



Abacus Primary School

Special Educational Needs & Disabilities Policy

Written by: Rachael Hunter (SENCO)

Last adopted on: Summer 2020

In: January 2023

By: Full Governing Body

Future review date: September 2023

Current SEN Governor: Mr John Wood

Intent

At Abacus Primary School we want children to learn and develop to their full potential and we help them to achieve this by providing a stable and caring environment and through:

- i. Early intervention...
 - ❖ ensuring that children who have difficulties with learning receive the help that they need as soon as possible.
- ii. Removing barriers to learning ...
 - ❖ embedding inclusive practice in every school and early years setting.
- iii. Raising expectations and achievement ...
 - ❖ developing teachers' skills and strategies for meeting the needs of children with SEND and additional needs
- iv. Delivering improvements in partnership ...
 - ❖ so that parents can be confident that their child receives the education he/she needs.

Implementation

1. The Purpose of this Policy:

This policy is designed to outline our school values and vision for pupils with Special Educational Needs and/or Disabilities and to share our key procedures and systems with all stakeholders. It complies with the SEND Code of Practice: 0 to 25 years, January 2015, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. It was reviewed during the autumn term 2019 by the SENCO. The views of staff, governors, pupils and parents were sought during the development of revised systems and paperwork in 2017/18 (please see the appendices for current formats).

Abacus Primary School is a mainstream primary school with pupils aged from 4 - 11. Its mission statement as set developed by our School Council is 'Aspire, Believe, Achieve, Create United, Success'. This applies to all pupils irrespective of their needs. Our school promotes an inclusive ethos in relation to all pupils and values the particular contribution that pupils with SEND make to school life.

The admission arrangements are set out in the school's prospectus available to view on the school's website www.abacusprimaryschool.co.uk

'We believe every teacher is a teacher of children with special educational needs'.

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum. The right extends to every pupil of the school whether or not they have a Special Educational Need (SEN) as is implicit in The Education Act (1993).

Abacus Primary School aims to provide an inclusive, broad and creative curriculum for all its pupils, including those with special educational needs and disabilities (SEND) through its broad and balanced in conjunction with the National Curriculum. The school aims to raise the aspirations and expectations for all children with SEND and focuses on providing good outcomes for them. Some pupils may have specific learning difficulties and/or disabilities which can create barriers to attainment and progress. Teachers take account of their needs and make the appropriate provision, enabling pupils to have full access to the curriculum, sometimes following a personalised timetable where appropriate.

Our objectives for SEND are:

- To identify and provide for pupils who have SEN and/or disabilities.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil whole school' approach to the management and provision of support for SEND.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.

- To provide support and advice for all staff working with pupils with SEND.
- To enable all children to have unrestricted access to all elements of the school curriculum and school life.
- To enable pupils to attain a positive self- image and to value their achievements.
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

2. Roles and Responsibilities

a) SENCO:

Our SENCO is Mrs Rachael Hunter who can be contacted via the school office or email on senco@abacus.essex.sch.uk. She works as SENCO and Deputy Headteacher. The SENCO is responsible for the day-to-day operation of the SEND Policy and their role and responsibilities are as follows:

The SENCO works in collaboration with the Headteacher and Governors to decide upon the development of SEND policy and provision. Each year, in discussion with the Headteacher, a SEND Action Plan is written which links closely to the School Improvement Plan and current priorities. The SENCO liaises with class teachers, providing support and guidance regarding planning and target setting, and works in close contact with the Learning Support Assistants who work with children on the SEN Register ensuring the needs of these children are met.

The key responsibilities of the SENCO are to:

- Keep an up to date register of all pupils with Special Educational Needs;
- Oversee the records of each SEND child;
- Monitor the achievement and attainment of SEND pupils, tracking progress using agreed systems;
- Observe and assess pupils in class;
- Monitor planning and teaching for SEND children including their One Plans and One Page Profiles;
- Support teachers and map SEND provision in the school;
- Manage SEND resources to enhance provision and support for SEND pupils;
- Ensure that all reviews of progress and review meetings occur when planned, including statutory meetings, and facilitate contact between all relevant parties;
- Keep the school's SEND Policy and Information Report documentation up to date for Governors and monitor the policy in action;
- Report annually to Governors on the attainment and achievement of children with SEND and the impact of strategies and interventions;
- Contribute to the in-service training of staff;
- Support LSAs, providing appropriate planning and information regarding the school policy and range of SEND pupil needs;
- Liaison with parents, outside agencies, early education settings and other schools regarding transition.

