



SEND Policy

2018



***Northumberland
County Council***

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Tritlington C of E Aided First School

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SENDSCO: Mrs H Hughes

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Ethos

Reflecting the Trust Deed, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

These values include love, caring, sharing, forgiveness, tolerance, perseverance and goodwill to all people.

We aim to ensure everyone reaches their full potential by providing an education that stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others.

Tritlington C of E Aided First School

SEND Policy

Introduction

The school ethos statement supports our beliefs about our provision for SEND. Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We believe that:

- ❖ Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- ❖ Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.
- ❖ We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided wherever possible.
- ❖ We recognize the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- ❖ All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.
- ❖ All children are entitled to an education that meets their needs. Quality first teaching based on agreed planning, assessment and recording procedures is available to all. SEND provision is designed to identify those children who need additional consideration, and to plan and evaluate the school's efforts to help those children.
- ❖ Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff. The SENDCO will support class teachers in provision for pupils with SEND and other vulnerable groups through the organization of resources including support staff, and through advice and adherence to agreed procedures including the implementation, recording and review of interventions.
- ❖ We have a long tradition of welcoming children from a variety of backgrounds, often with complex needs, and we are experienced at working with outside agencies and tailoring arrangements within mainstream to help a child make optimum progress. Where provision at Tritlington does not provide the best learning environment we will work with families and other agencies to transfer to alternative provision which may include accessing further external support or creating a dual placement.
- ❖ Although not covered by SEND legislation, we identify vulnerable groups of children for additional consideration. Vulnerable groups include those on the Child Protection and Looked After Children registers as well as the SEND

register, children with English as an additional language, children facing economic hardship and those with low attendance. It is the class teachers' and Head Teacher's duty to ensure that these children have equality of access to the correct provision to meet their needs which may include additional adult attention as an individual or within a small group, and differentiated curriculum.

This SEND Policy was initially developed by the SENDCO/Headteacher at Tritlington First School. Staff, governors and parents of children with SEND were consulted to ensure the final policy was co-produced in the spirit of current reform. The policy reflects the statutory requirements, the SEND Code of Practice, 0-25 guidance and the actual practice of our school.

The SEND Policy is published on the school website so that it is freely available to all of our stakeholders, including parents, carers and families.

This policy will be reviewed annually.

The SEND Policy should be read in conjunction with the following school policies:

- ❖ Tritlington SEN Information Report 2018
- ❖ Admissions Policy
- ❖ Curriculum Policy
- ❖ Equality and Diversity Policy
- ❖ Accessibility Policy
- ❖ Supporting Pupils with Medical Needs Policy
- ❖ Behaviour Policy
- ❖ Anti Bullying Policy
- ❖ Child Protection Policy
- ❖ Health & Safety Policy
- ❖ School Prospectus
- ❖ School Development Plan
- ❖ Risk Assessment Monitoring
- ❖ Emergency Plan

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- ❖ Equality Act 2010: advice for schools DfE Feb 2013
- ❖ SEND Code of Practice 0 – 25 (June 2014)
- ❖ Schools SEN Information Report Regulations (2014)
- ❖ The National Curriculum in England Key Stage 1 and 2 framework document (December 2014)
- ❖ Statutory Guidance on Supporting pupils at school with medical conditions (Last updated, December 2015)

- ❖ Safeguarding Policy
- ❖ Accessibility Plan
- ❖ Teachers Standards 2012

Key Points from the SEN Code of Practice (2014) are as follows:

- ❖ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ❖ Focuses on the participation of parents, children and young people (CYP) in decision making
- ❖ Focuses on high aspirations and improving outcomes for children
- ❖ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ❖ Gives guidance on publishing Local Offer for support
- ❖ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) support - replacing School Action and School Action Plus
- ❖ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ❖ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Educational Needs and Disability Code of Practice: 0-25 years (2014) states:

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ❖ *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- ❖ *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Some pupils with disabilities may have learning difficulties that call for special educational provision; however, not all children defined as disabled will require this provision.

Our Aim and Objectives

Aim

Overall we want to raise aspirations and expectations for all pupils with SEND within a culture where there is a focus on outcomes for children and not just on hours of provision/ support.

