SEND children in their class is read by all staff working with that child and strategies implemented into the classroom routine fully before being filed accurate in their SEND folder.

### **Section 12: Arrangements for providing access for pupils with SEN to a balanced and broadly based curriculum**

- Schemes of work and policies for each area of the curriculum are in place.
- Weekly planning identifies individual learning targets which are matched to the needs of the children including those with SEN.
- Differentiation takes a variety of forms. Learning intentions are explicit and activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording might also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources such as ICT where this is appropriate.

### **Section 13: The School's Arrangements for SEN In-Service Training**

- There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.
- We also have a team of staff with more specialist skills to support and deliver interventions or pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.
- Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.
- The SENCO attends regular relevant SEN briefings and collaboration meetings to update and revise developments in Special Needs Education around the Local Authority. The SENCO is also an active member of the local cluster network and will be coordinating the running of the SENCO cluster in Barnsley since January 2017 as requested by the Local Authority.
- Inclusion is targeted each year through the School Improvement Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house Inclusion training is provided through staff meetings and INSETs by the SENCO and external professionals where appropriate.
- All staff have access to professional development opportunities and are able to apply for SEN training where a need is identified.
- Support staff are encouraged to extend their own professional development and the leadership team will ensure

'tailor-made' training where this is appropriate.

#### **Section 14: The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist visits the school regularly, by appointment, for Planning Meetings, following discussion with the SENCO as to the purpose of each visit.
- Staff are aware that Specialist support is available where we do not have the necessary in-house expertise - for example, in relation to children with autistic-spectrum disorders, sensory impairment or severe emotional and behavioural difficulties.
- Speech and Language Therapists, Occupational therapists and Physiotherapists work in school to support children where needed.

The appropriate staff liaise frequently with a number of other outside agencies, for example:

- ❖ Social Services
- ❖ Community Paediatrician
- ❖ Health Care Professionals
- ❖ Educational Welfare Service
- ❖ Speech Therapy
- ❖ Physiotherapy
- ❖ Occupational Therapy.

Parents are informed if any outside agency is involved and arrangements for partnership with parents/carers are made.

#### **Section 15: Arrangements for Partnership with Parents**

- Staff and parents/carers will work together to support pupils with SEN.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made for the class teacher to meet all parents whose children are being registered as having SEN. The SENCO will coordinate and run this meeting with the class teacher, child and parents each term. Where parents do not attend the meeting a copy of the School Focus Plan/Review will be sent home.
- At review meetings with parents/carers and children, we try to always make sure that the child's strengths as well as weaknesses are discussed, that where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- School Focus plan outcomes will include targets to work towards at home, and parents/carers and pupils are always invited to contribute their views to the review process. All School Focus Plans and reviews will be copied and sent to parents after meetings.
- Parents' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened parents /carers are able to contact the Headteacher or the Governing Body.
- All parents will be asked if their child has a particular talent outside of school e.g. musical, dance, gymnastics etc that has been recognised by outside bodies e.g. awards, medals, trophies etc and has been sustained over a period of time.

#### **Section 16: Links with other schools/Transfer arrangements**

- Foundation Stage staff liaise with other settings when needed and respond to SEN concerns made available to them from nursery or day care units.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO or designated member of SLT will telephone to further discuss the child's needs. Children transferring from Shawlands Primary to new schools will have a Special Needs File which gives details of SEN and provision. The SENCO will discuss these children with other schools on request.
- Children with EHCPs or who have complex needs and are on EHCP Monitoring and Assessment Plans, will have a review Meeting to which the 'new school' SENCO will be invited. Secondary school SENCOs are invited to Annual Review/Transition Meetings.

#### **17: Section Roles and Responsibilities**

See SEND Information Report on the school web site.

## **The SENCO:**

The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the role of supporting the Senior Leadership Team (SLT) to line management of teaching assistants who give support to individual and groups of pupil with SEND. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully addresses the needs and support progress of pupils with SEND. The SENCO will also take a key role in supporting the transition of pupils with SEND to different settings.

## **Monitoring and Evaluating the Success of the School's SEN Policy and Provision**

- The SENCO will provide information to the governing body as to the number of pupils identified as having SEN at each stage, three times a year in the autumn, spring and summer term. SEN is a standing agenda at all full governing body meetings. The number of pupils transferring to or from each stage will be noted.
- The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.
- In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.
- Analysis of the progress of children with SEN is made by the SENCO/SLT and is measured against the children who do not have SEN.
- Individual targets for SEN will be reviewed through School Focus Plans/ EHCP Monitoring and Assessment Plans and/or the School Focussed Provision Map.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all pupils takes place on a regular basis within each Key Stage. Percentage targets are set for children to achieve the relevant level of GDP at the end of KS1 and KS2. As part of our monitoring of vulnerable groups, the progress of children at School SEN Support and with an EHC Plan is monitored separately and discussed during staff meetings at the end of each half term. Expected progress is analysed and evaluated at the end of each year group.