- Ensuring the school meets its responsibility for meeting the medical needs of pupils.

b) CLASS TEACHERS:

Class teachers are responsible for:

- Following the school's SEN Policy and procedures, including taking responsibility for timely One Planning and review meetings.
- Using the graduated response and Essex Provision Guidance Toolkit (moving to Ordinarily Available when published in Autumn 2022) when planning for individual needs.
- Assessing all children, including those with SEND, recording these assessments using school systems and sharing this data with the SENCO and headteacher as part of monitoring Pupil Progress.
- Liaising with the SENCO, year group leaders and curriculum leaders when identifying pupils with SEND and planning provision for them.

c) GOVERNING BODY:

The Governor with responsibility for SEND attends governors meetings and meets with the SENCO termly to discuss SEND developments and monitor progress of the SEND Action Plan. They have specific oversight of the school's arrangements for SEN and disability. Along with the Full Governing Body they also hold the responsibility to:

- Ensure that the school's SEND Information Report is reviewed annually and available to parents on the school website.
- Ensure that the school's SEND Policy is reviewed regularly.
- Ensure that the responsibility for meeting the Special Educational Need of children attending the school is shared by all staff.
- Ensure that systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the graduated response.
- Ensure that the identified needs and objectives for children as specified in individual EHCPs are met.
- Ensure that delegated resources for SEND are allocated fairly, efficiently and in response to identified need.
- Ensure that parents/carers are notified whenever SEND provision is being made for their child and have access to independent information, advice and support.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practicable. The activity must be in line with the pupil receiving the provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Ensure that the school meets their Equality Act duties for pupils with disabilities.
- Ensure that the SENCO is enabled to carry out strategic aspects of the role and is able to influence the development of whole school SEND provision.

The SENCO attends governing body meetings by invitation and to present the annual SEND Report to Governors.

d) Safeguarding:

The name of the designated teacher with specific safeguarding responsibility is Mrs Heidi Blakeley (Headteacher). The deputy designated teacher is Mrs Rachael Hunter the SENCO/Deputy Headteacher.

3. How We Identify and Support Special Educational Needs Across the School

There are 4 broad areas of need. These areas give an overview of the range of needs that we planned for:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and /or Physical needs

(Please see Appendix 1 for detail about each categories of need)

At Abacus Primary School we identify the needs of pupils by considering the needs of the whole child, not just their special educational needs. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is **different from or additional to** that normally available to pupils of the same age (SEN Code of Practice, 2015).

