



## 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 HAS BEEN TAKEN FOR APPROVAL** to the Governors in 2022

**THIS POLICY WILL BE REVIEWED** in 2023

### 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 SEN and for disability from the SEND Code of Practice (2015) which states:

**SEN:** 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 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 SEN 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

**SENCo:** The SENCo is a qualified teacher and holds the Postgraduate Certificate in Professional Practice: National Award for SENCO with day-to-day responsibility for:

- Managing the day-to-day operation of the policy
- Managing the SEN 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 SEN
- Overseeing the writing of and implementation of SEN Support Plans
- 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 Senior 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 SEN register
- Contributing to the professional development of all staff with regards to special educational needs.

**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 SENCo
- Quality First Teaching which includes differentiating the curriculum in all subject areas to suit the needs of any children with SEN 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 SEN Support Plans (SSP) for each child on the SEN register with input from parents/carers and pupils
- Writing and updating pupil profiles for pupils on the SEN register
- Ensuring that the targets on the SEN Support Plan or EHCP receive sufficient teaching time, interventions and resources for the child to achieve them
- Ensuring the SENCo is kept well informed of any issues that arise between termly reviews of SEN Support Plans 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 progress
- Preparing a written report for children with an EHCP for their Annual Review Meeting and attending the Annual Review

**Governing Body:** The governing body 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 SEN. The governor liaises with the SENCo regularly throughout the year and ensures that all governors are aware of the school’s SEN provision, including the deployment of funding, equipment and personnel.

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

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 SEN 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 SEN 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 identify the needs of the pupil by considering 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 ASD, ~~including Asperger's Syndrome~~ and Autism 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

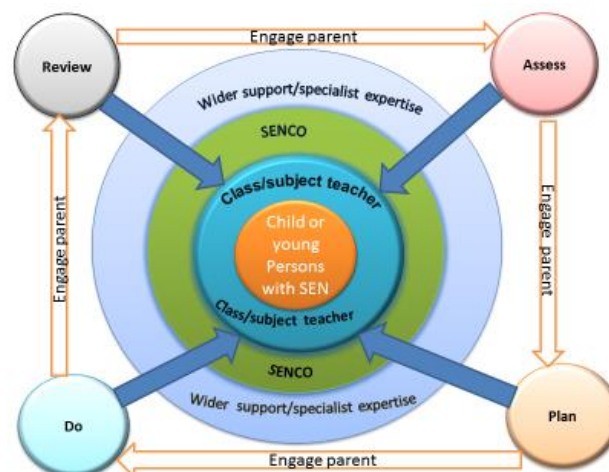
- When a child has a disability which prevents or hinders them from making use of the educational facilities generally provided.
- Vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning
- A physical disability (PD) which 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 SEN may be identified through:

- parental information
- class teachers’ observations
- class teachers’ reviews of their pupils’ progress with senior 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 SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

This SEN 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 SEN of children and young people.

### **Assess**

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This process is supported by the document: *School Age SEND Profile of Need* finalised by Surrey County Council in June 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 SEN, 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 SEN 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 SENCO 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 should be recorded on the school's information system via the **SEN 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 SEN Pupil. Parents have the opportunity to discuss these with the class teacher and/or SENCO.

### **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 SENCO 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 SENCO, 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 SEN register as SEN 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, SENCo 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.

### **SEN Support**

Each child on the SEN register will have an SEN Pupil Passport or EHCP Pupil Passport that is produced by their teacher 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 SEN Support Arrangements written (following the Surrey SEN 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. SEN Support Arrangements will be prepared by the SENCo 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.

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

If it is felt that a child's progress has been such that they no longer need to be on the SEN 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, with additional guidance of 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 SENCo. Parents are informed of any changes to their child's SEN 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 SEN Support Arrangements; parents and children are involved in writing and reviewing this document. It informs the teacher and SENCo 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 SENCO with updates about SEN support in school.

All children on the SEN Register have a one-page profile (see example at the end of this document).

Pupils are encouraged to be involved in writing and reviewing their own SEN Support Plan 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 SEN**

The provision of SEN support for individual pupils is regularly monitored with parents and teachers working together to produce SEN support plans. ~~These are SMART targets reviewed at least termly.~~

Ongoing pupil progress meetings and termly assessments monitor the progress of pupils with SEN 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 SENCo 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 SENCo develops best practice via Surrey SENCo network meetings and the Dorking Schools Partnership SENCo group and shares this with staff via INSET and staff/TA meetings.

