



*Be the best you can be, every day.*

## SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

### Introduction

**THIS DOCUMENT IS** a statement of the aims, principles and strategies for supporting pupils with SEND at North Downs Primary School.

**IT WAS DEVELOPED** through a process of consultation with teaching and non-teaching staff and the governing body.

**IT WAS TAKEN FOR APPROVAL** to the Governors in November 2025

**THIS POLICY WILL BE REVIEWED** in Autumn 2026

### How can parents access this policy?

You can get a copy of this policy in a number of ways:

- In summary form on the school website
- A hard copy of this document via the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged text.

### Ethos statement

North Downs Primary School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. Our school vision 'Be the best you can be, everyday' embraces inclusive education. We provide a broad and balanced curriculum for all pupils and respond vigorously to pupils' diverse learning needs.

We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.

At our school we use the definition for Special Educational Needs (SEND) and for disability from the SEND Code of Practice (2015) which states:

**SEND:** A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child 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. **Special Educational Provision** means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

**Disability:** Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

### Key roles and responsibilities

**Inclusion Lead (SENDCo):** The Inclusion Lead is a qualified teacher and holds the Postgraduate Certificate in Professional Practice: National Award for Inclusion Lead with day-to-day responsibility for:

- Managing the day-to-day operation of the policy
- Managing the SEND register
- Supporting and advising colleagues
- Co-ordinating provision for and managing responses to children's special educational needs through interventions and outside agency support

- Monitoring and evaluating the effectiveness of interventions provided
- Overseeing the records of all children with SEND
- Overseeing the writing of and implementation of SEND Support Plans called SEND passports
- Acting as a link with parents/carers and teachers
- Monitoring and evaluating the special educational needs provision and reporting this to the governing body
- Working with the Leadership Team to manage a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs
- Acting as a link with the Home School Link Worker, external agencies and other support agencies to ensure suitable provision and support is maintained for each child on the SEND register
- Contributing to the professional development of all staff about special educational needs.

**Inclusion Manager:** The Inclusion Manager works in conjunction with the Inclusion Lead and has day-to-day responsibility for:

- Supporting and advising colleagues to identify and support pupils in need of additional support
- Liaise regularly with the SENCO, providing insights and ideas
- Provide training and support for TAs and teachers
- Providing support for short-term issues that may affect a pupil's wellbeing, e.g. short-term behavioural issues not classified as SEND
- Supervise TAs and other members of staff carrying out interventions
- Plan and deliver interventions for specific pupils, both 1:1 and in small groups
- Create an environment that supports all pupils with additional needs to reach their full potential
- Track and monitor progress of pupils in need of additional support, e.g. with SEND

**Class Teacher:** In our school, every class teacher has the responsibility for the teaching and learning of every pupil, including those with SEND.

A class teacher has responsibility for:

- Identifying a child with special educational needs and informing the Inclusion Lead
- Quality First Teaching which includes differentiating the curriculum in all subject areas to suit the needs of any children with SEND and using strategies to support specific needs
- Meeting with parents and notifying them of any additional differentiation needed to meet the needs of the child
- Monitoring the progress of a child and regularly updating any assessment
- Writing and reviewing SEND passports for each child on the SEND register with input from parents/carers and pupils
- Ensuring that targets on the SEND Passport or EHCP receive sufficient teaching time, interventions and resources for the child to achieve them
- Ensuring the Inclusion Lead is kept well informed of any issues that arise between termly reviews of SEND Passports and Annual Reviews of EHC plans
- Liaising informally with parents regarding their child's progress towards targets
- Maintaining an ongoing liaison with the child regarding their progress
- Preparing a written report for children with an EHCP for their Annual Review Meeting and attending the Annual Review

**Local Governing Board:** The governing board follows the guidelines of the SEND Code of Practice (2015) to carry out its duties towards all pupils with special educational needs. The governing body has a named governor to have specific oversight of the school's provision for pupils with SEND. The governor liaises with the Inclusion Lead regularly throughout the year and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The “responsible person” in this school is the Headteacher. The Headteacher ensures all those who teach a pupil fulfil the responsibilities listed above for teaching pupils with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) 3.65 and has been written with reference to the following related guidance and documents:

