

# OCKLYNGE SCHOOL

## Special Educational Needs & Disabilities (SEND) Policy

Date approved by Trustees	October 2022
Date of next Review	September 2023
Status	Statutory

### Ocklynge School Values

We are responsible – We work hard, are helpful, reliable, look after property and co-operate with others.

We are respectful – We are polite, well mannered, considerate, gentle, and understanding of others.

We are reflective – We are patient, honest, kind, good listeners, forgiving and admit when we have made a mistake.

We are resilient – We do not give up; we try to sort our problems calmly and give things a go.

## **Rationale**

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Ocklynge Junior School.

At Ocklynge Junior School we are committed to offering an inclusive environment and curriculum that ensures high quality outcomes and provision for all of our pupils regardless of their needs or abilities. As a school, we believe that a focus on outcomes is key to ensuring that all pupils succeed, and that provision is tailored appropriately to meet the individual needs of the child.

## **The Inclusion Team:**

Ocklynge Junior School has an Inclusion Team which are directly responsible for SEND, these are:

Rachael Willer – SENCO

Ria Brown – Assistant SENCO

Yvonne Sevette – SEN Administrator

Jayne Harley – Specialist SEN LSA

Linda Hooper – Specialist SEN LSA

Charlotte Clifford – Nurture Specialist

Frankie Kelly – Nurture Specialist

Alex White – Send Governor

## **Introduction**

This policy sets out our approach to supporting children with Special Educational Needs and Disabilities (SEND). For more information about how we support children with SEND, please also refer to our SEND Information Report which is updated annually and can be found on our website <http://www.ocklynge.co.uk/> under Special Educational Needs (SEND).

There is also information about the support which the Local Authority, and other services, provide in the East Sussex Local Offer for SEND.

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

Other school policies which include information that may be important for pupils with SEND are:

- Behaviour policy
- Equalities policy
- Accessibility policy
- Anti-bullying policy

## **1. Leadership and Management of SEND**

### **The SENCO**

Our Inclusion Leader has day-to-day responsibility for the strategic and operational aspects of our SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health and Care Plans (EHCPs).

Our SENCO provides professional guidance to colleagues and works closely with staff, parents and other outside agencies. Our SENCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high-quality teaching.

### **The Governors**

Our Governing Body fulfils its statutory duty towards children with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body ensures:

- arrangements are in place in school to support pupils with medical conditions;
- a SEND Information Report is published annually;
- there is a qualified teacher designated as a Leader for SEND.

In addition, our governing body works with the Inclusion Leader and Head Teacher to determine the strategic development of SEND policy and provision across the school, including establishing a clear picture of the resources available.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

## **2. The types of special educational needs that are provided for in our school**

The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD).
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with any of these areas of needs can be included in our school community, where we feel we can successfully meet their needs.

## **3. Identification and Assessment of SEND**

A pupil has SEND when their learning difficulty or disability requires special educational provision, namely ***provision different from, or additional to, that which is normally available to pupils of the same age.***

We will assess each pupil's current skills and level of attainment on entry to our school

We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is 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.

The first response to less than expected progress will always be high quality classroom teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with a member of the Inclusion Team, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress or low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

We are alert to emerging difficulties and will respond early. For some children, SEND can be identified at an early age. However, for other children difficulties may only become evident as they develop.

We recognise that parents know their children best and will therefore always listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by the children themselves.

Where it is decided to provide a pupil with SEND support, the decision will be noted in an Assess, Plan, Do Review (APDR) document and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data, collected through the School Census, is also required to produce the national SEND information report.

SEND support will be reviewed, adapted and / or replaced depending on how effective it has been in achieving the agreed outcomes.

In East Sussex, a school based *Additional Needs Plan* is used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. Reference will also be made to East Sussex County Council's SEND Matrix to determine whether it is felt that the child's level of needs meets the necessary thresholds for assessment. A request for an assessment of needs can also be made directly to the Local Authority by parents.