The SENCo governor is involved in regular review of SEN provision via termly meetings with the SENCo and provides feedback to the full governing body. The school's SEN 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 SENCo holds copies of medical reports where relevant to SEN 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
- ✓ Behaviour Management and Anti-Bullying Policy
- ✓ Health and Safety Policy
- ✓ Assessment Policy
- ✓ Marking Policy
- ✓ Medicines Policy
- ✓ SEN 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 to meet needs
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Quality teaching with differentiated curriculum, delivery, output and language</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 maps/mind maps</li> <li>• Marking comments for next steps/advice</li> <li>• Layout of classroom designed to suit class/individual need</li> <li>• Topic vocabulary displayed</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	SEN Support
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Quality teaching with differentiated curriculum, delivery, output and language</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> </ul>

	<ul style="list-style-type: none"> <li>• Visual aids (timetable, planner)</li> <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>SEN Support</b>
<b>Physical and Sensory</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>• 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>SEN Support 2</b>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• SEN Pupil Passport (termly reviewed)</li> <li>• Access to appropriate interventions <ul style="list-style-type: none"> <li>○ Phonological awareness intervention</li> <li>○ Guided reading in ability groups or 1:1</li> <li>○ Catch up or pre-teach 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>SEN Support 2</b>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• SEN Support Plan (reviewed termly <del>outcomes and strategies</del>)</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>SEN Support 2</b>

<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• SEN Support Plan (reviewed termly)</li> <li>• Access to appropriate interventions <ul style="list-style-type: none"> <li>○ Anger management 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>SEN Support 2</b>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>• SEN Support Plan (reviewed termly)</li> <li>• OT resource pack activities</li> <li>• Physical and Sensory Support/advice where appropriate</li> <li>• Handwriting practice</li> <li>• Individual Care Plan</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</li> <li>• Outside agency advice/support as stated in EHCP</li> <li>• Wave 2 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</li> <li>• Instructions prompt sheets</li> <li>• Precision teaching</li> <li>• Toe by Toe or Dancing Bears 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 SEN Pupil Passport (reviewed termly)</li> <li>• Access arrangements for 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>	<ul style="list-style-type: none"> <li>• SEN Support Arrangements including SEN Support Plan (outcomes and strategies)</li> <li>• Outside agency advice/support e.g. STIP Behaviour Support /Nurture Group Outreach/Linden Bridge Outreach</li> <li>• Access to appropriate interventions</li> <li>• Access arrangements for 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> </ul>

	<ul style="list-style-type: none"> <li>• Key staff monitoring (teacher, TA, SLT, SENCo)</li> <li>• Graduated or differentiated attendance in school with support from Inclusion Officer and/or caseworker</li> <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 Sensory</b>	<ul style="list-style-type: none"> <li>• Outside agencies advice/support including at Annual Review where relevant</li> <li>• EHCP Pupil Passport including targets and strategies set by external agencies)</li> <li>• Specific equipment</li> <li>• Physiotherapy programme where appropriate/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</li> <li>• Modification to building</li> <li>• Individual Care Plan to identify staff and specific procedures</li> <li>• Risk assessment including for trips/residential trips</li> <li>• Additional or tailored transition support for transfer to new class/school</li> </ul>

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

### Guide to acronyms

ASD	Autistic Spectrum Disorder	PEP	Personal Education Plan (for Looked After Children)
BS	Behaviour Support	PSS	Physical and Sensory Support
CAMHS	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		

Pupil Profile for : .....Class.....

**PHOTO (Optional)**

**What people like about me and what I like about myself**

- I think I am good at being a friend
- I am happy go lucky and optimistic
- He has a great sense of humour
- He is always helpful in class

**People who are important to me**

- My mum and my two sisters
- I like visiting my granny
- Mum's friend Jo who looks after me on Thursdays
- My friends Ben, Joseph and Phillip

**Things I like doing in and out of school**

- Looking after my dog, Rufus
- Playing on my x-box and Minecraft as soon as I get home from school
- I like drawing in art and making things
- I like football club after school on Mondays
- Sitting with Ben in maths and going to his house on Thursdays

**How I think adults can best support me in school**

- I like getting stickers if I have done well
- I don't like reading out my work to the class without someone next to me
- I find lots of instructions in one go difficult
- I need to be encouraged to get on with something because I will find other things to do instead if I think the work is hard or I don't understand
- I am not good at left and right
- I like having helpful words given to me to do my writing
- I think that a negative comment is a really big "telling"

Date:





## North Downs Primary School SEN Support Plan 2017-18

<b>Name of Child</b>		<b>Date of Birth</b>	
<b>Year Group</b>		<b>Class</b>	
Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs	Communication and Interaction
<b>Outside Agency involvement (include private/independent assessments and HSLW)</b>			
<b>Interventions (include ELSA/Learning Space)</b>			
<b>Supporting information/Relevant Medical information</b>			
<b>Progress Tracker</b>			
	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>
<b>Reading</b>			
<b>Writing</b>			
<b>Maths</b>			



### North Downs Primary School SEN Support Plan

Please extend boxes / add additional outcomes as necessary

<b>Pupil Name:</b>	<b>Start Date:</b>	<b>Year Group:</b>	<b>Class:</b>
<b>PERSON CENTRED OUTCOMES</b>			
<b>Outcome 1 (include success criteria)</b>	<b>Actions and Support I need to achieve Outcome</b>	<b>Review date</b>	<b>Progress Review What has gone well? / Barriers to further progress</b>
		October 201	
<b>Outcome 2 (include success criteria)</b>	<b>Actions and Support I need to achieve Outcome</b>	<b>Review date</b>	<b>Progress Review What has gone well? / Barriers to further progress</b>
		October 2016	
<b>Outcome 3 (include success criteria)</b>	<b>Actions and Support I need to achieve Outcome</b>	<b>Review date</b>	<b>Progress Review What has gone well? / Barriers to further progress</b>
		October 2016	
<b>Additional Information :</b>			

Parent Signature .....

Child Signature .....