## **The Governing Body**

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND Policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school, alongside pupils with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead Governor for SEND at Shawlands Primary School is Sharon Auty.

The lead governor will meet at least termly with the SENCO to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Bodies cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include:

Designated teacher of Safeguarding:

Designated teacher for Looked After Children:

Lead teacher for effective deployment of pupil premium funding and sports funding:

Attendance Officer:

Outside agencies such as SCI Team, Educational Psychologist, Welfare Officer, CAMHS, Speech and Language etc. will be used when their input and expertise will support the pupils and/or their parent.

### **Section 18: Dealing with Complaints**

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO and Headteacher as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEND Information, advice and support service (SENDIASS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved, parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Barnsley LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and are directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Barnsley SEND Team. Parents will be contacted directly to receive information about the mediation services available.

**Date Written: September 2022**

**Ms S Bailey MBE – Fully Accredited SENCO – National PGC in Special Educational Needs Coordination**

## **Appendix I: Compliance with Statutory Duties**

This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0 – 25 (2014)
- Equalities Act 2010: advice for schools DfE (Feb 2013)
- School Admissions Code of Practice
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 and 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)
- Keeping Children Safe in Education (2014)

Barnsley's Local Offer for SEND:

<http://www.barnsley.gov.uk/education/special-educational-needs/send-education/>



## Appendix 2: Types of Interventions In Place At Shawlands Primary School

- **Lego Therapy – Communication/Social/Emotional/Mental Health/Speech and Language groups – tailored specifically to a child’s needs**
- **Sensory Circuits**
- **ASD Groups**
- **Speech and language programmes NHS and Lingo Agency used in school**
- **WELLCOM – Speech and Language**
- **Nurture Exercise Group Work**
- **Read/Write/Ink - phonics**
- **Phonics Programmes/Dyslexia Programmes (Beat Dyslexia)**
- **Clicker 6 focussed work and lessons/support programme**
- **Emotional/Social and Mental Health – small group sessions/1:1**
- **Welfare 1:1 sessions**
- **Jump Ahead – Fine/Gross motor control**
- **Helping Hands – Emotional and Social Groups**
- **Rainbow Group (CBT – Cognitive Therapy Techniques used) – Focus group on children with ASD/Emotional and Social skills needs**
- **1:1 and Small group support for Literacy and Numeracy linking to key skills**
- **Makaton use – when needed**
- **Visual aids and timetables used throughout the day/lessons for children who require this.**
- **Booster maths**
- **Booster SPAG/Literacy**
- **Early Literacy Skills**
- **IDL/IXL – ICT programmes to support with Reading, writing, spellings and maths support**
- **Dyslexia Screening**
- **Memory Strategy groups**
- **WRAT Testing to identify cognitive issues**
- **TADS**
- **Hearing Impairment programme for individual pupils**
- **Music Interaction**
- **Language Link to commence 2022**

**Appendix 3: Links with Local and National Services and organisations to support implementation of the SEND Policy:**

**SCI Team – Communication and interaction service – for educational advice and strategies to support including managing behaviour (including children suffering from ASD), Visual and Hearing Impairment**

**Speech and Language Therapy – Concerns around speech and communication and interaction.**

**Physiotherapy – for children experiencing physical difficulties requiring exercises.**

**Occupational Therapy – for children who have difficulties with their fine and gross motor skills.**

**Social Services – support for families**

**Family Support Worker/Locality Team – support for family**

**Educational Psychologist – assessing children and providing them strategies for support – Social/emotional and Mental Health support, along with educational and managing behaviour support (including children with Cognitive issues and children suffering from ADHD).**

**Children and Adolescent Mental Health Service (CAMHS) – providing counselling and support for pupils with emotional and mental health difficulties.**

**Community Paediatrician – to assess and diagnose medical conditions.**

**Community Paediatric Nurses – specialising in supporting schools and families with children who have ASD/ADHD and other behavioural/social and emotional issues.**

**SENDIASS - Parent Partnership Service – Supporting parents with Children with SEND**

**Short Breaks for Disabled Children**

**Springwell Community School**

**Families Information Service – To work with families whose children are struggling to access education due to various issues, one being SEND.**

**Learning Disability Nurse**

**School Nurse/Health Visitors/Community Nursery Nurse**

**New Street Clinic/Health Centre**

**Cerebra – Helping families with children who have Sleeping issues - complete forms for SEND/EHCP referrals etc.**

**Assessment and Review Team – for EHCP Assessments**

**Appendix 4**

**Shawlands Primary School**  
Parental Concern Investigation Report

Name of Child	
Year Group	
Date when concern registered	
Any previous concerns raised by parents?	
Any previous concerns raised by teachers/other professionals?	
Date when investigation carried out	

**Concerns raised and Investigation Findings**

Concern Raised	Action Taken & Investigation Findings
1.	
2.	
3.	

