



Staploe Education Trust:
Primary Schools

Special Educational Needs Policy and/or Disabilities (SEND) Policy

Approved for Kennett, The Shade and The Weatheralls Primary Schools	
Version:	5.0
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Approved by:	Advisory Bodies
Date:	Summer 2024
Review date:	Summer 2025

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014 A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

In Staploe Education Trust (SET) we are determined to meet the educational needs of all our pupils.

Aims and Objectives:

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The Advisory Body members' intention is that the needs of all pupils are identified and met as soon as possible. All pupils, whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with special educational needs will be encouraged to become independent and take responsibility within the school.

Everyone in the school community - Advisory Body members, staff, pupils and parents has a positive and active part to play in achieving this aim:

Advisory Body members:

By fulfilling their statutory duties to pupils with special educational needs, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and disabilities and by participating in appropriate training.

Staff:

By acting on the principle that every member of staff is directly responsible for

meeting the needs of all pupils, by working in partnership with the Special Educational Needs and/or Disabilities Co-ordinator (SENDCo), pupil, parents and other agencies and by participating in appropriate training.

Pupils:

By having their wishes about their own needs regularly sought and carefully considered and by all pupils being taught to treat their peers with respect.

Parents:

Through consultation and by working in partnership with the school to help meet their child's needs.

Equality

In addition to avoiding or minimising possible negative impacts for vulnerable children with SEND, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers based upon the protected characteristics, including:

- Disability;
- gender reassignment;
- race;
- religion or belief (including lack of religion or belief);
- gender;
- sexual orientation;
- age;
- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

Basic Information

Roles and responsibilities

SENDCo Harriet Stopher (The Shade Primary School)
Lorna Kirk (The Weatheralls & Kennett Primary Schools)

Class teachers are responsible for:

- meeting with the SENDCo to discuss additional needs and concerns;
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion;
- making themselves aware of the school's SEND policy and procedures for identifying, monitoring and supporting pupils with SEND;

- meeting routinely with parents of pupils with SEND to discuss and review support strategies and provision – this is formalised in a review of the child's Strategy Sheet.
- writing, reviewing and collecting evidence to support target setting.

SENDCo:

- oversees the school's SEND policy;
- advises teachers on how pupils might meet planned learning objectives;
- co-ordinates provision for pupils with SEND;
- maintains the school's SEND register and oversees the records kept by class teachers on all pupils with SEND;
- liaising, and working in partnership with the parents of children with SEND alongside the teachers;
- contributes to the training of staff and Advisory Body members;
- liaising and working in partnership with external agencies.

Headteacher:

- has overall responsibility for the management of the policy, for assessment of and provision for pupils with special educational needs, is the named responsible person, and keeps the Advisory Body members informed. Any complaints about general or specific provision will be referred to the headteacher in the first instance.

External Agencies and Professional Support

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services can contribute to the planning, monitoring and reviewing of the child's progress.

These services include:

- Educational Psychologist;
- Specialist Teaching Team;
- Speech and Language Therapy Service;
- School Nursing;
- Locality Team;
- Hearing Impairment Team;
- Visual Impairment Team.
- SENDCo networking opportunities

Admissions policy

The currently agreed admissions policy of the Advisory Body makes no distinction to pupils with SEND. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education Health Care Plan (EHCP), the SENDCo will work closely

with the LEA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that they have SEND.

Allocation of resources

The culture, practice, management and deployment of resources within SET Primary Schools are designed to ensure that the needs of all pupils are met.

The Trust Board will allocate funds to meet the needs of pupils with SEND. The Headteacher and the SENDCo will manage the funds allocated by the Trust Board to meet the differing needs of the pupils in the school with SEND.

The Advisory Body members require the Headteacher and SENDCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils providing there is no disadvantage to the pupil to whom they are nominally allocated in respect of funding provided by the school as opposed to that provided directly to the pupil.

In-service training of staff and training for Advisory Body members

In drawing up the staff development and training programmes, the Headteacher will give consideration and appropriate priority to the needs of all teachers with regard to SEND. The school's in-service training plans for SEND will be reported to the Advisory Body, and will include details of training for class and subject teachers, the SENDCo, teaching assistants and other ancillary staff.

The SENDCo will assist in the provision of training for teaching and non-teaching staff. In particular they will form links with the LEA and other schools to devise and share training opportunities.

The Advisory Body members will give high priority to training on SEND responsibilities, assessment and provision when drawing up their own plans for training.

Graduated Response and Provision

The SEN Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need aligned with a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Records

The records for all pupils with special educational needs will be kept using the system and pro-formas developed by the staff.