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to provide statutory special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across their education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

# Identifying Pupils with SEND : Flowchart to map process for identifying pupils who may have SEND.

As a member of staff you have concerns regarding a child. You may identify lack of progress related to academic attainment or emotional and social wellbeing. These concerns may be identified from a variety of sources: review of whole school progress data, observations by key staff, parents, or screening and assessments of in-year pupil admissions.

As the class teacher you need to inform the parents (and where appropriate the pupil) of your concerns (Depending on circumstances this could be a combined meeting)

Think about: Your use of Quality First Teaching; how you have used interventions and the impacts it has had; Classroom organisation – seating arrangements, deployment of support staff, and access to table top support materials or sensory based resources.

Pupil Voice: gain the views of the Pupil on what is going well and where they require help. This should ideally be led the class teacher, the Inclusion Team or other relevant adult as required. (This will be based on who has the best relationship with the child)

Parents view: gain the views of parents/carers on what is going well, areas of difficulty. This should ideally be led the class teacher, the Inclusion Team or other relevant adult as required. (This will be based on who has the best relationship with the child)

Feedback from pupil and families indicates that needs could be addressed through refinements to quality first teaching and or targeted interventions

The Inclusion Team will observe classroom practice and existing provision for the child and discussion with the class teacher will be carried out. Consideration will also be given to other individual circumstances that may be affecting progress –e.g home life, friendship, illness

An action plan will be created setting short, measurable targets focused on the child's key area of need. From this plan, interventions will be implemented and monitored within a set time frame.

Feedback from pupil and families indicates that pupil is likely to have SEND and will require further assessments.

Despite adjustments to quality first teaching and or interventions there is limited or no progress and / or concerns still remain. Pupil is likely to have SEN and will require further assessments.

**A pupil has SEND where their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age.**

The Graduated Response

Assess	Further individual assessments supported by Inclusion Team, and other key staff, determine underlying needs and difficulties posing barriers to learning. This may also include a referral via the ISEND Front Door or directly to outside agencies such as the Communication, Language and Autism Support Service (CLASS), Children's Integrated Therapy Service (CITES), Education Support, Behaviour and Attendance Service (ESBAS) or Educational Psychology Service
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Plan / do	Follow up meeting or further contact with family (and pupil as appropriate) to confirm that pupil requires additional SEND, and to identify outcomes to be achieved over a year.
	Support plan with short term targets and details of additional provision shared with parents and pupils. Implementation of support plan monitored by class teacher with support from Inclusion Team

Review	Support plan reviewed with pupil and parents within a term. 3 times a year.
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Checklists and diagnostic tools develop inclusive practice within quality first teaching and to support assessment of strengths and difficulties. Teachers should use the SEND matrix and/or recommendations from outside agencies.

#### **4. Working in partnership with parents**

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website:

#### **5. Involving children**

We are committed to involving children with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children.
- Provide children with the information and support necessary to enhance their development and help them achieve the best possible educational and other outcomes.

#### **6. Assessing and reviewing outcomes**

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

SEND support takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.



## **Reviewing an EHC plan**

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEND officer, a health service representative and a Local Authority social care representative may be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child.
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

## **7. Transition**

The great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, year groups and key stages. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15th February in the calendar year of the transfer.

## **8. The approach to teaching children with SEND**

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children.

Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

## **9. Curriculum and learning environment**

All pupils have access to a broad and balanced curriculum. Our policies and planning documents include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

## **10. Training and continuing professional development (CPD) for staff**

We regularly, and carefully, review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

## **11. Evaluating the effectiveness and impact of SEND provision**

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We will publish an annual SEND information report on the school website.

## **12. Inclusion**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.

## **13. Emotional and social development and well-being**

We support the emotional, mental and social development of children, if required, with SEND and disabilities by providing, if necessary, extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

## **14. Involving specialists**

We will aim to involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services. Some services may be commissioned directly.

## **15. Funding for SEND**

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

The Local Authority may provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

## **16. Data Protection**

An Education Health Care plan (EHC plan) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child.