**Parental Action after Investigation**

Signed .....

**School Action after Investigation**

Signed.....

**Appendix 5:** Full details of the process for requesting an ECH Plan can be found on the Barnsley SEND offer web site.

### **Special Educational Needs Assessment**

Some children may need extra support to make progress in their learning if their school/setting's normal range of teaching doesn't meet their particular needs.

If your child's struggling with their learning, their setting will arrange early additional support to help them achieve. We call this special educational needs or SEN support. Your child will be offered a level of support that suits their needs.

If your child continues to struggle, the setting will ask us to assess your child to determine what more can be done to help them. This assessment is called an education, health and care assessment,

### **Does your child need an education, health and care needs assessment?**

If you believe your child has special educational needs that aren't being met by SEN support, or you feel their needs are so substantial that a mainstream setting can't meet them, you can ask for an assessment. Your child's setting can also ask us to assess your child.

If your child is under five and has complex needs, you can still ask for an assessment even if your child isn't in a school.

### **How to apply for assessment**

The following people can ask for an Education Health and Care Needs Assessment of a child/young person, using the following forms:

- parents/carers/young person (aged 18 and over) – contact the Assessment and Review Team for current form
- educational settings – Complete the most recent updated form for the EHCP application
- professionals who are already involved in supporting the child/young person – Complete the most recent updated form from the authority or provide a copy of their most recent report.
- Guidance on how to complete each of these forms is being developed and will be available shortly.

In the meantime, if you need any help to complete the appropriate form, you can contact the SEN Assessment and Review team on (01226) 773966 or by emailing [senassessmentandreview@barnsley.gov.uk](mailto:senassessmentandreview@barnsley.gov.uk)

### **What happens during an assessment**

The Education Health and Care (EHC) Needs Assessment gives us a chance to build up a complete picture of the child/young person's special educational needs so that we can decide how best to support them.

Upon receipt of a request to carry out an EHC Needs Assessment the SEN assessment team will write to you and to others involved with the child/young person to let you and them know and to ask for any relevant advice to be shared with them. They will consider this advice when deciding whether or not the child/young person needs an EHC needs assessment.

If an EHC Needs Assessment is required, the assessment team will again write to any professionals involved with the child/young person to ask for any new advice which they have to share with us. An educational psychologist will also be asked to provide specific advice about the child/young person's special educational needs. The advice which they provide may be based on their earlier work with the child/young person. If the child/young person has not previously had a psychological assessment, the assessment team may ask the educational psychologist to see them.

For all EHC assessments, they will invite a health professional to provide medical advice and they may offer you an appointment with a paediatrician or doctor. They may also ask social care services for advice.

A parent/carer can accompany the child/young person to any interview or examination that forms part of the education health and care needs assessment.

When they have collected all relevant advice, they will decide whether or not an EHC Plan is required. They will then invite you to a meeting to either help put a draft plan together or to provide information about the recommendations for support which the Local Authority's panel have made.

If you need more information about the EHC Needs Assessment process you can contact an [Independent Supporter](#) using this information. Alternatively, you can contact the SEN Assessment and Review team.

Appendix 6: School Focussed Plan (SFP)



		<h2 style="margin: 0;">Shawlands Primary School</h2> <h3 style="margin: 0;">School Focused Plan (SFP)</h3>			
<b>First Name:</b>		<b>Last Name:</b>		<b>Date of Birth:</b>	
<b>Date of current SFP:</b>		<b>School:</b>			
<b>NC Yr:</b>		<b>Teacher with Responsibility:</b>		<b>SENCO:</b>	
<b>Other school-based adults involved:</b>		<b>Home address:</b>			
<b>Parent/Carers' Names:</b>		<b>Home language:</b>			
<b>Preferred method of communication (email/text/phone call):</b>		<b>Family supporter name:</b>			
<b>GP Name and Address:</b>		<b>Category and Area(s) of Educational Needs:</b>			
<b>Date added to the SEN register</b>		<b>Evidence of graduated approach</b>			
<b>Signature SENCO:</b>		<b>Signature Teacher:</b>		<b>Signature(s) parent:</b>	