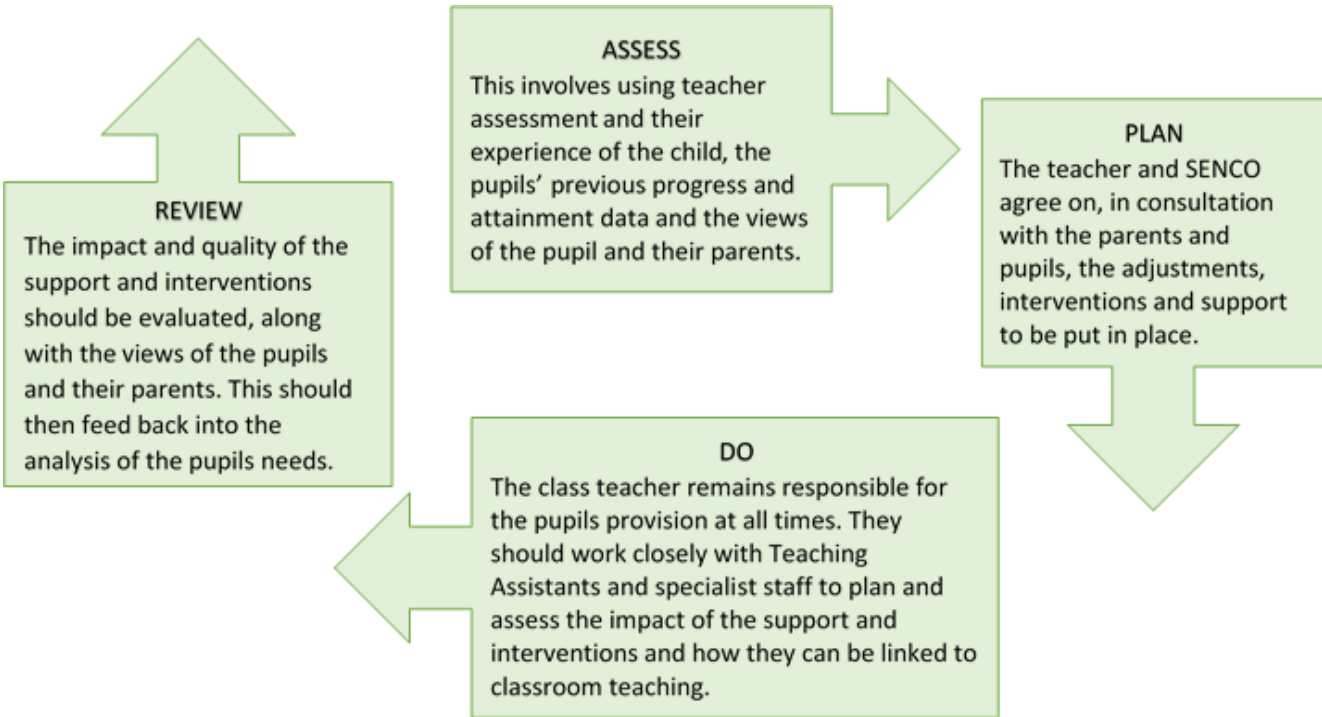
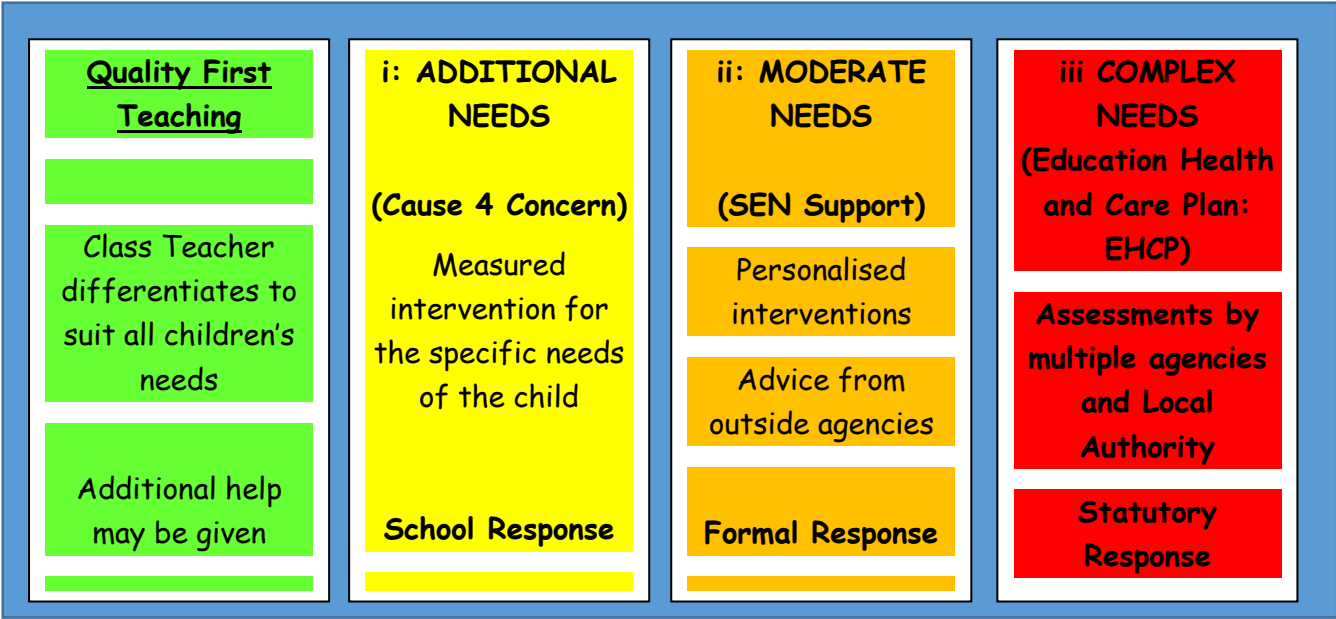
The following areas are **not SEN**, but may impact on progress and attainment:

- Disability (The Code of Practice outlines the "reasonable adjustment" duty for all setting and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant (PP)
- Being a child of a Serviceman/woman
- Joining the school during a pupil's school career

4. Organisation

Our school uses a **Graduated Response** to ensure that all children with additional needs have these met at an appropriate level using the Assess, Plan, Do Review cycle (see below for further detail).