- ✓ Equality Act 2010 advice for schools DfE Feb (2013)
- ✓ Schools SEND Information Report Regulations (2014)
- ✓ Statutory Guidance in Supporting pupils at school with medical conditions (2014)
- ✓ Accessibility Plan

## **Aims and Objectives**

### **Aims**

At North Downs Primary School all pupils, regardless of their particular needs are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We aim for them to achieve their best and become confident individuals who will make a successful transition into the next step of their educational journey and into adulthood
- We will set ambitious educational and wider outcomes with you as parents and with your child at the centre
- We will use our best endeavours to give pupils with SEND the support they need

### **Objectives**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have SEND and disabilities with pupils and their parents/carers at the centre.
- To ensure the removal of barriers to learning and achievement.
- To develop a whole school provision management of targeted and specialist support
- To deliver a clear programme of training and support for all staff working with pupils with SEND within the guidance set out in the SEND Code of **Practice 0-25 (January 2015)**

## **Identification of Needs**

At North Downs Primary School, we will consider the needs of the whole child. These are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to meet those needs.

In line with the SEND Code of Practice (2015) the four areas of need identified are:

### **Communication and interaction**

- Speech, language and communication needs (SLCN) where a child may have difficulty in communicating with others.
- Children and young people with Autism (ASD) who are likely to have particular difficulties with social interaction.
- Children who have difficulties with language, communication and imagination, which can affect how they relate to others.

### **Cognition and Learning**

- When children and young people who learn at a slower pace than their peers, even with appropriate differentiation.
- Specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia or dyspraxia.
- Can include moderate learning difficulties (MLD), and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Where a pupil has greater difficulty than their peers with concentration and focus and/or a diagnosis of ADHD

## Social, Emotional and Mental health

- 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.

## Sensory and/or physical

- When a child has a disability that prevents or hinders them from making use of the educational facilities generally provided.
- Vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) that will require specialist support and/or equipment to access their learning
- A physical disability (PD) that requires additional ongoing support and equipment to access all the opportunities available to their peers.

## How do we decide to make special educational provision?

Early identification is vital. Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children have a baseline assessment when they enter our school in reception, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Children with SEND may be identified through:

- parental information
- class teachers' observations
- class teachers' reviews of their pupils' progress with Leadership Team
- records from formal and teacher assessments
  - Foundation Stage (YR R and YR 1) Early Learning Goals for comprehensive ongoing assessment record
  - Phonics Screening in Year 1
  - End of KS1 Standard Assessment Tests (SATs) in year 2
  - KS2 English and Maths standardised assessments termly
  - End of KS2 Standard Assessment Tests (SATs)
  - Assessment tasks for writing at the start and end of a topic (KS2)
- Specific assessments
  - Reading accuracy and comprehension test
  - Reading age test
  - Informal identification of dyslexic traits via the *Dyslexia portfolio*
  - Sandwell test to establish a Maths age
- information from other teachers from previous educational settings e.g. nursery

## **What is the graduated approach?**

### **As outlined in the SEND Code of Practice 2015:**

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.

This SEND support should take the form of a four-part cycle 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.

This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.



## Assess

In identifying a child as needing SEND support, the class or subject teacher, working with the Inclusion Lead, should carry out a clear analysis of the pupil's needs. This process is supported by the document produced by Surrey County Council SEND team: *Ordinarily Available Provision* document (September 2022) and Profile of Need (2020). The assessment draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school take seriously any concerns raised by a parent. These are recorded and compared to our own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

## Plan

Where it is decided to provide a pupil with SEND support, the parents will be notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the Inclusion Lead should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system via the **SEND Pupil Passport** which is reviewed termly.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Parents are made aware of the planned support and interventions via the SEND Pupil. Parents have the opportunity to discuss these with the class teacher and/or Inclusion Lead.