*See our Data Protection policy for more information.*

**If you have any questions about this policy, please contact the SENCO or Head Teacher as detailed above.**

## Appendices

### 1. Assessment

As part of our mission to support all of our children to achieve high-quality outcomes and to respond early to any emerging difficulties, Ocklynge Junior School is able to offer the following assessments:

Dyscalculia Screener	Dyscalculia is difficult to identify via a single diagnostic test. Diagnosis and assessment should use a range of measures, a test protocol, to identify which factors are creating problems for the learner. Although tests can be of help, understanding the difficulties will be better achieved by an individual person to person diagnostic, clinical review.
Jump Ahead	The Jump Ahead assessment identifies the difficulties experienced by children with coordination problems and shows school staff how to address these through targeted intervention. The course also supports schools to fulfil the requirements of the new Occupational Therapy and Physiotherapy referral pathways which require children to have received a substantial amount of support through Jump Ahead prior to referral. (4 terms worth of intervention)
Language Link	Junior Language Link is an award winning package used to identify and support children with mild to moderate SLCN and those new to English in Key Stage 2. The assessment will also identify any children who may have more severe language needs, such as Development Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with your local speech and Language Therapy team. Suitable for children aged 7 to 11 years, it focuses on vital higher level language skills such as making inferences, complex grammar and figurative language.

Pearson Dyslexia Screener	<p>The <i>DST-Junior</i> provides a profile of strengths and weaknesses which can be used to guide the development of in-school support for the child.</p> <p>New theoretical developments in dyslexia research suggest that it should be possible to identify both slow learners and potential dyslexic children at the <b>age of 5 or 6 years</b>, in time for greater reading support. The <i>DST-J</i> is designed for early identification of children who are at risk of reading failure so that they can be given extra support at school.</p>
Read Write Inc. phonic assessments	<p>Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.</p> <p>By completing the phonics assessment, we will be able to identify:</p> <ul style="list-style-type: none"> <li>• sounds that need teaching or reviewing in class time</li> <li>• children who need more practice in a small group setting.</li> </ul>
Sandford Early Numeracy Test	<p>Administered on a one-to-one basis, this assessment has been designed to identify specific number skills that require targeted teaching and to monitor the impact of teaching interventions.</p> <p>The assessment explores five strands of basic numeracy skills: identification, oral counting, value, object counting and language.</p>
Speech Link	<p>Speech link is used to identify and support children with developmental speech sound difficulties. Launched in 2003, it is still used widely throughout the UK to help schools decide who needs to be seen by a Speech and Language Therapist and those at risk of literacy difficulties. Suitable for children aged 4 to 8 years, Speech Link staff work effectively with children's common speech sound errors.</p>

## 2. Interventions

Ocklynge Junior School offers a variety of specific and bespoke interventions to address a wide range of additional educational needs.

Active Listening	<p>Active Listening aims to help children to;</p> <ul style="list-style-type: none"> <li>• Improve their two-way communication</li> <li>• Improve their Attention and listening skills</li> <li>• Develop and trust their judgement</li> <li>• View mistakes as part of the learning process</li> <li>• Seek support in an appropriate and timely manner</li> </ul>
Doodle Maths	<p>Doodle empowers all learners to achieve confidence in maths.</p> <p>Doodle creates every child a personalised work programme tailored to their strengths and weaknesses. By setting work at just the right level, Doodle plugs gaps in knowledge and gradually introduces new topics, helping each child to catch up and stay on track in their learning.</p>
Language Link	<p>Junior Language Link is an award winning package used to identify and support children with mild to moderate SLCN and those new to English in Key Stage 2. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with your local Speech and Language Therapy team. Suitable for children aged 7 to 11 years, it focuses on vital higher level language skills such as making inferences, complex grammar and figurative language.</p>
LEXIA Core 5 Reading	<p>Lexia Core5 Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.</p>