<b>SFP 1a PLAN</b>		<b>Child/Young Person's Profile</b>	
<b>Aspirations</b>	<b>Strengths and Interests</b>	<b>QFT strategies that help</b>	<b>Reasonable adjustments</b>
<b>Relevant historical information about the child or young person's Special Educational Needs (SEN)</b>		<b>Current information about the child or young person's Special Educational Needs (SEN) including outside professional involvement.</b>	
<b>Relevant historical information about the child or young person's health needs</b>		<b>Current health needs including health professional involvement.</b>	
<b>Relevant historical information about the child or young person's social care needs. <i>EHA/Family Support/CIN/CPP</i></b>		<b>Current social care needs including social care involvement. <i>EHA/Family Support/CIN/CPP</i></b>	



SFP 1b PLAN		Only document in the 4 broad areas of need where necessary – do not feel that all 4 broad areas need to be completed if the CYP does not have difficulty/need in this area.		
Needs Analysis		Plan using professional reports where available in addition to teacher/SENCO/parent/carer/CYP input		
Needs Analysis		<u>Transition and Independence / Preparation for Adulthood MUST be completed for all CYP.</u>		
Need	Strengths	Barriers or Difficulties	12-month Outcomes	Strategies that help
Cognition and Learning			By the end of year? Billy will...	
Communication and Interaction				
Social, Emotional, Mental Health				
Physical and Sensory				
Transitions and Independence – <i>Include plans for transitions here and also planning for greater independence.</i>				
Preparation for Adulthood				

SFP 2 PLAN	Parent/Carer Views
Outside of school my child is interested in and enjoys...	
My child's aspirations are...	
My child has difficulties with and needs help with...	
In school my child enjoys and is good at...	
<p>These strategies that have helped my child in school to...</p> <ul style="list-style-type: none"> <li>• Learn...</li> <li>• Be independent...</li> <li>• Enjoy school...</li> <li>• Communicate...</li> <li>• Enjoy friendships...</li> </ul>	
Things that don't work well in school...	
I would like my child to be able to...	
I want school to...	



**SFP 3 PLAN**

**Child/ Young Person Views – March 2022**

*Child's views should be at the core of the SFP and are therefore crucial to the plan. They should be collected in a child centred way which is fitting and appropriate to the child or young person.*

What do you like and admire the most about yourself?

What do you find difficult?

What are your hobbies or interests?

What do you feel you are really good at? Have you achieved anything?

Insert my picture here

How have other people or different strategies helped you? Could we make them any better?

What would like to achieve when you are older?



SFP 4 ASSESS				Assessment Data													
EYFS	Communication and language development ELG 01 Listening and attention	ELG 02 Understanding	ELG 03 Speaking	Physical Development ELG 04 Moving and Handling	ELG 05 Health and self-care	Personal Social and Emotional Development ELG 06 Self-confidence and self-awareness	ELG 07 Managing feelings and behaviour	ELG 08 Making relationships	Literacy Development ELG 09 Reading	ELG 10 Writing	Mathematics development ELG 11 Numbers	ELG 12 Shape space and measures	Understanding of the world ELG 13 People and Communities	ELG 14 The World	ELG 15 Technology	Expressive Arts and design ELG 16 Exploring and using media and materials	ELG 17 Being imaginative
Current Assessment Date																	
Previous Assessment Date																	
<b>Key Stages 1, 2 and 3</b> Please provide a code to your school assessment below:							Current Assessment Date:				Previous Assessment Date:			Previous Assessment Date			
English reading																	
English writing																	
English grammar punctuation and spelling																	
<u>Maths</u>																	
Speaking and listening if assessed																	

<b>SFP 5 DO</b>									
Medium Term/ 12month Outcome (taken from 1b above)	Target (inc date) (small step towards meeting the 12-month outcome)	Details of Provision	Pupil: Adult Ratio (inc adult initials)	Duration in minutes	Times per week	Number of weeks planned to achieve target	Total minutes per week	Cost	Review / Impact /Next Steps (inc. Date)
<b>Cognition and Learning</b>									
<b>Communication and Interaction</b>									
<b>Social, Emotional, Mental Health</b>									
<b>Physical and Sensory</b>									

<b>Transitions and Independence –</b>  <i>Include plans for transitions here and also planning for greater independence.</i>									
<b>Preparation for Adulthood</b>									
	<b>Total:</b>								



SFP 6 REVIEW		Review Meeting – Spring Term – March 2022		
<b>Update meeting number:</b>		<b>Date:</b>	<b>Date of next progress review (TBC during this meeting):</b>	
<b>Persons present:</b>				
<b>Successes of the plan <i>inc. CYP and family views</i></b>				
Area of need	Current short-term targets to meet 12-month outcomes	Time spent(weeks)	Impact and progress towards 12-month outcomes	Next step targets to meet 12-month outcomes
Cognition and Learning				
Communication and Interaction				