The Graduated Response Approach in the Early Years / Primary Phase

Area of Need:	Examples of difficulties
1.Communication and interaction	Speech, Language and Communication Needs Autistic Spectrum Disorder (ASD) Social Interaction Difficulties
2.Cognition and learning	Learning Difficulties Specific Learning Difficulties e.g. Dyslexia
3.Social, Emotional and Mental Health Difficulties	Challenging, disturbing or difficult behaviour (SEMH) Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder Depression (SEMH)
4.Sensory and/or physical Needs	Hearing Impairment Visual Impairment Physical Disability

High Quality Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Every child on the SEND register will have a Strategy Sheet where approaches and strategies to meet the identified needs will be recorded, reviewed and shared.
- g) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be taken for the child to be added to the SEND register. The SENDCo and class teacher will decide if the pupil will be added to the SEND monitoring register or SEND register. The aim of formally recognising a pupil with SEND is to help the school ensure that effective provision is put in place and so barriers to learning are removed. The support provided consists of a four-part process: Assess-Plan-Do-Review.

Assess-Plan-Do-Review (APDR)

This is an ongoing cycle that enables provision to be refined and revised as the understanding of the needs of the pupil grow. This cycle supports the identification of those actions which are the most effective in responding to the needs of the pupil, so that they may make good progress from their individual starting point.

Assess

When deciding how best to meet a child's special educational needs, the teacher and SENDCo consider information about the pupil's progress alongside national data and expectations of progress. This data includes formative assessment at benchmarking points, ongoing termly teacher assessment and early assessment materials.

Plan

The child will be placed on the SEND register and the strategies and/or provision will be planned through discussion with the class teacher and parents. Provision could involve small group work, the use of supporting materials - such as pencil grips or writing slopes - or seeking advice from the SENDCo, external agencies and professionals.

Do

The arrangements decided at the planning meeting will be carried out. If outside agency support is required, this will be discussed with the SENDCo. The teacher will plan to ensure that the pupil has opportunities to address their targets on a regular basis and the teacher will record the outcome of this intervention. This evidence is recorded on a school-based Intervention Tracker and monitored by the SENDCo and Class Teacher.

Review

Following assessments and as and when appropriate, the SENDCo and class teacher will consider whether the pupil needs to remain on the SEN register or not. Agreed targets will be planned by the teacher and SENDCo and reviewed by the parents, child and the teacher. The pupil will then either be removed from the SEND

register (if they have met agreed exit criteria) or new targets will be written together with the parents and child, beginning the cycle again.

Targets are focused around the following principles:

- Closing the attainment gap between the child and their peers;
- Preventing the attainment gap from growing wider;
- Matching or bettering the child's previous rate of progress;
- Ensuring full access to the curriculum;
- Demonstrating an improvement in self-help, social or personal skills;
- Demonstrating an improvement in the child's behaviour.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually initiated by the school but can be undertaken by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a request for an EHCP assessment will be taken following meeting with SENDCo, specialist teacher, class teacher and parent. The request for an EHCP assessment of need will combine information from a variety of sources including:

- parents;
- the child;
- teachers and other relevant staff in school;
- SENDCo;
- specialist teacher
- educational psychologist
- Social Care;
- health professionals.

Information relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set will be gathered. A decision will be made by a panel of professionals from education, health and social care about whether the child meets threshold for an EHCP and any additional funding that may be required to meet the identified needs. Parents have the right to appeal against the panel's decision not to initiate a statutory assessment which may lead to an EHCP.

Education, Health and Care Plans (EHCP)

- a. Following Statutory Assessment, an EHCP may be provided by Cambridgeshire County Council. The school and the child's parents will be involved developing and producing the plan following assessment.

- b. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Managing Pupils needs on the SEND Register

The SEND Register

The SEND Register is maintained by the SENDCo. It is reviewed every half term with teaching staff to ensure that:

- new pupils who are identified with SEND are identified and entered into the system quickly;
- it is a dynamic list of pupils with SEND who are currently at the school;
- it informs all staff which pupils are on the SEND register;
- it can be used to inform termly pupil progress meetings;

There are two ways in which the needs of pupils who are on the SEND register, but do not have an EHCP, are managed:

Pupils with identified needs who are making progress have a Strategy Sheet to support and access High Quality Teaching. This will include a description of a child's barriers to learning and approaches that can be successfully employed to support the child in accessing learning alongside their peers. Strategy Sheets will be shared and updated through discussions between Class Teacher and parents as needed through the year, and always during a transition.