Objectives

We will:

- ❖ Identify and provide for pupils who have special educational needs and additional Needs.
- ❖ Work with the guidance provide in the SEND Code of Practice, 2014
- ❖ Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- ❖ Provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Policy.
- ❖ Provide support and advice for all staff working with special educational needs pupils

Identifying special educational needs

The SEND code of Practice (2014), identifies four broad categories of need.

There are four broad areas of need which we plan for:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health Difficulties
- ❖ Sensory and/or Physical 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 key principle under the Code is that early identification of need and action to address such a need is critical to the future progress and success of the child. There should be no delay in making any necessary SEND provision in early years.

Some children arrive at our school with identified SEND, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

Some children arrive at our school with a need that has not yet been diagnosed or acknowledged, or during a child's time at our school, teachers and parents may have concerns about pupil progress or attainment. In these cases parents will be contacted to discuss concerns and share their views.

There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. The class teacher will apply to the SENDCO for support in addressing the parents' concerns and an appointment may be made with the SENDCO/ Head teacher.

Children may be the subject of a period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations, or they may go on to need longer term support including that which is available from external agencies.

At Tritlington, when children are assessed and identified with SEND, we want to ensure that the needs of the "whole child" are met and additional support is given where required, either within school or in collaboration with specialist external agencies.

Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

SEND Support (also documented in the School's SEND information report, updated 2018)

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

For any child accessing an intervention in order to Narrow the Gap in their learning with their peers, parents are informed by letter and invited into school to discuss any concerns.

An Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss this plan; their child's

progress and the support and targets. *Class teachers and the SENDCo are available for further discussion by appointment and formal meetings will also be called at least annually for children with greater needs or at times of transition such as moving on to another school.*

Where a child has an Education Health Care Plan (EHCP) or an EHA (Early Help Assessment) there will be meetings called often termly (or half termly where there is greater need and several agencies are involved in an action plan) with formal paperwork to be collected, distributed and submitted centrally. The school's SEND information report explains this in more detail.

Our graduated approach has four stages of action: assess, plan, do and review. This means:

- ❖ **Assess** - in identifying a child as needing SEN support, the early years practitioner/ class teacher, working with the SENDCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available information (rate of progress, attainment, behaviour etc.). This assessment will be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals will liaise with the school to help inform the assessments.
- ❖ **Plan** - Where it is decided to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place. The expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.
- ❖ **Do** - The early years practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of the additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class, the teacher still retains responsibility for the child. The SENDCO will support the practitioner /class teacher in assessing the impact of the actions taken, in problem solving and advising on the effective implementation of support.
- ❖ **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENDCO, taking into account the views of the child's parents and the child (where appropriate). This will feedback into the analysis of the child's needs. The support needs will be revised in light of the child's progress and

development. Decisions about any changes to the support required and intended outcomes will be shared with staff, parents and the child. Parents will receive clear information about the impact of the support and interventions provided, enabling them to be fully involved in planning next steps.

This is the process through which earlier 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.

To effectively address pupil's needs on the SEN register in school we must remember:

- ❖ The process must be established first. We need to break down the support offered into manageable chunks that are understood by everyone involved.
- ❖ All children are assessed at least termly, and when necessary half termly and this enables us to track progress. Interventions are time limited and are evaluated for impact at the end of their time. The Class teacher, TA and SENDCO are responsible for written evaluations. The SENDCO and school administrator ensure that these records are kept up to date.
- ❖ We recognize the importance of home school partnership and the role of pupils in this process – see below.
- ❖ Sometimes we may identify that a child needs additional support/ specialist services and we follow the advice set down by our Local Authority. This involves providing a CAF, documentation to show what the school has done and its impact and reports from relevant personnel.
- ❖ Specialist support is requested when the Headteacher/ SENDCO and staff feel that enough progress is not being made despite our best efforts or when we see a “gap” in our own knowledge and understanding which is becoming a barrier to the child's learning. This is done through honest, frank and open discussion. Our SEN budget is carefully monitored and expenditure and impact (progress) is reported upon at our Finance Committee and full Governing Body Meeting. In addition SEND Governors look at the school's provision and impact of this and report to the full Governing Body
- ❖ When we feel unable to meet the needs of a child we seek further advice, act upon this and then proceed as necessary (with guidance)

Our graduated approach to SEN support

This is the process by which we identify and manage the needs of children with SEN.