The Graduated Response



i) ADDITIONAL NEEDS (Cause 4 Concern):

Children who have not demonstrated expected progress and who have been identified as having additional needs may be recorded as 'Cause for Concern' (i.e. class level support). They will continue to receive High Quality Teaching (HQT), including targeted teaching strategies or interventions taken from the Essex Provision Guidance tool or the range on offer in that year group, and take part in intervention groups aimed at boosting their attainment.

ii) MODERATE NEEDS (SEN Support):

If, when using the Assess, Plan, Do, Review cycle and after HQT, progress continues to be less than expected, the class teacher will raise the child with the SENCO using our Additional Support Record Sheet: C4C (please see Appendix 2) which evidences what has already been tried and evaluated using the graduated response. The SENCO will discuss with the class teacher whether the child may have a special educational need, seeking the parent and child's views at this stage of information gathering to inform this decision collaboratively. This is because not all children who demonstrate slow progress have a special educational need.

If agreed, the child is placed on the SEN Register at SEN Support and we start the One Planning process using a person-centred approach involving everyone around the child i.e. family, teacher, LSAs and SENCO. This will include the preparation of a personalised One Page Profile (please see Appendix 3) which helps all adults working with the child quickly understand and acknowledge what works best for them and what is important to them. It may also be appropriate to seek additional guidance or help from external agencies, although this must be with parental consent.

It remains the responsibility of the class teacher to plan for the child, monitor any interventions accessed and assess their progress accordingly. This is shared with the SENCO and family at a Termly Review Meeting, including the child if they can access the meeting (i.e. in response to their level of development).

iii) EDUCATION HEALTH & CARE PLAN (EHCP):

If, when using the 'Assess, Plan, Do, Review' cycle and after good quality personalised teaching and additional intervention based on external professional advice, progress continues to be less than expected and the child's needs are deemed significant or complex, we may consider applying for the formal statutory assessment process to being to seek an Education Health and Care Plan for a child.

This is only where the child's needs cannot be met within the school's allocated budget contribution. A range of evidence about the child's specific needs and the graduated responses already attempted will be required, along with assessment data, information from external professionals and most importantly information from the child and family themselves. If the Local Authority agree to the application an EHCP will be issued outlining outcomes and provision for the child and there may be additional funding allocated to support their more complex needs. An EHCP is a legal document and is reviewed once a year at an Annual Review.

Teachers are responsible and accountable for the progress of and development of the pupils in their class, including where pupils access support from LSAs or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN because additional intervention and support cannot compensate for lack of good quality teaching.

(Please see Appendix 4 for 'Who Does What?' within the Graduated Response).

Managing pupils needs on the SEN Register:

If a child is identified as having special educational needs in any year group, the class teacher who knows the family best will hold an initial introductory meeting with them. This is so that the first contact about SEN does not feel too formal for the parent. The family are informed that the SENCO will be available to support planning for their child and that they may attend future meetings; parents are also welcome to book a SENCO Surgery appointment via the school office.

If a child transfers in to Abacus already identified as having special educational needs or a disability, a copy of any One Planning is hopefully received in advance to aid planning for transition. This is usually led by the class teacher (unless the child has an EHCP when the SENCO will act as lead). The SENCO ensures the child is placed in the SEN Register and that a redraft of any previous One Plan is completed using our internal format.

All children on the School SEN Register will have an up to date One Plan agreed between all parties using the school format (please see Appendix 5). The SENCO would usually draw up the first draft of any One Plan for a child new to the register/school based on the initial meeting notes and liaison with the class teacher. There will then be a termly person-centred review meeting between the parent, child and teacher, and SENCO if appropriate; this is arranged by the class teacher. That meeting will include the views of the pupil as well as those of the parents and school. There are a variety of person-centred formats available from the SENCO (please see Appendix 8 for examples).

The meeting will be person centred i.e. focus on what is working well / not working e.g.

- Welcome and introductions;
- Sharing our 'likes and admires' of the pupil (*annually, updated only as required*);
- Sharing the pupil's views (*at an appropriate level*);
- Sharing the views of the family;
- Discuss what is 'working' and 'not working' together;
- Agreeing outcomes, next steps and provision to meet those outcomes.

The class teacher is responsible for updating the termly One Plan (with support from the SENCO if required) using the person-centred graduated response: 'Assess, Plan, Do, Review'. A paper copy must be passed to the parents in a timely manner and an electronic copy saved on the school server in the child's individual file. At any point, parents may also be recommended to seek the advice from their G.P. in order to access health support such as Speech and Language Therapy, Occupational Therapy or Paediatrician screening. Teachers need to consult with the SENCO prior to making any such recommendation as school is able to make these referrals in consultation with the family.