<b>Social, Emotional, Mental Health</b>				
<b>Physical and Sensory</b>				
<b>Transitions and Independence –</b> <i>Include plans for transitions here and also planning for greater independence.</i>				
<b>Preparation for Adulthood</b>				
<b>Parent/Carer Signature</b>			<b>SENCO/school Staff signature</b>	



**Provision Map to show SEND/Vulnerable Pupil/Welfare/PP List for Term 1 - 2022-23**

**Class 5 SB**

Name of Child	SEND Status - SFP K-/K/K+ or EHCP plus record Primary and/or Secondary Need	Pupil Premium ✓	EAL ✓ plus (S) if extra support is needed	List of Interventions	Welfare/ Safe-guarding plus key information	Medical Needs	General Comments plus if monitoring for SEND with details of agencies involved. Add if on EHA

## Appendix 8: School Focused Plan – Provision Map



### EHC Team SCHOOL FOCUSED PLAN - PROVISION MAP

Complete and Save the document as :- "Provision Map [pupils SURNAME First Name] "

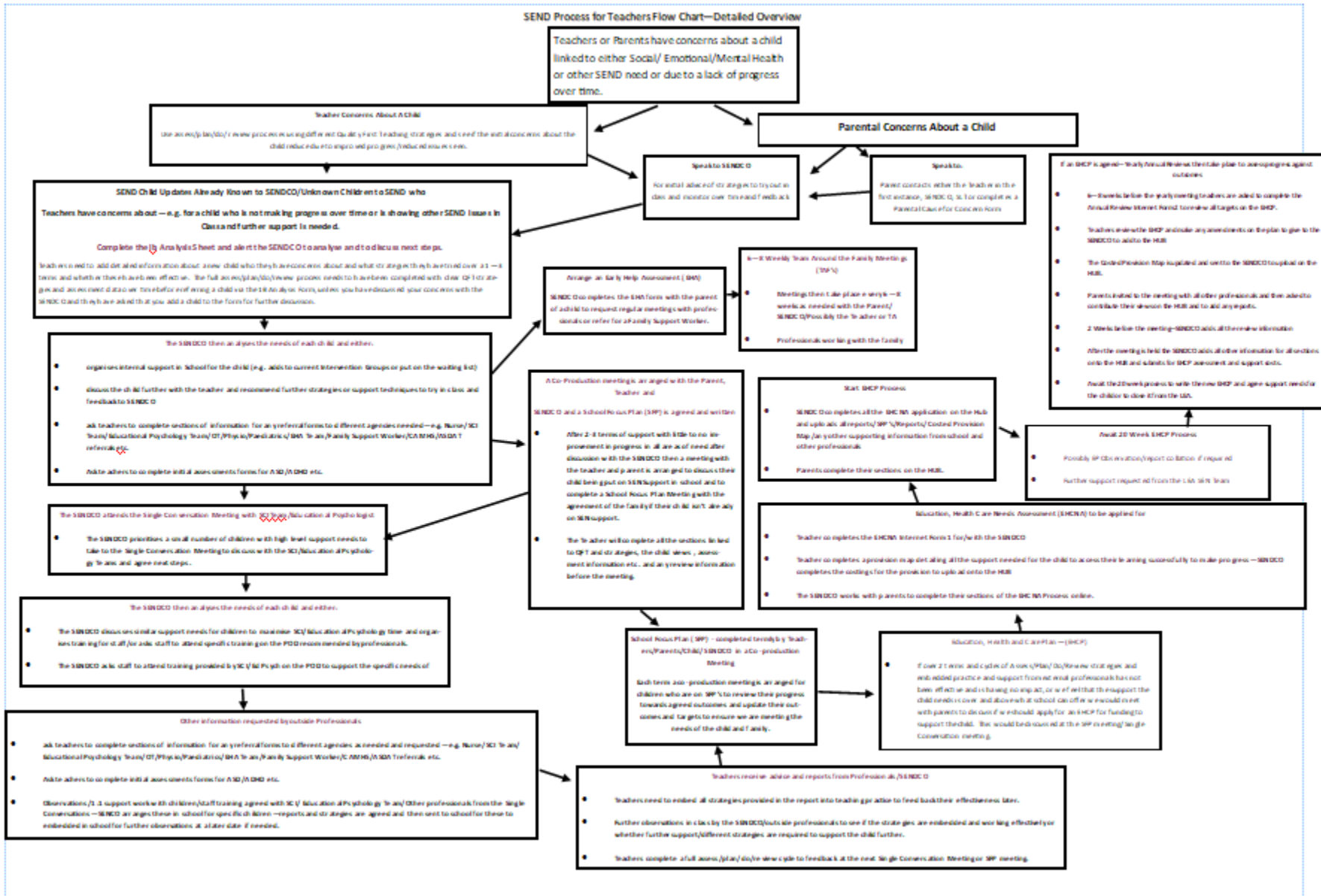
Email to:- "senassessmentandreview@barnsley.gov.uk" subject line:- "Provision Map [pupils initials]"