Read Write Inc	Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.
Sensory Circuits	<p>Participation in a short sensory motor circuit is a great way both to energise and settle children into the school day.</p> <p>The aim is to focus concentration in readiness for the day's learning. The circuit also encourages the development of the child's sensory processing skills. Many children can benefit from attending a Sensory Circuit, even for a short period of time</p>
Speech and Language	Speech link is used to identify and support children with developmental speech sound difficulties. Launched in 2003, it is still used widely throughout the UK to help schools decide who needs to be seen by a Speech and Language Therapist and those at risk of literacy difficulties. Suitable for children aged 4 to 8 years, Speech Link staff work effectively with children's common speech sound errors.
Talk for Number	<ul style="list-style-type: none"> <li>• helps pupils to talk confidently about number</li> <li>• builds mathematical language, understanding and enjoyment</li> <li>• develops a wide range of mathematical talk – explaining, instructing, presenting...</li> <li>• develops speaking and listening skills in number contexts</li> <li>• strengthens reflection and metacognition</li> <li>• extends teaching assistants' subject knowledge and expertise</li> <li>• supports mathematical talk throughout the school.</li> </ul>
Zones of Regulation	The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for mindfulness, sensory integration,



	<p>movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neuro diverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional and behavioural development.</p>
ELSA	<p>An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.</p>

### 3. Outside Agencies

We work with a range of agencies to implement a variety of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. These include:

- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic - Scott Unit, Eastbourne District General Hospital
- Communication, Language and Autism Support Service (CLASS)
- Children's Integrated Therapy Service (CITES)
- Education Support, Behaviour and Attendance Service (ESBAS)
- Educational Psychology Service
- Occupational Therapists
- School Health Service

This policy sets out our approach to supporting children with special educational needs (SEND). For more information about how we support children with SEND please also see our *SEND Information Report*.

4. Assess Plan Do Review Planning Document

**Assess, Plan, Do, Review Sheet**

Name of pupil:

DOB:

Year Group:

Member(s) of staff completing (position):

School:

**PLAN**

**Assess**

*What is the current situation?*

**Outcomes**

*What do you want to achieve?*

1.

1 2 3 4 5 6 7 8 9 10

2.

1 2 3 4 5 6 7 8 9 10

3.

1 2 3 4 5 6 7 8 9 10

**REVIEW**

*Review outcomes*

1.

1 2 3 4 5 6 7 8 9 10

2.

1 2 3 4 5 6 7 8 9 10

3.

1 2 3 4 5 6 7 8 9 10

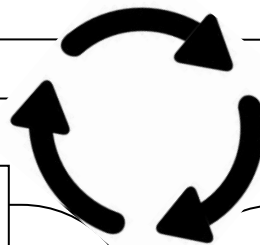
**DO**

*Identify actions/ next steps*

1.

2.

3.





## 5. ANP (Additional Needs Plan)



Inclusive Innovative Solution Focussed Act with Integrity Collaborative

# Additional Needs Plan

**Name:**

**Year Group:**

**Setting: Ocklynge Junior School**

**Plan completed by:**

Action	Date
Plan Started	
Review 1	
Review 2	
Review 3	

The SEND Code of Practice recommends 3 x per year.  
 For Looked After Children it is legal requirement for it to be reviewed a minimum 3 x per academic year

**SECTION 1 – ALL ABOUT ME – (ASSESS)**

**A: CHILD/YOUNG PERSON’S DETAILS**

<b>Family Name</b>		<b>Given Names</b>	
<b>DOB</b>		<b>Gender</b>	
<b>Ethnicity</b>		<b>Primary Language</b>	
<b>Primary carer/s with parental responsibility</b>		<b>Telephone</b>	
		<b>Mobile</b>	
		<b>UPN</b>	
<b>Placement Start date:</b>			

*Detailed information available in school information systems.*

<b>Details of any other plans relating to the child/young:</b>
<i>e.g. Child in Need (CIN), Child Protection (CP) etc</i>

**B: AGENCY/SERVICE CONTACT DETAILS (currently involved)**

<b>Agency/Service</b>	<b>name and role</b>	<b>Contact details</b>

**C: MY PROFILE**

*For children and young people with more complex needs you may need to use specialist tools here e.g. Pupil Voice, Talking with Pictures etc –refer to SEND Matrix and Early Years SEND Matrix documents.*

What people like and admire about me	
What makes a good day and a bad day	
My hopes for the next 3 months...	
My hopes for when I’m older...	
How I would like to be helped	

Other things I would like to share ... (e.g. other important people in your life)	
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**D: MY PARENT/ CARER'S VIEWS**

What do you like and admire about ...?	
What do you think makes a good and bad day for ...?	
What are your hopes for ... in the next 3 months?	
What are your hopes for ... in the longer term?	
How would you like ... to be helped?	
Is there anything else you would like to share about ...?	