Pupils who are not making progress, making limited progress or who are working below age-related expectations are monitored through a school specific tracker and/or the completion of APDR. In this way everyone who is involved with the child knows what the child is working towards;

Target setting for individual children

The class teacher is responsible for:

- writing the targets - choosing and reviewing the targets with the parents and child;
- communicating to the SENDCo if there may be a need for further support;
- passing the correct documentation to the SENDCo on time, for filing and sharing with parents and professionals.

The SENDCo is responsible for:

- monitoring the quality of targets;
- ensuring that documentation is submitted in a timely manner;
- ensuring that any need for further support or discussion is followed up promptly.

The SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an EHCP and those who do not have a plan, but still experience some form of SEND. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors and can be found at

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

Early Help Assessment Forms

Some Agencies require the completion of an Early Help Assessment (EHA) to request support for pupils. Parental permission is always sought for a formal referral to any external service. A pupil's provision should reflect, wherever possible, the advice given by outside agencies. Parents are expected to attend reviews and to play a full part throughout the process.

Supporting Pupils and Families

SET Primary Schools may have children attending from both Cambridgeshire and Suffolk. A child's home postcode will determine whether support is accessed from either Cambridgeshire or Suffolk local authority.

The Cambridgeshire and Suffolk Local Offer can provide parents and pupils with further information about what they can expect from their respective Local Authority in terms of support for pupils.

The school has a Statutory requirement to provide a SEND Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act). Each SET Primary School has it's own SEND Information Report published on it's website.

The staff within SET Primary Schools will continue to forge robust home school links and encourage parents to be partners in the education process. Parents are involved from the outset and they are encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring their child's provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, as well as their child's learning behaviours and attitude at school. They are consulted before outside agencies are involved and are included as far as possible in the strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held during the school year. In addition to these consultations, parents are invited to discuss provision in place for their child. Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. SET Primary Schools are happy to arrange, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages. These may be accessed through the school or Parent Partnership Service.

The Parent Partnership Service provides a range of support for parents of pupils with SEND. Some of their leaflets are available in school.

The SET SEND Policy is available in school or on the Trust's website, Parents are welcome to request this.

Statutory Assessment Arrangements

Pupils receive appropriate support when accessing all Statutory Assessments.

Support may include:

- having a reader to help access maths and English, grammar and punctuation tasks;
- working in a quieter room;
- having 'rest breaks' to support with focus.

The SENDCo reviews the access arrangements for statutory tests in Years 2 and 6 and discusses the needs of each pupil with the class teacher. The criteria for extra time are carefully examined and considered. Extra time is applied for where it would be beneficial for the pupil and the child meets the DFE criteria. Access arrangements – including additional time - are applied for in accordance with the guidance on the DFE website. Decisions are made in conjunction with the headteacher.

Transition Arrangements

Starting School

There are links between the school and local pre-schools; teaching staff visit to discuss pupils, including those with SEND when they are about to start school

Within School

Teachers liaise closely when pupils transfer to another class within the school, meetings are arranged wherever possible between those staff involved in monitoring and supporting the pupil's progress. Meetings are arranged for parents to meet new teachers, so that they have the opportunity to discuss concerns they may have if they wish to do so. Pupils spend time in school with their new teacher in a range of situations both inside and outside the classroom.

Transfer to Secondary School

When children leave the school, SEND records are transferred following county procedures. Prior to this, there are opportunities for all pupils to visit their prospective secondary school and representatives from local secondary schools are available for consultation before the transfer.

Supporting pupils at school with medical conditions

The 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 pupils may also have SEND and may have an EHCP. This plan draws upon the child's health and social care needs, as well as the special educational provision being made. The SEN Code of Practice (2014) is followed.

The following children have recognised medical needs and are recoded on the SEND register; - epilepsy, diabetes, visual, hearing and physical disability. Where pupils have medical conditions, the school will support them so that they are able to be in school as an active member of the school community. Reports and advice from medical professionals are shared with all people who are working with the pupil. In the case of acute conditions such as Anaphylaxis or Epilepsy all staff receive training in administering emergency medication. Where pupils require medication on a long-term basis to help them manage a condition this is organised.

Monitoring and Evaluation of SEND provision and practice

Teachers are regularly observed teaching by members of the Senior Leadership Team. Where there are concerns, staff are supported to improve their teaching by the appropriate senior leaders. Discussion with pupils, planning and book scrutiny are also carried out by the Senior Leadership Team. There are regular Professional Development Meetings for teachers to improve their understanding of the strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered within the given context.