Pupils Name	Date of Birth	Total Hours of Provision          <b>492</b>
Educational Setting		
Completed By	Date	

Outcome	Details of Provision	Type of Staff Directly Employed by Setting Delivering the Provision	Number of Pupils In Group	Duration In Minutes	Times Per Week	Number of Weeks
XXXXX will be able to listen to the views of others and have begun to develop appropriate relationships and friendships with peers in	Social communication interaction group	2 Learning Mentor	4	45	4	39
XXXXX will be following instructions and completing learning tasks in the classroom and be more confident and able to engage more	Nessy Touch Typing Practice	1 SEN Learning Support Assistant	1	30	3	39
XXXXX will be able to self-identify and articulate a number of his feelings when they emerge before his behaviour escalates. Hence, building	Emotional Coaching/anger management sessions	2 Learning Mentor	1	30	5	39
XXXXX will be following instructions and	In class English support	1 SEN Learning	4	30	5	39

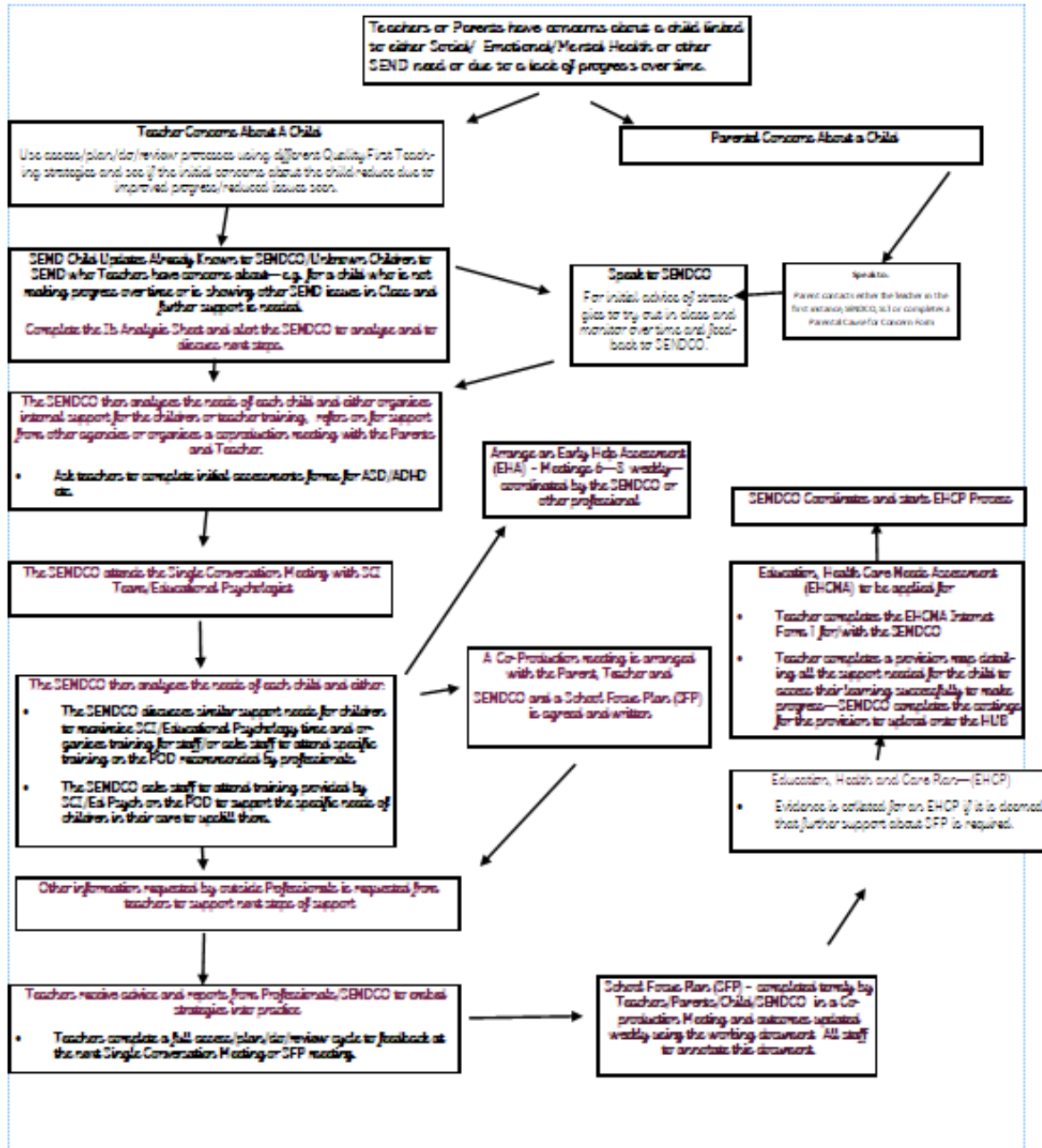


Appendix 9 – Full SEND Process as a Flow Chart Sept 22




## Appendix 10 – SEND Flow Chart – Brief Overview For Teachers

SEND Process for Teachers Flow Chart— Brief Overview



**Appendix 11 – EHCP Monitoring and Assessment Form**

<div style="border: 1px solid black; padding: 5px; text-align: center;">                 Shawlands Primary School             </div>	<div style="border: 2px solid black; padding: 5px; display: inline-block;"> <b>EHCP Monitoring and Assessment Provision Map</b> </div>	
--	--	---

CYP Name:	Area(s) of Need:	Element 3 SEND funding:	Assessment Data:				
	Cognition and Learning.	£		R:	W:	M:	Spag:
	Communication and Interaction		Date:				
	Physical/Sensory		Date:				
	Social, emotional and mental health		Date:				

Year Group/Class	Class teacher/staff supporting	Dates of termly provision reviews	Date of next annual review

**Black – Progress for Term 1**

**Red – Progress for Term 2**

**Green – Progress for Term 3**

**Education Outcomes (taken directly from section E of the EHCP)**

<p><b><u>Communication and Interaction Outcomes</u></b></p> <p>End of Key Stage / Phase Outcome (long term)</p> <p>12 Month Outcomes (medium term)</p>	<p><b><u>Cognition and Learning Outcomes</u></b></p> <p>End of Key Stage / Phase Outcome (long term)</p> <p>12 Month Outcomes (medium term)</p>