For pupils with an EHCP there will be two termly reviews as above, and the third meeting becomes the statutory Annual Review using the recommended paperwork issued by Essex County Council (see the Essex Infolink SEN web page). The SENCO is responsible for coordinating review meetings for pupils who have an EHCP and negotiating release time for teachers to attend these. The SENCO will collate the information provided through this process and update One Planning with input from the class teacher and any allocated 1:1 LSA. The SENCO is also responsible for seeking parental consent should the school wish to involve any other relevant professionals.

(Please see Appendix 6 for the Child's Views format and Appendix 7 for the Family Views format for Annual Reviews).

On occasion a child may exceed or meet their targets with sufficiently accelerated progress to the extent that their needs have reduced. It may at this point be appropriate to remove their name from the SEN Register in negotiation with the family and SENCO.

Storing and Managing Information

All paperwork relevant to SEND pupils should be treated as confidential, the same as for all other school records.

- Class teachers have a paper copy of relevant SEND paperwork in a Class SEND Folder to share with their support staff team. This includes One Page Profiles, One Plans, the most recent relevant reviews, specialist reports or documents. These are used as working documents and can have notes made on them in preparation for any reviews or modifications required.
- The SENCO retains a master file for each child on the SEN Register stored in a locked filing cabinet in the Teacher's Workroom. The SENCO files hold back copies of all paperwork for each child should these be required.
- Copies of all school SEND records are stored electronically on the school computer network. These are retained for a maximum of one year after a child has left the school as a precaution in case paper copies passed to the next setting are lost in transit or somehow inadvertently damaged and replacements are required.
- Children's records are passed on to the next setting when children leave the school and a covering letter is attached asking for a written receipt to be passed to the school as evidence that the documents have been received.
- Parents are entitled to receive paper copies of all information about their child's SEND needs and any reports received from specialists involved in the case.

Accessibility:

The school publishes its accessibility plan for disabled pupils on the school website. The school has wheelchair access and threshold ramps are used where necessary. There are 3 disabled toilets in school with full facilities for the use of disabled pupils, staff or visitors.

Where other barriers to learning may exist e.g. in terms of physical access, medical need or the need for quiet areas, these are assessed and a Care Plan is drafted if required, discussed with parents and implemented (see policy on Supporting Children with Medical Needs). Referrals may be made to external agencies such as occupational therapists, and specialist equipment provided to reduce any physical barriers to learning. Children who need regular breaks due to sensory or other issues can access quiet areas such as the Chill Out Room, fish tank area or Rainbow Room with support staff.

The school also arranges a variety of inclusive activities, for example trampolining, ensuring that all children can access the activities as at appropriate level with suitable support. If appropriate, disabled children access certain activities off site during the school day, for example horse riding.

Dealing with Complaints:

The complaints procedure can be found on the school website however it is hoped that any parent with a concern will initially speak to the class teacher, or make an appointment to speak directly with the school SENCO, so that any issues can be quickly resolved to the satisfaction of all parties.

Mrs Heidi Blakeley (headteacher) is the person for responsibility for operating the complaints procedure.

Any incidents of bullying are dealt with under the school's Behaviour Policy which is followed by all staff. Pupils also have access to a Wellbeing Mentor who can support them with social and emotional skills. She is also qualified in yoga, EFT tapping and art therapy.

Supporting Children at School with Medical Needs:

Abacus Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some may also have special educational needs and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please see the school website for the policy on Supporting Children with Medical Needs.

The SENCO helps to draw up and publish any additional Health Care Plans or Intimate Care Plans required with the parents having responsibility for ensuring up to date and accurate information with evidence from health care professionals. This will be supported by the Headteacher where there are significant medical or health needs that need careful consideration or risk assessments to be completed. Copies of Health Care Plans are retained

by the school office who are responsible for school medication and contact with parents. There is also a copy in the relevant classroom, the SENCO Files and if required, in the dining halls so that midday staff can familiarise themselves with the information.

5. Resources

a) Funding: SEND is funded by the notional SEN Budget contained within the schools overall delegated budget. There may also be an allocation of top-up funding for children with significant or severe needs who have an EHCP. The first priority is meeting the need of these pupils and those with Individual Pupil Resource Allocations (IPRA funding) obtained for transition or medical needs.

The next priority is meeting the needs of any other pupils on the SEN Register by allocating additional resources or interventions to enable them to make good progress towards identified outcomes. This funding is predominantly used for LSA support around the school. If there is any additional funding remaining this will be allocated to further support and interventions to help those identified as Cause for Concern or who need additional help meeting age appropriate expectations in classes across the school.

b) Training: Training needs are identified through an analysis of data, discussions during pupil progress meetings, CPD audits or through performance management meetings. Support Staff take part in regular in-house training and have regular meetings with the SENCO in order to develop their knowledge and skills in key areas as required.