Pupil progress will be regularly reviewed and recorded as part of our pupil progress arrangements and in line with the SEN Code of Practice. SEND provision is recorded

on a year group overview, summarising the action and provision for children within the class, this may be in the form of Provision Maps or trackers. Strategy Sheets are updated by the class teacher and are monitored by the SENDCo and build upon information passed on by the previous class teacher and SENDCo during transition to the new teacher in the next academic year. Actions are monitored and evaluated termly and information is fed back to staff, parents and Advisory Body members, where appropriate. This helps to identify whether provision is effective.

Training and Resources

The Headteacher, SENDCo and the Advisory Body of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The school has a continuing commitment to purchase appropriate resources for pupils with SEND. We follow LA guidance and Specialist Teaching Team advice to ensure that all pupils' needs are appropriately met.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is every teacher's responsibility to provide for pupils with SEND in their class - being aware that these needs may be present and vary in different learning situations. All staff are responsible for helping to meet an individual's SEND, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **Advisory Body**, in co-operation with the Executive Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND - it maintains a general overview of this aspect of the school. The Advisory Body monitor and discuss the SEND provision in the school.

Advisory Body members must ensure that:

- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the SEN Code of Practice (2014);
- parents are notified if the school decides to offer additional SEND provision for their child;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

Advisory Body members play a major part in school self-review. In relation to SEND, members will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development;
- SEND provision is an integral part of the School Development Plan;
- the quality of SEND provision is regularly monitored.

Complaints

Should pupils or parents and carers be unhappy with any aspect of provision, they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time for it to be explored more fully, parents and carers should make an appointment rather than hastily completing the discussion.

In the event of a formal complaint, parents should follow the Trust's Complaint Policy which is available on the school's website. The Parent Partnership Service is available to offer advice.

Evaluation of Success

The Advisory Body will evaluate the success of this policy by enquiring how effectively pupils with SEND participate in the whole curriculum and all activities.

In particular, Advisory Body members will come to judgements about:

- the views of parents on the working of parent partnerships;
- the effectiveness of the graduated response in meeting needs, closing the attainment gap between the child and their peers, preventing the attainment gap from widening and, where relevant, improving the child's self-regulatory behaviour;
- how well pupils with SEND take part in the whole curriculum of the school;
- how independent pupils with SEND become;
- how pupils with SEND take responsibility around the school;
- how resources have been allocated to and between pupils with SEND;
- details of how many statutory assessments have been requested and made and the number of visits from specialist teachers, other agencies and educational psychologists.

The Advisory Body members observations on the above matters will form the basis (together with the legally required financial information) of the SEND section of the annual report to parents.

Policy Review

This policy will be reviewed annually. This review may be brought forward as required to reflect changes in supporting advice.

Appendix 1: School specific APDR templates



Assess, Plan, Do, Review

Pupil Name:	Year	D.O.B.	PP	LAC	EAL	Attendance	APDR Cycle	Date Started	Timescale	Date Reviewed	Name of Reviewer
Area of Need: SEND Code: M/K/EHCP											

Current Attainment	Reading			Writing		Maths	
End of Year Target	Reading			Writing		Maths	
End of Key Stage data	Reading			Writing		Maths	

Health and Well-Being Update							

<p>Assess</p> <p>What are the child's barriers to learning and how do I know this?</p> <p><i>Cite evidence as appropriate: assessment data, SEND assessments, observations, ready to learn</i></p>	<p>Plan</p> <p>What SMART targets is the child working on during this APDR cycle?</p>	<p>Do</p> <p>What will be done (Actions and Interventions) and by which key staff?</p> <p><i>e.g. SH, 2x weekly, 20 minutes</i></p>	<p>Review</p> <ol style="list-style-type: none"> To what extent has the target been met? <i>Include pre- and post-intervention data</i> What are the child's barriers to learning and how do I know this? What are the next steps to support the child?



Assess, Plan, Do, Review



Pupil Name:	Year Group:	D.O.B.	PP	LAC	EAL	Attendance	APDR Cycle Number:	Date Started	Date Reviewed	Name of Reviewer
Area of concern:										
Level of need:										

Progress update

Current progress	Reading		Writing		Maths		Subject areas	
End of Year Expectations	Reading		Writing		Maths		Subject areas	
End of KS1 data	Reading		Writing		Maths		Subject areas	
Health and well-being update								
Assess 1. WWW 2. What are the barriers to learning?	Plan Outcomes to be achieved by next APDR SMART targets			Timescale	Do What will be done and by whom Actions taken		Review What has been achieved? What are the current reasons for why this intervention is not meeting the child's needs?	