<p><b><u>Physical and/or Sensory Outcomes</u></b></p> <p>End of Key Stage / Phase Outcome (long term)</p> <p>12 Month Outcomes (medium term)</p>	<p><b><u>Social, Emotional and Mental Health Outcomes</u></b></p> <p>End of Key Stage / Phase Outcome (long term)</p> <p>12 Month Outcomes (medium term)</p>
<p><b><u>Transitions and Independence Outcomes</u></b></p> <p>End of Key Stage / Phase Outcome (long term)</p> <p>12 Month Outcomes (medium term)</p>	<p><b><u>Preparation for Adulthood Outcomes</u></b></p> <p>End of Key Stage / Phase Outcome (long term)</p> <p>12 Month Outcomes (medium term)</p>

*Provision map to be used to map out the support in place for the CYP and progress towards meeting medium and long-term outcomes. Ensure that this page is visible and used as a working document to maximise impact and document progress.*



Medium Term/ 12month Outcome (taken directly from EHCP)	Target (inc date) (small step towards meeting the 12-month outcome?)	Details of Provision See EHCP for detailed description of provision	Pupil:Adul t Ratio (inc adult initials)	Duration in minutes	Times per week	Number of weeks planned to achieve target	Total minute s per week	Cost	Review / Impact /Next Steps (inc. Date)
<i>Communication and Interaction Outcomes</i>									
<i>Cognition and Learning Outcomes</i>									
<i>Sensory and/or physical health outcomes</i>									
<i>SEMH Outcomes</i>									
<i>Transition and Independence Outcomes</i>									
<i>Preparation for Adulthood Outcomes</i>									
			<b>Total:</b>						

*Use this page to document ongoing discussions (over time), thoughts and feelings between families, CYP, professionals and staff working with the CYP.*

<b>Professionals / Services involved:</b>	<b>Reports / recommendations used to support target setting</b>
	Yes
	Yes
	Yes
	Yes
	Yes

<b>Details of family involvement / views:</b>
<b>Details of child/young person involvement / views:</b>
<b>Teacher / TA Notes:</b>
<b>SENCO Notes:</b>

**Child/ Young Person Views – March 2022**

*Child's views should be at the core of the EHCP/SFP and are therefore crucial to the plan. They should be collected in a child centred way which is fitting and appropriate to the child or young person.*

What do you like and admire the most about yourself?

What do you find difficult?

What are your hobbies or interests?

What do you feel you are really good at? Have you achieved anything?

How have other people or different strategies helped you? Could we make them any better?

What would like to achieve when you are older?