## Do

The class or subject teacher will remain responsible for teaching the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, teachers will retain responsibility for the pupil's progress and learning. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Lead will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support, resources needed and advice from external agencies involved.

## Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed termly.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the Inclusion Lead, will revise the support in light of the pupil's progress and

development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months taking account of targets set and external agency advice. In some cases an EHCP will be amended to include any changes in level of need or support.

Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

### **Provision for Special Educational Needs**

When a child is identified as having special needs they are recorded on the SEND register as SEND support. This provision is for those children identified as having a special educational need that cannot be met by differentiation for their needs in class or additional short term interventions. They may also need support from outside agencies. The level of provision provided is decided by the class teacher, Inclusion Lead and from advice taken from relevant outside agencies where needed, such as the Speech and language team, specialist teaching team or in some cases an Educational Psychologist.

### **SEND Support**

Each child on the SEND register will have an SEND Pupil Passport that is produced by their teacher in consultation with the Inclusion Lead with input from the child to highlight their particular strengths, likes and dislikes and ways to best help them with their learning.

Some children may have SEND Support Arrangements written (following the Surrey SEND format) to add further detail to the information on their special educational needs. This will usually be those children who have extensive additional support from outside agencies.

Additional support may take the form of:

- interventions within or outside class
- a special learning programme for the child
- extra help in a group or individually with the teacher or TA
- making or changing equipment or materials to suit the child's needs
- additional equipment to meet a specific physical, sensory, learning or emotional need
- observations of the child in class or at break and keeping records
- helping the child to take part in class activities or have additional breaks from learning
- supporting the child with physical or personal care difficulties e.g. eating, toileting, getting around school safely or dressing
- helping the child to interact with other children or work with them in groups
- additional support or special arrangements during assessments and SATs (these should be discussed with the teacher in the first instance)
- adaptations to homework
- access to additional adult help within school e.g. ELSA, Learning Space or advice from an outside agency

### **Education and Health Care Plans (EHCPs)**

In a very few cases, when there is significant concern about the child, the decision is made that much more detailed information is needed. After consultation with the parents, class teacher and outside agencies the school may request an Educational Health Care Plan. SEND Support Arrangements will be prepared by the Inclusion Lead as part of this process to include the parents' specialist knowledge of their child and their needs, relevant background information on home life, interests outside of school that may impact on their time in school. It also includes observations and recommendations by external agencies and information on the child's progress or support in class. The Learning Single Point of Access team looks at the evidence and decides whether an assessment request is needed. If an assessment is agreed by panel, it may lead to a formal EHCP being issued. An EHCP can cover the child's educational and health needs until they are aged 25 (a statement previously lasted until they were 16). Statements of special educational need have now been replaced by Education and Health Care Plans (EHCPs).

An Annual Review meeting takes place within one year of the date of the EHCP. The procedures for inviting professionals to the meeting and the distribution of advice etc. are followed as is written in the Surrey County Council SEND guidelines. The child's SEND Passport is updated on receipt of an EHCP to include their outcomes/targets set within the EHCP (based on their key stage) and short term outcomes/targets (annual targets agreed in school).

### **Removing a Pupil from the SEND register**

If it is felt that a child's progress has been such that they no longer need to be on the SEND register, then this decision will be made in discussion with the class teacher parents/carers and the child if appropriate.

For those with an EHCP, the decision to make any changes or cease the EHCP will be made during the Annual Review meeting, or as an interim meeting, with additional guidance from relevant outside agencies and professionals working with the child.

### **Partnership with Parents/Carers and pupils**

At North Downs Primary the involvement of parents is valued and encouraged. When a concern is first expressed in school, parents will be contacted by the class teacher or Inclusion Lead. Parents are informed of any changes to their child's SEND provision.

We have parent meetings each term to share the progress of children with special needs with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

For those children needing SEND Support Arrangements; parents and children are involved in writing and reviewing this document. It informs the teacher and Inclusion Lead of any relevant family or background information and the parents or carers' view of their child's individual needs and how best to support them.

Parents receive newsletters produced by the Inclusion Lead and Inclusion Manager with updates about SEND support in school.