Wave 1 - Quality First Teaching (QFT)

At Tritlington we ensure all children receive inclusive quality first teaching (QFT) which may include the provision of differentiated class work. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

We regularly and carefully review the quality of teaching for all pupils at Tritlington, including those at risk of underachievement. This includes reviewing and, where

necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

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Wave 2 - Additional School Intervention

Continued or increased concern may lead to children receiving additional, time-limited, targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching.

The SENCO and class teacher will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage input from other agencies may be sought.

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

The child's teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress during each review.

Wave 3 - High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential.

When appropriate, specialist outside agency staff support this. The SENDCO and class teacher will work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

If this support is not impacting on the child's progress and there is still significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching available.

Home School Partnership

At Tritlington School we recognize that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

- ❖ All parents/ carers are invited to meet with their child's class teachers twice a year as well as receiving an annual report.
- ❖ Parents of children identified as having SEN are also invited to a further consultation once a term at which their child's progress, Intervention and Support Plan detailing the additional support, interventions and targets are discussed and agreed.

Workshops, community events and celebration assemblies are channels where we can reinforce the ethos, provision and the value we place on parents/carers as we work in partnership to raise aspirations for ALL children.

Pupil Views

- ❖ Children's views matter to us.
- ❖ All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEN pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- ❖ For their annual review children with Statements of SEN or EHC Plans are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

Support for pupils and families

The following link offers further information with regard to SEND provision in Northumberland.

Northumberland Local Offer ([Link](#))

Northumberland County Council is required to produce a Local Offer for parents and carers of children with Special Educational Needs and Disability (SEND).

The Local Offer makes it much easier to find information as it will be all together in one place.

The Local Offer helps you to understand what services you can expect from a range of local agencies, including your statutory entitlements, eligibility & referral criteria.

The Local Offer also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care within the Authority area.

Transitional plan

As from September 1st 2014, all children and young people who have a statement of SEN must be transferred to an Education Health and Care Plan by 1st April 2018. In addition, children and young people who have or would have had a Learning Difficulty Assessment (LDA) can request an Educational Health Assessment and this needs to be completed by September 2016.

Northumberland has produced a Transitional Plan which sets out the schedule of when the transfers will take place and how this will be done. This information is also available via the above link.

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 may also have special educational needs (SEN) 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 refer to our policy on "Supporting Pupils with Medical Conditions."

Procedures to ensure effective provision

In order to ensure the most effective 'SEND' provision, the following procedures are in place:

Monitoring and Evaluation of SEND Provision

This is carried out through a range of strategies including:

- ❖ Carrying out pupil, parent and staff surveys at least annually
- ❖ Monitoring of provision and standards by School Governors, (A report is presented to the governors each term to inform them about the progress of children with SEND. The report does not refer to individual children so confidentiality is maintained at all times).
- ❖ Data analysis including scrutiny of narrowing the gap reports by Headteacher/ SENDCO and Governors who ask challenging questions
- ❖ Scrutiny of register to note trends and emerging issues
- ❖ Feedback from review meetings with parents/carers and other professionals involved with the child.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Regular Communication

- ❖ Building positive relationships with parents/carers to ensure open, honest, two way communication that supports each pupil's needs.
- ❖ Staff meetings with the Head teacher/SENDCO
- ❖ Termly meeting with the Governor responsible for SEND.
- ❖ Termly meetings with all staff to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.
- ❖ Pupil progress meetings held half termly to review targets

Staff Development

The school is committed to providing INSET and staff development. SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Training and Resources

- ❖ We receive an allocation from the Local Authority and "top up funding" as needed
- ❖ In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- ❖ Training needs are identified and planned through analysis of data and staff appraisal systems in school.
- ❖ All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- ❖ The School's SENDCO attends SENDCO network meetings which are organised by the Local Authority in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