Further Action



SEN Register Child Support Plan

Name:	DOB:	Class:
Review cycle number:	Area of concern:	Teacher:
Level of need:	Start Date:	Review Date:

ASSESS	PLAN	DO		REVIEW	
	SMART Target	Success Criteria	What will be done and by whom?	Pupil view of outcome	Teacher view of outcome
	1.				
	2.				
	3.				

Parent/Carer contribution (What can you do at home to support your child?):	Child contribution (What will you do to achieve your targets?):
Parents/ Carer Long Term aspirations and comments:	How would you like adults to help you? What would you like to be able to do?

Parent Signature:..... Child Signature:.....

Teacher Signature:..... SENCO:.....

Date:

Appendix 2: Strategy Sheet Exemplar

Strategy Sheet 2023-24

Student Name:

Status:

Year Group:

Date of last update:

Social, Emotional and Mental Health difficulties (SEMH)

Pupils who have social, emotional or mental health difficulties may experience a range of problems that stop them learning effectively and sometimes affect their behaviour in class.

Students with SEMH difficulties may:

1. be distractible, disrupting the teaching and learning process
2. be pre-occupied with anxious thoughts, stopping them from concentrating
3. fail to make progress
4. show signs of frustration, withdrawal, disaffection, emotional mood swings, non-co-operation or non-attendance
5. have peer group relationship problems which affect classroom dynamics, such as regular interruptions, physical aggression and verbal abuse.

Strategies for teachers:

1. try to build relationship and self-esteem by giving pupils responsibilities, communicating success with families, demonstrating learning to others
2. use clear and consistent rules and routines
3. seat pupils with supportive peers and plan group roles carefully
4. try to catch pupils being good: aim for a ratio of four positive comments to one negative
5. describe what you want the pupil to do rather than what you don't e.g. 'Use your pen to write the next answer' instead of 'Stop poking your neighbour.'
6. reject the bad behaviour rather than the person
7. use sanctions for inappropriate behaviour consistently
8. Anxiety map concerning behaviors to analyse and inform next steps

Specific Learning Difficulties (SpLD) Dyslexia/ Dyslexic traits

Difficulties may include:

- reading that is less fluent or automatic than that of peers
- spelling difficulties
- verbal or visual processing speed difficulties
- poor working memory (the ability to hold information in the short term memory and manipulate it)
- tiredness and or anxiety due to having to work harder than peers to produce the same work
- a small proportion of dyslexic students suffer from visual stress, where black text appears to move on a white page.

Strategies for teachers:

- work from the young person's areas of strength
- use multi-sensory teaching: visual, aural, kinaesthetic
- make use of pictures, plans, flow charts, mind maps
- do not correct all spelling: choose a few and use as teaching points, indicating the rule, pattern or 'tricky' part
- give instructions in small chunks to aid working memory difficulties
- encourage alternative ways of recording other than text: use videos, voice recording, dragon dictate, mind maps and so on
- provide key word spelling lists, display & pre-teach
- keep board work to a minimum due to problems with scanning and copying
- read aloud all text used in class or pair students with a reading buddy
- allow sufficient time for all activities
- differentiate classroom tasks and home-learning where appropriate
- many dyslexic pupils benefit from learning to touch-type and using a computer.

Provisions:

- Using clicker when writing long pieces of work.
- Handwriting lined book.
- Overlearning with teacher and teaching assistant
- Building relationship and self-esteem by giving pupils responsibilities, communicating success with families, demonstrating learning to others
- seat pupils with supportive peers and plan group roles carefully
- describe what you want the pupil to do rather than what you don't
- Memory prompts, knowledge organizer and scaffolds used to support writing
- Maths and calculations support stuck in book rather than copy them
- Reminders to slow down when writing and review what he is writing.

Student and Parent View

What works well for me in lessons:

What do I struggle most with in lessons:

How can teachers and teaching assistants help me best:

Appendix 3: Pupil Passport

<u>Pupil Passport</u>		 Kennett Primary School <i>Successful Learning for Every Child</i>		D.O.B.: Year: Class Teacher:	
Name:					
I would like you to know that: <ul style="list-style-type: none"> • 	This means that: <ul style="list-style-type: none"> • 	Things I like/ things I'm good at:	Things I find hard/ Things I don't like: <ul style="list-style-type: none"> • 	It would help me if you could: <ul style="list-style-type: none"> • 	I will help myself by: <ul style="list-style-type: none"> •
Primary need: Medical:	Interventions and/or Provision: (List of any intervention programmes undertaken with start/end dates.)		Access Strategies:		Standardised Scores:
Focus areas for support:		Assessment Data:			

Date:	Plan:	Do:	Seen	Seen	Seen	Done