All children on the SEND Register have a SEND or EHCP passport (see example at the end of this document).

Pupils are encouraged to be involved in writing and reviewing their own SEND Passport. For those with an EHCP they are invited to voice their views at their Annual Review meeting or may contribute e.g. via a PowerPoint presentation or dictated comments about their views on their progress and learning in school.

We encourage parents to contact us with details of any medical condition, which might affect their child's education, and to plan with us to meet any such needs. We particularly ask parents to contact us after their children have had hearing or vision tests or referrals via the GP e.g. to CAMHS or a paediatrician. Likewise, we inform parents/carers at all times of any intention we have of making referrals and seek written permission for visits/observations and assessments by external agencies.

### **Monitoring and Evaluation of SEND**

The provision of SEND support for individual pupils is regularly monitored with parents and teachers working together to produce SEND support plans.

Ongoing pupil progress meetings and termly assessments monitor the progress of pupils with SEND and forms part of the identification of those who may have special needs.

Staff receive ongoing training from relevant outside agencies and via teacher and TA meetings to keep up to date with developments and improvements to provision, resources available and interventions.

Interventions are monitored by the Inclusion Team as part of the: assess, plan, do review cycle and children are invited to give their feedback on their progress and how the interventions have helped or could be improved.

The Inclusion Lead develops best practice via attending Surrey Inclusion Lead network meetings, Trust Inclusion network meetings, contact with specialist agencies and the Dorking Schools Partnership Inclusion Lead group and shares this with staff via INSET and staff, TA or Leadership Meetings.

The Inclusion Lead governor is involved in regular review of SEND provision via termly meetings with the Inclusion Lead and provides feedback to the full governing body. The school's SEND Information Report is updated annually.

### **Supporting Pupils at our school with medical conditions**

North Downs Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips, residential trips and physical education. At our school, we comply fully with our duties regarding the Equality Act 2010 to allow access to the building for pupils with physical disabilities. Two of our 3 school sites are fully accessible and have been adapted to meet the needs of children in wheelchairs, including toileting facilities, changing areas and accessibility equipment for the swimming pool. (See **Medical Needs Policy**) The Betchworth site is not accessible to wheelchairs.

Some children have an **Individual Care Plan** to ensure all staff are aware of their daily physical or medical needs and an **Emergency Care Plan** with procedures to follow for medical emergencies or if the building is evacuated.

Teaching and administrative staff are all made aware of children in school with physical, medical and dietary needs. The Inclusion Team holds copies of medical reports where relevant to SEND provision and with permission of parents.

The school has an **Accessibility Plan** (available to view on the website and within school) which explains how our school provides access to the curriculum, the environment and information. This plan aims to identify and remove barriers to learning for pupils with a disability attending our school.

### **Links with other policies and other useful information**

This policy should be read in conjunction with the following, also available on our website:

- ✓ Single Equality Policy and Scheme
- ✓ Child Protection and Safeguarding Policy
- ✓ Restorative Practice and Behaviour Policy
- ✓ Health and Safety Policy
- ✓ Assessment Policy
- ✓ Marking Policy
- ✓ Medicines Policy
- ✓ Inclusion & SEND Report
- ✓ See also acronyms list at the end of this report