SEND Teaching Assistants:

- To facilitate one to one and small group interventions as requested by the class teacher.
- To contribute to the planning and evaluation of the work carried out with identified children and report upon this in a timely manner.
- They also have a responsibility to meet targets set during appraisal which includes attending any training offered

Class Teachers

- Termly and Half termly requirements on all class teachers to update information regarding children on the SEND register and their provision, as well as further meetings and discussion as required

SENDCO

- teaching staff can be given appropriate support and advice without delay
- Meetings with learning support assistants and professionals from outside agencies, which can be arranged at short notice and in response to need
- Weekly meetings with the Teaching staff to discuss issues around SEN as necessary
- Teaching and Learning file referring to book scrutinies, learning walks and other checks includes review of provision available to children with SEND and other vulnerable groups
- Opportunities to meet the Governors responsible for SEND, Pupil Premium, Child Protection at least termly

Head teacher

- Pupil progress meetings as a whole staff or in key stages look at how needs are addressed and the success of interventions on a half termly basis, so that provision is constantly reviewed and can be adjusted in response to need

SEND Governors:

- To champion the welfare and learning of SEND pupils and to report on the provision they receive and its impact on a termly basis

Designated Teacher with Safeguarding Responsibility: Mrs H Hughes

Designated Member of Staff for managing Pupil Premium Grant and Looked After Children Funding: Mrs H Hughes.

Designated Teacher responsible for meeting the medical needs of pupils: Mrs H Hughes and in her absence, Mrs K Stephenson.

Storing and Managing Information

Please see the following:

- ❖ Data Protection Policy
- ❖ Privacy Notice
- ❖ Confidentiality Policy

Accessibility; our statutory responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Accessibility plans and strategies must be in writing. Tritlington C of E VA First School has such an Accessibility Policy which is published on the school website.

Our school prospectus

We also are aware that sometimes there can be barriers within ourselves and in our community. We are therefore mindful of our own attitudes and frustrations. We try to reach those who are hard to reach and generally have an “open door” policy which encourages parents to tell us about their concerns. Also available on line

Tritlington’s SEN Information Report 2018

[This report](#) provides further detailed information about how our school increases and promotes access for pupils with SEND to the school curriculum including participation in after-school clubs, leisure and cultural activities or school visits.

Anti-Bullying Policy

Our school values are taught explicitly and implicitly throughout our curriculum. Our Ethos statement and long term plan illustrating this are available on the school website.

Resolving disagreements; dealing with complaints.

We hope that you will feel able to discuss any concerns you may have with the class or Headteacher in the first instance. Informal discussions can often alleviate worries or highlight an issue so that it can be addressed quickly and easily.

At Tritlington we do have a complaints policy which details the procedure we follow to deal with any official complaints. The Complaints Policy is published on the school website; a paper copy is available outside the school office.

This policy does not address complaints relating to EHC plans, which pupils and their families should take up with the Local Authority that issued the plan.

The governing body will make every effort to ensure that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEN, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights.

If the complainant remains concerned after following the local complaints procedure, he or she could ask the Department for Education’s School Complaints Unit to take up the matter.

Further details on making complaints to the Department about schools are available from the GOV.UK website.

Appendix 1

Broad areas of need from the Code of Practice (0-25) 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) 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.

6.29 Children and young people with Autism Spectrum Differences (ASD), including Asperger's Syndrome and Autism, 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

6.30 Support for learning difficulties may be required when children and young people 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.

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

Social, emotional and mental health difficulties

6.32 Children and young people 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

6.34 Some children and young people 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 and young people 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. Information on how to provide services for deafblind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

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6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2

Cognition and learning needs - Provision Map Foundation stage

Level	Actions/interventions/provision/resource	Notes
1	<ul style="list-style-type: none">• Baseline• ½ termly assessment• Age related bands• Target additional adult support• Observations to inform planning• Read Write Inc/ Letters and sounds• Thinking skills• Thrive	
2	<ul style="list-style-type: none">• Baseline• Age related bands• Monitoring progress/Individual Targets ½ termly against targets (may have been broken down further)• Daily LSA support in small group• ½ termly – termly discussion with SENDCO• Informal chats• Individual targets• Adapted keyboard• Thinking skills	
3	<ul style="list-style-type: none">• Baseline• Age related bands• Educational Psychologist• Monitoring progress against individual targets which have been broken down further• Discussion with SENDCO on a half termly basis• Home School book• Individual education Plan• Daily support in small group	