## EHCP Provision and Progress Review

**Update meeting number:**            **6**            **Date:**    **28.3.22**            **Date of next progress review (TBC during this meeting):** *June 22*

**Persons present:**

**Successes of the plan *inc. CYP and family views***



Area of need	Current short-term targets to meet 12-month outcomes	Time spent(weeks)	Impact and progress towards EHCP 12-month outcomes	Next step targets to meet 12-month outcomes
<i>Communication and Interaction</i>				
<i>Cognition and Learning</i>				
<i>Sensory and/or physical health</i>				



<i>SEMH</i>				
<i>Transition and Independence</i>				
<i>Preparation for Adulthood</i>				
<b>Parent/Carer Signature(s)</b>			<b>SENCO/school Staff signature(s)</b>	

**Appendix 12 – 1B Analysis Form – SEND Monitoring Form**



	<p><u>SEND Monitoring Analysis Sheet Only – 1b – For Children Not Currently On SEND</u>  <u>Date Monitoring Commenced – June 22</u></p> <p>Name: ..... D.O.B: ..... Class: .....</p> <p>To complete for all children you have concerns about before moving to a full SFP after 2 – 3 terms to ensure there has been a full cycle of assess/plan/do/review or removing from monitoring if progress is being made.</p>	
---	--	---

<p><b>SFP 1b PLAN</b></p> <p><b>Needs Analysis</b></p>	<p>Only document in the 4 broad areas of need where necessary – do not feel that all 4 broad areas need to be completed if the CYP does not have difficulty/need in this area.</p> <p>Plan using professional reports where available in addition to teacher/SENCO/parent/carer/CYP input</p> <p><u>Transition and Independence/Preparation for Adulthood MUST be completed for all CYP.</u></p> <p>Please colour code entries as follows: Term 1 – Black Text, Term 2 – Red Text, Term 3 – Green Text</p>
--	--

Need	Strengths	Barriers or Difficulties	6 – 12 month Outcomes	Strategies that help	Actions
Cognition and Learning			By the end of 6-12 months, Billy will...		Date Completed
					Date Completed
Communication and Interaction					Date Completed
					Date Completed

<b>Social, Emotional, Mental Health</b>					
					<b>Date Completed</b>
<b>Physical and Sensory</b>					
					<b>Date Completed</b>
<b>Transitions and Independence –</b> <i>Include plans for transitions here and planning for greater independence.</i>					
					<b>Date Completed</b>
<b>Preparation for Adulthood</b>					
					<b>Date Completed</b>

Date moved to SFP and SEND Support: .....

Date removed from monitoring due to progress being made: .....

Agreed and signed by Parent to move to SEN Support: .....

Date: .....

Agreed and signed by SENDCO: .....

Date: .....

<b>Key Stages 1, 2 and 3</b> Please provide a code to your school assessment below:	<b>Current Assessment Date: March 22</b>	<b>Previous Assessment Date: Nov 2021</b>	<b>Previous Assessment Date: June 2021</b>
<b>English reading</b>			
<b>English writing</b>			
<b>English grammar punctuation and spelling</b>			
<b>Maths</b>			
<b>Speaking and listening if assessed</b>			

<b>EYFS</b>	<b>Current Assessment Date</b>	<b>Previous Assessment Date</b>
Communication and language development <b>ELG 01</b> Listening and understanding		
<b>ELG 02</b> Understanding		
<b>ELG 03</b> Speaking		
Physical Development <b>ELG 04</b> Moving and Handling		
<b>ELG 05</b> Health and self-care		
Personal Social and Emotional Development <b>ELG 06</b> Self-confidence and self-awareness		
<b>ELG 07</b> Managing feelings and behaviour		
<b>ELG 08</b> Making relationships		
Literacy Development <b>ELG 09</b> Reading		
<b>ELG 10</b> Writing		
Mathematics development <b>ELG 11</b> Numbers		
<b>ELG 12</b> Shape space and measures		
Understanding the world <b>ELG 13</b> People and Communities		
<b>ELG 14</b> The World		
<b>ELG 15</b> Technology		
Expressive Arts and design <b>ELG 16</b> Exploring and using media and materials		
<b>ELG 17</b> Being imaginative		

**Appendix 13 – Working Document for SEND to monitor progress of Children’s Outcomes weekly**

Working Document for Grayson Copley – June 22

Progress Towards Medium/Short Term Outcomes

<b>Medium Term/ 12month Outcome (taken directly from EHCP)</b>	<b>Target (inc date) (small step towards meeting the 12-month outcome?)</b>	<b>Review / Impact /Next Steps (inc. Date)</b>
<i>Communication and Interaction Outcomes</i>		
<i>Cognition and Interaction Outcomes</i>		
<i>Sensory and/or physical health Outcomes</i>		
<i>SEMH Outcomes</i>		
<i>Transition and Independence Outcomes</i>		