Area of Need	Universal Provision
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Quality teaching with differentiated curriculum, delivery, output and language</li> <li>• In class TA support</li> <li>• Visual aids /Quality visual display/Visual resources and Smart board</li> <li>• Visual timetables</li> <li>• Differentiated word banks</li> <li>• Movement breaks to aid concentration and focus</li> <li>• Differentiated next steps/success criteria</li> <li>• Differentiated seating including appropriate positioning in classroom for HI/ VI</li> <li>• Talk partners/ Group/paired work</li> <li>• Writing frames or story planners</li> <li>• Illustrated dictionaries/spellcheckers</li> <li>• Reading ruler</li> <li>• Use of concrete materials and resources for maths</li> <li>• Oral/drama activities</li> <li>• Variety of levels of questioning</li> <li>• Differentiated time to complete tasks or amount expected in set time</li> <li>• Guided reading/writing in ability and mixed groups</li> <li>• Additional phonics support</li> <li>• Learning Outside the Classroom</li> <li>• Access to computer for extended writing</li> </ul>
Area of Need	Universal Provision
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Quality teaching with differentiated curriculum, delivery, output and language where appropriate</li> <li>• Structured routines and additional preparation for change where needed</li> <li>• Visual aids/prompts, writing frames</li> <li>• In class TA support</li> <li>• Directed questioning to alert specific child</li> <li>• Learning objectives displayed</li> <li>• Review of seating arrangements</li> <li>• Gestures/signals to support understanding e.g. thumbs up/down</li> <li>• Word banks/mind maps/Topic vocabulary displayed</li> <li>• Marking comments for next steps/advice</li> <li>• Seating plan of classroom designed to suit class/individual need</li> <li>• Pupils repeating back instructions</li> <li>• Teacher modelling a task</li> <li>• Talking partners/peer support</li> <li>• Class visual timetable/individual visual timetable</li> <li>• Talking tins/Easy speak/recordable whiteboards</li> <li>• Individual whiteboards</li> <li>• Appropriate positioning in classroom for HI/ VI</li> <li>• Learning Outside the Classroom</li> </ul>
Area of Need	Universal Provision
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Quality teaching with differentiated tasks, delivery, output and language where appropriate</li> <li>• Behaviour policy with graduated response</li> <li>• School &amp; Class rules</li> <li>• Rewards and consequences including team points for KS2</li> <li>• Seating plan</li> <li>• Circle time</li> <li>• Differentiation of expectations (curriculum, delivery and output)</li> <li>• Visual aids (timetable, planner)</li> </ul>