Cognition and learning needs - Provision Map Years 1 / 2 /3 /4

Level	Actions/interventions/provision/resource	Notes
1	<ul style="list-style-type: none"> • Differentiation • ½ termly assessment against individual targets • Close monitoring of progress – Class Teacher and SENDCO • Use of buddies/partners/groups to support • Home school book • Target any additional help • Thrive 	
2	<p>Increased differentiation supported by LSA</p> <ul style="list-style-type: none"> • ½ termly assessment – targets and review • Involvement of EP • Home school book • Read Write Inc • Numicom groups • Catch up • Speed up • Write for Action • Fischer family Trust • Thrive Groups 	
3	<p>Use of P scales</p> <p>Increased differentiation</p> <ul style="list-style-type: none"> • Support from LSA • Assessment ½ termly against individual targets and curricular targets • Educational Psychologist – consultation/assessment review • Individual Education Plan • Speech and Language team • Precision teaching • Read Write Inc at appropriate levels if not done before • Plus 1 / Power of 2 • First Class at Maths • Speed up/ Write for Action • Thinking skills • Thrive – individual sessions • Physiotherapy • Fischer Family Trust 	

Behaviour - underlying issues to be included in notes

Level	Actions/interventions/provision/resource	Notes
Wave 1	<p>Assessment by class teacher and SENDCO parents informed and involved.</p> <p>Flexible grouping of children- use of class/ individual/ group/ school reward system</p> <p>Sanctions such as loss of golden time/ activity afternoon time</p> <p>Target any available adult help</p> <p>Involvement of behaviour support team to help plan thematic teaching around values of school that are important to all children.</p> <p>Thrive</p> <p>Buddies</p>	
Wave 2	<p>Parents kept informed</p> <p>Flexible grouping of children/ buddies/ peer support</p> <p>Access to small adult led groups</p> <p>IEP</p> <p>Some limited withdrawal when necessary</p> <p>Continue to use behaviour management strategies in school but adapt as needed - ensure peer group support.</p> <p>Behaviour theme teaching as above</p> <p>Thrive</p> <p>Buddies</p>	
Wave 3	<p>Educational Psychologist/ behaviour support involved for individuals</p> <p>Wave 3 literacy intervention</p> <p>Parents kept informed and involved.</p> <p>IEP further broken down</p> <p>Behaviour management systems in school further adapted to take into account needs of child.</p> <p>Limited withdrawal when necessary</p> <p>Sustained support from LSA</p> <p>Increasingly individualised learning objectives within an inclusive curriculum</p> <p>Shortened day if appropriate</p> <p>Thrive</p> <p>Buddies</p>	

Appendix 3

Useful resources

Legislation and statutory guidance

0-25 Special Educational Needs and Disability Code of Practice

Children and Families Act 2014

Education Act 1996

Equality Act 2010

Special Educational Needs (Personal Budgets) Regulations 2014

Special Educational Needs and Disability Regulations 2014

Other Government information

Bullying guidance

Education Funding Agency (EFA)

First-tier Tribunal (Special Educational Needs and Disability)

Mental Health and Behaviour in Schools Guidance

National Award for SENCO Co-ordination: learning outcomes

Participation of young people in education, employment and training (DfE guidance)

Pathfinder information packs

Preparing for Adulthood

Provision mapping resources

Reasonable adjustments for disabled pupils 2012

Social Care for Deaf/blind Children and Adults guidance 2009 (DoH)

Supporting pupils at school with medical conditions

Best practice examples/websites

Achievement for All

Autism Education Trust

Communication Trust

Council for Disabled Children

Dyslexia SpLD Trust

I CAN – the children's communications charity

MindEd

nasen

National Sensory Impairment Partnership

SEND Gateway