New staff are invited to meet with the SENCO as part of their induction so that systems and structures are clearly understood from the outset as well as starting a positive and supportive relationship between staff.

The SENCO attends regular local network meetings and termly local authority briefings to stay up to date with local and national issues regarding SEND and Medical Needs.

Staff complete training to maintain and develop the quality of the teaching and provision to respond to the strengths and needs of all pupils. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

c) SEN Resources: There are a range of resources specifically to support pupils with SEND that are stored in the SENCO/Deputy Head's Office. These are all labelled according to category of need with a sticker asking for resources to be returned once finished with. Each teacher has a list of core resources in their class SEN File. In addition, there are some specific scheme resources available to support interventions such as Attention Autism, TEACCH Workstation approach, Colourful Semantics and Lego Club. There are a range of reading books available to support pupils with literacy difficulties (please speak to the English Leader), packs of Numicon to support early mathematics knowledge and understanding and some core manuals

and photocopiable manuals available. Staff should approach the SENCO if they have a pupil who requires specific resources and they will help source these using the annual SEND Budget allocation if appropriate.

We also have two dedicated sensory spaces: a) the Rainbow Room the, which can be used for individual intervention e.g. physiotherapy, sensory breaks, group intervention e.g. Musical Communication, PSHE groups and b) the Chill Out Room, which is currently set up as a quiet and intimate space for learning through play for specific children on the autistic spectrum.

6) Assessment Arrangements

We use a range of measures to help assess children including:

- national data and expectations of progress
- standardised tests (e.g.PIRA/PUMA)
- learning observations
- a range of SEND assessments are available and copies stored in a central file with the SENCO e.g. speech and language screening, Essex AFALS and the AET sensory checklist
- the views of other professionals such as inclusion partners, specialist teachers, speech and language therapists and educational psychologists.

Less than expected progress can be characterised by progress which:

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

Ongoing assessment as detailed above helps class teachers and the SENCO, supported by the Leadership Team, to make regular assessments of progress for all pupils. This data is discussed with teachers at regular Pupil Progress Meetings and helps identify pupils who are making less than expected progress given their age and individual circumstances. Early intervention is crucial in supporting children make the best possible progress and consequently we assess pupils on entry to the school at which ever point they join us.

7) Home School Partnership Opportunities (Supporting Pupils and Families):

The Local Authority Local Offer can be found at <http://www.essexlocaloffer.org.uk/>

Abacus Primary School's SEN Information Report can be found on the school website.

- The SENCO is available for short pre-booked appointments (a SENCO Surgery) on a weekly basis and parents can book these sessions via the school office. This is in addition to the termly review meetings and available on an as-and-when-needed basis.
- The school has a Parents' Forum with parent representatives for each class. Details are on the school's website.

- In addition, there are also charities which can provide support such as Autism Anglia.
- The school has an in-house counsellor available for appointments one morning per week through the local consortium.
- Where children with SEND may struggle to access the SATs tests administered in school, consideration will be given as to whether it is appropriate for them to sit these tests or whether alternative arrangements can be made to support them. For example, extra time to take tests, taking them individually or in small groups or having a reader or scribe for some tests.
- Children who find change difficult to cope with either because they have SEND or for other reasons will receive additional support when transitioning between classes and to secondary school. For example, extra visits, a transition book with photos and social skills groups.

Impact

8) Monitoring and Evaluation of SEND:

The SENCO, class teacher and Senior Leadership Team (SLT) monitor the progress of the children in intervention groups as part of regular pupil progress meetings. Any intervention groups are monitored and overseen by class teachers, the SENCO and SLT to ensure their delivery is of a suitable standard and that progress is evidenced. The information gathered will be used to improve the intervention arrangements for the next groups of children. All intervention monitoring should be passed to the SENCO on a termly basis for evaluation.

The SENCO is also responsible for monitoring the progress of any children on the SEN Register, both standardised progress using Target Tracker and also progress towards any specific targets/steps set to support meeting overall outcomes on any One Plans. There are evaluated as Met/Partly Met or Not Met, aiming for 75%+ achievement on a termly basis. This also flags up pupils not making expected progress towards individual targets which is a useful screening tool.

Class teachers are responsible for keeping Target Tracker and One Planning assessments up-to-date.

The SENCO maintains a sample of case studies to demonstrate the impact that SEND provision has made for key pupils at Abacus Primary School. This includes their whole Abacus journey as well as details of key provision and progress made.