	<ul style="list-style-type: none"> <li>• In class TA support</li> <li>• Multi-sensory teaching</li> <li>• Access to calming or quiet area</li> <li>• Talking partners</li> <li>• Support with transition to new class</li> <li>• Circle time</li> <li>• Assemblies focusing on specific issues or special needs</li> <li>• Relevant training for school staff</li> <li>• Positive touch training for TAs</li> <li>• Positive/assertive discipline focus</li> <li>• Consistency within class/lunchtime/whole school</li> <li>• Class assemblies, Celebration assemblies, Gold Star assemblies &amp; certificates</li> <li>• Challenging work for all</li> <li>• Appropriate positioning in classroom for HI/ VI</li> <li>• Learning Outside the Classroom</li> </ul>
<b>Area of Need</b>	<b>Universal Provision</b>
<b>Physical and SENDsory</b>	<ul style="list-style-type: none"> <li>• Quality teaching with differentiated tasks, delivery, output and language where appropriate</li> <li>• In class TA support where appropriate</li> <li>• Flexible teaching arrangements</li> <li>• Teacher aware of implications of sensory and/or physical impairment</li> <li>• Availability and access to resources</li> <li>• Suitable furniture and space</li> <li>• Suitable positioning in class/Teacher faces children when speaking</li> <li>• Appropriate lighting and audit of sound levels</li> <li>• Visual prompts/aids</li> <li>• Pencil grips/Left hander scissors/writing slope</li> <li>• Use of variety of media by teacher including SMART Board, music, images, maths resources, concrete materials</li> <li>• Regular movement breaks/ “Brain breaks”</li> <li>• Motor development supported through PE and basic occupational therapy guidance</li> <li>• Coloured acetates/reading rulers, varied background colour on IWB/paper</li> <li>• Accessible building</li> <li>• Emergency evacuation plan</li> <li>• Personal allocated space</li> <li>• Fiddle toys/sensory toys</li> <li>• Appropriate positioning in classroom for HI/ VI or sensory needs</li> <li>• Learning Outside the Classroom</li> </ul>
<b>Area of Need</b>	<b>SEND Support</b>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• SEND Pupil Passport (termly reviewed) outlining reasonable adjustments or strategies/resources different from or additional to peers</li> <li>• Access to appropriate interventions such as <ul style="list-style-type: none"> <li>○ Phonological awareness intervention</li> <li>○ Guided reading in ability groups or 1:1</li> <li>○ Small group maths</li> <li>○ Dancing Bears or Literacy for All (phonics/reading)</li> <li>○ Toe by Toe (phonics/reading)</li> </ul> </li> </ul>
<b>Area of Need</b>	<b>SEND Support</b>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• SEND Passport (reviewed termly) outlining reasonable adjustments or strategies/resources different from or additional to peers</li> <li>• Speaking and listening opportunities</li> <li>• Developing phonological awareness skills (LLS)</li> <li>• “Now and next” task charts/work systems/task sheets</li> <li>• ELSA support</li> <li>• Outreach support from Linden Bridge where appropriate</li> </ul>
<b>Area of Need</b>	<b>SEND Support</b>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• SEND Passport (reviewed termly) outlining reasonable adjustments or strategies/resources different from or additional to peers</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to appropriate interventions <ul style="list-style-type: none"> <li>○ Emotional regulation and calming strategies</li> <li>○ Social skills support</li> <li>○ Circle time</li> <li>○ ELSA support</li> <li>○ Learning Space support where appropriate</li> </ul> </li> <li>• Lunchtime - quiet area/peer or adult support in playground</li> <li>• Brain breaks/ time out of class where needed</li> <li>• Additional or tailored transition support for transfer to new class/school</li> </ul>
<b>Area of Need</b>	<b>SEND Support</b>
<b>Physical and SENDsory</b>	<ul style="list-style-type: none"> <li>• SEND Support Plan (reviewed termly) outlining reasonable adjustments or strategies/resources different from or additional to peers</li> <li>• OT resource pack activities/ Handwriting practice</li> <li>• Physical and sensory Support/advice where appropriate</li> <li>• Individual Care Plan where appropriate</li> <li>• Access to touch typing skills practice where appropriate/advised by external agency</li> </ul>
<b>Area of Need</b>	<b>EHCP</b>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• EHCP Pupil Passport outlining EHCP long term and short term (annual) targets</li> <li>• Outside agency advice/support as stated in EHCP</li> <li>• Targeted interventions where appropriate</li> <li>• Access to ICT for extended writing (e.g. dyslexia)</li> <li>• Additional support/personalised timetable to manage concentration and focus needs</li> <li>• Access arrangements for assessments - with guidance for external assessments</li> <li>• Instructions prompt sheets</li> <li>• Precision teaching</li> <li>• Literacy for All, Dancing Bears or Toe by Toe phonological/reading support</li> <li>• Access to computer for keyboard skills training</li> <li>• Risk assessment including for trips/residential trips where appropriate</li> </ul>
<b>Area of Need</b>	<b>EHCP</b>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• EHCP SEND Pupil Passport (reviewed termly) outlining EHCP long term and short term (annual) targets</li> <li>• Access arrangements for assessments - with guidance for external assessments</li> <li>• Targeted interventions where appropriate</li> <li>• Outside agency advice/strategies for support</li> <li>• Simplified/repeated instructions</li> <li>• Instruction boards/checklists</li> <li>• Speech and Language Therapy programmes when provided by SALT</li> <li>• ELSA support /Learning Space support where appropriate</li> <li>• Additional or tailored transition support for transfer to new class/school</li> <li>• Lunchtime quiet area, peer or adult support in playground</li> <li>• Risk assessment including for trips/residential trips where appropriate</li> </ul>
<b>Area of Need</b>	<b>EHCP</b>
<b>Social, Emotional and Mental Health</b>	<p>Outside agency advice/support e.g. STIP Behaviour Support /Nurture Group Outreach/ Linden Bridge Outreach/Mindworks targeted interventions</p> <ul style="list-style-type: none"> <li>• EHCP SEND Pupil Passport (reviewed termly) outlining EHCP long term and short term (annual) targets</li> <li>• Access arrangements for assessments - with guidance for external assessments</li> <li>• Group or 1:1 interventions where appropriate</li> <li>• Individual Reward system/chart</li> <li>• Behaviour plan/programme</li> <li>• Individual Risk assessments for trips/residential or within school</li> <li>• Home-school contract</li> <li>• Social stories</li> <li>• Responsibility jobs at lunchtime/in class</li> <li>• Key staff monitoring (teacher, TA, SLT, Inclusion Lead)</li> <li>• Graduated or differentiated attendance in school with support from Inclusion Officer and/or caseworker</li> </ul>