**E: MY SCHOOL VIEWS**

**Role:**

What do you like and admire about ...?	
What do you think makes a good and bad day for ...?	
What are your hopes for ... in the next 3 months?	
What are your hopes for ... in the longer term?	
How would you like ... to be helped?	
Is there anything else you would like to share about ...?	

**F: OTHER PROFESSIONALS IN MY LIFE**

**Role:** *(e.g. specialist teacher, speech and language therapist)*

What do you like and admire about ...?	
What do you think makes a good and bad day for ...?	
What are your hopes for ... in the next 3 months?	
What are your hopes for ... in the longer term?	
How would you like ... to be supported?	
Is there anything else you would like to share about ...?	

*The above section can be for additional people involved with the child/young person*

## **SECTION 2 - BACKGROUND/CONTEXTUAL INFORMATION**

*To include, where relevant: specific relevant home circumstances, number of educational settings, contact arrangements, other therapeutic input etc.*

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### SECTION 3 – WHAT IS THE PRESENTING NEED?

#### **Available information to evidence area of need:**

*It is essential that the SEND Matrix (school aged and Early Years) is used as a reference tool for completion of this section.*

*Communication and interaction*

*Multisensory Impairment*

*Social, emotional and mental health difficulties*

*Sensory and physical*

*Independence and community involvement:*

*Include relevant information e.g.travel training; budgeting; self-help/self-care skills; organisation; attendance at clubs: membership of sports teams etc.*

#### **Data – current levels/ target levels, progress, attendance and assessments\***

*Where any of the following has not been included in the evidence boxes above.*

*\*interim standards for pupils working below statutory age related expectations for Years 2 and 6 requirements (Link to Rochford review)*

*\*Attendance*

*\* Exclusions*

*\*Key Stage 3/4 GCSE requirements*

*\*Development Matters*

*\*Developmental Journal*

*\*Summative assessment*

*\*Support Service advice*

*Useful links to resources can be found in the SEN Matrix.*



**SECTION 4 – PLAN**

<b>Outcomes</b> ( <i>ensure they are SMART and linked to the presenting need</i> )			
<b>Short Term</b>	<b>By when</b>	<b>Long Term</b>	<b>By when</b>
<i>Indicate timescales</i>		<i>Indicate timescales</i>	
<i>Example: X will be able to XXXX</i>			

### **Available resources/ services (within school delegated funding)**

*Must include use of the below possible funding sources where the child/young person is eligible – this is not a definitive list.*

Delegated SEND funding up to £6000 - found in Schedule 1 of the Delegated School Budget

Mainstream FE Colleges – Place Funding (Element 1)

Pupil premium and early years pupil premium

Pupil Premium + ( Adopted from care/SGO)

Pupil Premium+ ( LAC, via Virtual School)Virtual School Funding

16-19 Bursary

Early Years funding

ISEND Core/Traded Services

Early help

Social Care

Health services including CAMHS, CITS, Continuing Health Team

Youth Employability Services

Specialist equipment

**SECTION 5 – DO (Planning)**

What	Who	By when	Resources (specify)
<i>Must link to achieving the outcomes listed in section 4 (See exemplar plans)</i>			

<b>Next review meeting</b>	
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## SECTION 5 - REVIEW

*The reviewing of the plan must relate to the outcomes identified.*

	<b>REVIEW 1</b>
Date	
Present	
Progress	
Further actions	

	<b>REVIEW 2</b>
Date	
Present	
Progress	
Further actions	

	<b>REVIEW 3</b>
Date	
Present	
Progress	
Further actions	

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**PARENT/ CARER PERMISSION DECLARATION**

I give permission for this plan to be shared with:

Name	Job Title	Contact information

**6. Intervention Planning document ( Completed by Heads of Year)**

INTERVENTION PLANNING								
Intervention	Grp	Who?	When?	Pupils	Entry data	Intervention Target	Exit Data	Outcomes