At Abacus Primary School, teachers and support staff are observed regularly and given constructive feedback. All staff are part of the performance management cycle and have access to continuous professional development.

There is also a SEND Action Plan that feeds into School Improvement Planning and this is used by the SENCO and SEND Governor to monitor and evaluate the provision of SEND across the school on a termly basis. Account will also be taken of any external reviews such as an OFSTED Inspection, LA Review or Consultancy Review.

Abacus has helped to pilot a self-review process that is being explored with the Local Authority with the aim of having a rolling self-evaluation process established for SEND that feeds into the SEND Action Plan.

9) When it will next be reviewed.

This policy will be reviewed at least every 2 years, and more often if there are changes to policy or practise.

10) Does this policy need to be read in conjunction with any other policy?

- Supporting Children with Medical Needs Policy
- Behaviour Policy
- Accessibility Plan

Appendix 1: Categories of Need

Communication and interaction - children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.







Cognition and learning - support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyspraxia.

Social, emotional and mental health difficulties - Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained or equally be masking an unmet learning need. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs - Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2: Additional Support Planning Format (C4C):

Additional Support Record: The Graduated Response			
Name of child:		Date:	
Class:			
<p>Assess </p> <p><i>(Details of concerns/progress)</i></p> 	<p>Plan </p> <p><i>(What are you doing to support the child? See Provision Guidance)</i></p> 	<p>Do </p> <p><i>(What are you doing? Recorded notes from interventions)</i></p>	<p>Review </p> <p><i>(How did it go? What are the next steps?)</i></p>

Please complete as evidence of using the graduated response to provide evidence of 'additional to/different from' provision for the pupil. Please access the Essex Provision Guidance Toolkit online at <http://schools.essex.gov.uk/pupils/sen/Provision%20Guidance/Pages/Provision-Guidance-Toolkit.aspx> for ideas and strategies to support High Quality Teaching (HQT), Additional School Intervention (ASI) and High Needs (HN).



's
One Page Profile
Date: September 2017

Photo will go here

What people like and admire about me

-

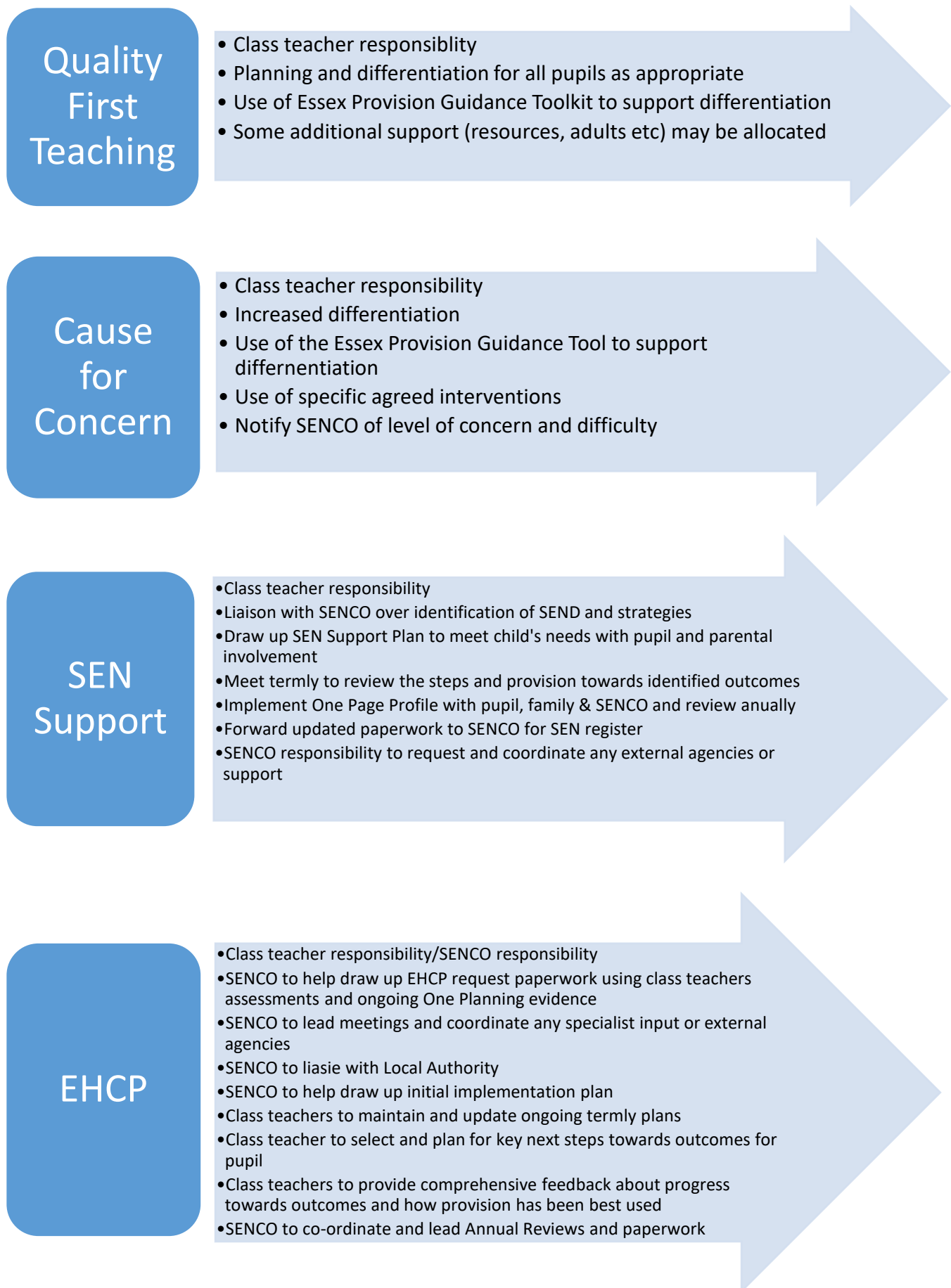
What is important to me ...