	<ul style="list-style-type: none"> <li>• Calming area or quiet space/Calming activities/strategies</li> <li>• ELSA support/ Learning Space support where appropriate</li> <li>• Early Help Assessment/TAF meetings with HSLW support</li> <li>• Lunchtime quiet area, peer or adult support</li> <li>• Additional or tailored transition support for transfer to new class/school</li> <li>• Risk assessment including for trips/residential trips where appropriate</li> </ul>
<b>Area of Need</b>	<b>EHCP</b>
<b>Physical and SENDsory</b>	<ul style="list-style-type: none"> <li>• Outside agencies advice/support including at Annual Review where relevant equipment</li> <li>• EHCP SEND Pupil Passport (reviewed termly) outlining EHCP long term and short term (annual) targets</li> <li>• Specific equipment (where advised by outside agency)</li> <li>• Access arrangements for assessment - with guidance for external assessments</li> <li>• Specific physiotherapy programme where listed on EHCP</li> <li>• Access arrangements for assessments</li> <li>• Occupational Therapy programme/visits or support as stated in EHCP</li> <li>• Access to ICT where appropriate/listed on EHCP</li> <li>• Modification to building where appropriate/listed on EHCP or via guidance from outside agencies</li> <li>• Individual Care Plan to identify staff and specific procedures where appropriate</li> <li>• Risk assessment including for trips/residential trips</li> <li>• Additional or tailored transition support for transfer to new class/school</li> </ul>

REMOVE GAP!

<b>External Agencies who may be Involved</b>	
<b>Communication and Interaction Needs</b>	Language and Learning Support - STIP Speech and Language Therapy - SCC ASD outreach (Woodfield school) Behaviour Support- STIP GP/Paediatrician/HV Learning Space Educational Psychologist CAMHS/Mindworks Inclusion Officer
<b>Cognition and Learning Needs</b>	Language and Learning Support - STIP Paediatrician Learning Space Educational Psychologist CAMHS/Mindworks
<b>Social Emotional and Mental Health Needs</b>	Behaviour Support- STIP CAMHS/Mindworks GP Paediatrician Health Visitor Social Care Surrey Family Support Team Home School Link Worker Community Police Educational Welfare Officer School Nurse ASD outreach (Woodfield School) Learning Space (including targeted provision) Nurture Group Outreach (The Orchard -St John's Dorking) Educational Psychologist Exclusion and reintegration/Inclusion Officer
<b>Physical and SENDsory Needs</b>	Occupational Therapy Physical and Sensory Support Physiotherapist School Nurse (0-19 team) Manual Handling Services Wheelchair Services

### Guide to acronyms

ASD	Autistic Spectrum Disorder	PEP	Personal Education Plan (for Looked After Children)
BS	Behaviour Support	PSS	Physical and Sensory Support
CAMHS (also known as Mindworks)	Child & Adolescent Mental Health Service	SALT	Speech and Language Therapy
EP	Educational Psychologist	STIP	Specialist Teaching in Practice - BS and LLS
EHCP	Educational and Health Care Plan	TA	Teaching Assistant
ELSA	Emotional Literacy Support Assistant	TAF	Team around the Family
EWO	Educational Welfare Officer	VI	Visual Impairment
HSLW	Home School Link Worker		
HI	Hearing Impairment		
HV	Health Visitor		
ICT	Information & Communication Tech.		
IWB	Interactive White Board		
LSS	Language and Learning Support		
OT	Occupational Therapy		