-

How I like to be supported ...


-

Appendix 4: SEN One Planning Process Diagram (the graduated response). Who Does What?




N.B. this must be person centred and involve the pupil and family at all stages.

Appendix 5: Format for Termly One Planning Meeting

Name:		One Plan: SEN Support  Plan Date:			Area of need:		
D.O.B.					Teacher/s		
Age:					Class		
TT Reading:		TT Writing:		TT Maths:		Attendance:	
Long Term: Desired Outcomes							
1.							
Pupil, Parent and School Views:							
What is working?		<ul style="list-style-type: none"> Not working? 					
Important for (...) this coming term:		Review:		Provision: (please highlight those that work best)		Interventions/Resources	
•		•		•		•	
New/Ongoing Targets:							
•							
New/Ongoing Targets:							
•							
New/Ongoing Targets:							
•							

Appendix 6: Child's Contribution towards an Annual Review Meeting

(N.B. They have the choice of how to complete this through drawing, writing, having a scribe, photographs, clip art etc about school and home. The SENCO will add a photograph with the child's permission).



Name
Year Group
Date:

A photo will go here

What I like

What I don't like

Appendix 7: Essex Family Contribution towards an Annual Review Meeting Form:

Person Centred Review	Person Centred Review	Family Contribution	Family Contribution				
<p>Our contribution to our Child's Annual Review Meeting</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Child's Name:</td> <td style="width: 20%;">Date of Birth:</td> </tr> <tr> <td></td> <td>Date of Meeting:</td> </tr> </table> <p>What we like and admire about our child:</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div> <p>What we consider to be our child's achievements over the year:</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div> <p>What we would like to see our child achieve over the coming year:</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div>	Child's Name:	Date of Birth:		Date of Meeting:	<p>What support we think our child will need at school:</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div> <p>What we think is important for our child at home and school:</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div> <p>Our hopes for our child:</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div>	<p>What's working well.... at home:</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div> <p>What's working well.... outside of home and school</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div>	<p>What's not working well.... at home:</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div> <p>What's not working well.... outside of home and school</p> <div style="border: 1px solid black; height: 100px; border-radius: 15px;"></div>
Child's Name:	Date of Birth:						
	Date of Meeting:						
<p>Names:</p> <p>Signatures:</p>		<p>Names:</p> <p>Date:</p>					

Please either send a copy of this to school or bring a copy along to the Annual Review Meeting. Thank you.

Appendix 8: Examples of person-centred formats (from the Helen Sanderson Associates website).

4 + 1 Questions

<p>What have we tried?</p>	<p>What have we learned?</p>
<p>What are we pleased about?</p>	<p>What are we concerned about?</p>

What do we need to do next?

<p>Good day? </p>	<p>Bad day? </p>
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What will it take to have more good days and less bad days?

<p> What's working?</p>	<p> What's not working?</p>
the person	
family	
staff	

What needs to happen next to build on what's working and change what's not working?

Decision making profile

How I like to get information	How to present choices to me	Ways you can help me understand	When is the best time for me to make decisions?	When is a bad time for me to make a decision?