 <b>NORTH DOWNS PRIMARY SCHOOL - SEND PUPIL PASSPORT</b>				
<b>Name</b>	XXXXXXXXXXXXXXXXXX			
<b>Class/Year Group</b>	Year 3			
<b>Teacher/s</b>	Mrs xxxxx			
<b>Date</b>	July	November	March	July
<b>Primary Need</b>	<b>Cognition and Learning</b>			
<b>Photo</b>	<b>What People Like and Admire about me</b> <ul style="list-style-type: none"> <li>• My friends think I am kind</li> <li>• My teachers like that I am really helpful and I always do my best even when I find some things difficult</li> <li>• I like that I am learning to play the guitar like my Dad</li> </ul>	<b>People who are important to me:</b>  My family, Mum dad and big brother Tom My dog My granny and Grandad who look after me on a Thursday  <b>Things I like doing in and out of school:</b> <ul style="list-style-type: none"> <li>• Lego at lunchtime</li> <li>• Riding my bike</li> <li>• Playing on the trampoline</li> <li>• Going to football</li> </ul>		
<b>WHAT PEOPLE NEED TO KNOW TO SUPPORT ME WELL</b>				
<b>Things that help me in school (task board, now, next and then board, concrete apparatus, sensory tools etc -strikethrough if tried and unsuccessful &amp; date when introduced))</b>				
<ul style="list-style-type: none"> <li>• I use a special pencil that has a grip on it</li> <li>• I sometimes need reassurance that it's okay not to know everything all the time!</li> <li>• Xxx needs to have reminders for using finger spacing in his writing</li> <li>• Xxx needs to use a green overlay/colour ruler to read text</li> <li>• I have extra time to complete written tasks</li> <li>• Warning/extra time to answer questions in class</li> <li>• Literacy for All intervention 4 x weekly with TA</li> <li>• Personalised spellings for homework</li> <li>• Adaptations to my homework so I can have extra time to do an extended writing piece</li> <li>• Colourful Semantics practice in English to help with forming sentences</li> <li>• Phonics sound mat for support at home and in school with remembering sounds</li> <li>• Additional handwriting practice</li> <li>• Pencil grip</li> <li>• Trial of writing slope Autumn term</li> <li>• Monitor posture and seating position in class for writing</li> <li>• Warm up activities before writing and extended time in assessments</li> </ul>				
<b>Other people who support me (outside agencies)</b>				
Advisory input from STIP Autumn term				
<b>Agreed focus areas - Specific OUTCOMES - we would like to make these things better</b>				
Think about reading (sight, phonics, comprehension), writing and counting, thinking skills, communication (attention, speech, grammar, expression, reception), social skills, self-regulation/behaviour, sensory, fine motor skills, body skills, concentration.				
<b>Cognition and Learning - including specific learning difficulties (My Needs)</b>				
<b>Think about reading (sight, phonics, comprehension), writing and counting, thinking/processing skills</b>				
xxx is working below ARE in phonics PhAB assessment redone in June:				
<ul style="list-style-type: none"> <li>• struggled with middle sounds in words longer than CVC</li> <li>• difficulty with identifying a rhyming word for a given word</li> <li>• identified difficulty with phonological working memory e.g. to successfully blend sounds into words/maintain sequence of phonemes or miss phonemes earlier in word</li> </ul>				
<b>My Targets</b>	<b>My Support</b>		<b>Review</b>	
<b>Speech and Language/Communication and Interaction</b>				

**Think about attention, speech, grammar, expression, reception social skills, self-regulation/behaviour**

**My Targets**

**My Support**

**Review**

**Social, Emotional and Mental Health (My Needs)**

**Think about communication (attention, speech, grammar, expression, reception), social skills, self-regulation/behaviour**

**My targets**

**My Support**

**Review**

**Physical and/or Sensory (My Needs)**

**Think about sensory, fine motor skills, body skills, concentration.**

**My Targets**

**My Support**

**Review**

**Additional Information/Review Comments**

Review November

Trial of writing slope in Autumn term has been positive  
Xx is now remembering to use finger spaces in writing.  
Progress made with Literacy for All; xx is now working on practising the last set of high frequency words. He has read out some of his own work in class at his request.

Review March

Review July

