

Appendix 1: LPPS SEND Flow Chart (September 2014)

Rationale

Our Vision states that LPPS endeavours to create citizens for the future who have a sound understanding of what success means to them and the drive for it. The LPPS journey to excellence involves children being thinkers, collaborators and role models and this applies equally to children with SEND.

Definition

Definitions are taken from the *Department for Education Code of Practice 2015*.

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, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

Children who have a learning difficulty or disability will have SEND which can be defined as needing extra, or in some way different, educational provision from that which is provided for most children in the school.

At Ladygrove Park we aim to be an inclusive school by:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

[National Curriculum 2014]

The school will have due regard to the Disabilities Discrimination Act (DDA) with regards equality of provision, support, behaviour management and the organisation of activities including trips.

See associated policies eg: safeguarding, disability equality scheme, behaviour and medical conditions.

Responsibilities

The governing body, in partnership with the Headteacher, Inclusion Manager and SENCo, determines the school policy for SEND, allocates resources and monitors the level and progress of children with SEND. The governing body will appoint a representative person with particular responsibilities for SEND. The full governing body will meet 3 times a year to discuss SEND matters.

The Inclusion Manager and SENCo are responsible for:

- the day-to-day management and provision for children with SEND;
- reporting to the governing body on the level of SEND within the school and the progress of children with SEND;
- the operation of the SEND policy;
- coordinating support for children;
- supporting staff;
- ensuring that resources, including TAs, are well used in order to raise the achievement of pupils with SEND.

The Inclusion Manager and SENCo will be supported by the SLT, Assistant SENCo, the Educational Psychologist and other external support agencies.

All teaching staff are responsible for:

- identifying children with SEND;
- planning an appropriately differentiated curriculum;
- monitoring the progress of children in their class eg: pupil profiles;
- planning for and communicating with TAs who are supporting children with SEND;
- liaising with the SENCo and Inclusion manager;
- liaising with external agencies .

SEND PROCEDURES

A. Contents of a class SEND file:

Up to date copy of SEND policy.

Up to date SEND register (supplied by the office x 3 per year) for your year group.

Please use file dividers to organise the file.

All class SEND files are kept in the **SEND study cupboard**.

For each child:

- Individual provision Tracker;
- Copy of letter confirming child has been added to the SEND register;
- Completed descriptors checklist from the guidance **Special Educational Needs Support in Oxfordshire Schools and Settings**;
- **Pupil Profile (comprising of the one-page profile and LPPS SEN Support Outcomes form)** and Review Records and/or ABCD analysis current and past;
- Assessment evidence in intervention books or SEND file if appropriate and past pupil profiles;
- QCA Behaviour Assessments
- Details of visits from external professionals and their reports.

File obsolete records at the back of the class SEND file.

EHCP files:

Children with EHC Plans have a folder of information in the **SEND study cupboard**. **All original** reports from professionals/medical notes **must** be kept centrally in individual folders in the **SEND study cupboard**.

All forms and descriptor sheets are kept electronically in the SEND folder on the school system, paper copies in the study are available.

Pupil Profiles and SEND review feedback should be typed up and kept on the network in Staff Read, SEND, Pupils, SEN pupils or EHCP+ additional funding. Save in folder with surname and name.

B. SEND Timetable

<ul style="list-style-type: none"> • Term 1 	<p>Regular weekly updates on pupil profiles and meetings with TAs. Meetings of up to one hour a week per child with TAs supporting 1:1.</p> <p>New teachers and TAs to continue with current Pupil Profiles.</p> <p>Standardised tests as baseline assessments for new interventions / use assessments from previous July, including QCA behaviour assessment.</p> <p>SEND staff meeting time to prepare for Pupil Profile Review Meetings.</p> <p>Make 2 copies of the pupil profile to be reviewed; 1 copy for the parents, 1 to be attached to the Pupil Profile Review comments sheet.</p> <p>Year group provision review by SENCo, Inclusion Manager and Assistant SENCo.</p>
<ul style="list-style-type: none"> • Term 2 	<p>Teachers hold Pupil Profile SEND review meetings with parents either as part of parents' evening or separate SEND review meeting.</p> <p>Regular weekly meetings with TAs including updates on pupil profiles. Regular meetings with TAs supporting 1:1 (1 hour overtime claim).</p> <p>Review SEND register / Early Identification – move children on or off where necessary. All movement on or off the register to be discussed with Inclusion Manager or SENCo and a letter sent to parents to confirm.</p> <p>Update descriptors and QCA Behaviour Assessments.</p> <p>All children on SEND register: review progress and Pupil Profile outcomes with parents either at parents meeting or SEND review meeting.</p> <p>Share changes /Pupil Profiles with parents and the child.</p>

	<p>Children must be involved in reviewing outcomes. End of intervention standardised tests as necessary. Pupil Profile/Intervention book audits/reviews.</p>
<ul style="list-style-type: none"> Term 3 	<p>Regular weekly updates on pupil profiles and meetings with TAs. End of intervention standardised tests as necessary SEND staff meeting time to prepare for Pupil Profile Review Meetings. Make 2 copies of the pupil profile to be reviewed; 1 copy for the parents, 1 to be attached to the Pupil Profile Review comments sheet. Year group provision review by Inclusion Manager, SENCo and Assistant SENCo.</p>
<ul style="list-style-type: none"> Term 4 	<p>Teachers hold Pupil Profile SEND review meetings with parents either as part of parents' evening or separate SEND review meeting. Regular weekly updates on pupil profiles and meetings with TAs. All children on SEND register: review progress and Pupil Profiles with parents. Share changes /Pupil Profiles with parents and the child. Children must be involved in reviewing outcomes. Update descriptors and QCA Behaviour Assessments. End of intervention standardised tests as necessary. Pupil Profile/Intervention book audits/reviews.</p>
<ul style="list-style-type: none"> Term 5 	<p>Regular weekly updates on pupil profiles and meetings with TAs. Review SEND register / Early Identification. Share with parents and child. Baseline assessments for new interventions as necessary. End of intervention standardised tests as necessary. Year group provision review by Inclusion Manager, SENCo and Assistant SENCo. SEND staff meeting time to prepare for Pupil Profile Review Meetings Make 2 copies of the pupil profile to be reviewed; 1 copy for the parents, 1 to be attached to the Pupil Profile Review comments sheet.</p>
<ul style="list-style-type: none"> Term 6 	<p>Regular weekly updates on pupil profiles and meetings with TAs. All children on SEND register: review progress and Pupil Profile outcomes and one-page profile with parents. Update descriptors and QCA Behaviour Assessments. Share changes /Pupil Profiles with parents and the child. Children must be involved in reviewing outcomes. End of intervention standardised tests as necessary. Pupil Profile/Intervention book audits/reviews.</p>
<ul style="list-style-type: none"> End of School Year 	<p>End of intervention standardised tests as necessary. ENSURE SEND REGISTER IS UP TO DATE AND PARENTS HAVE BEEN INFORMED OF ANY CHANGES. ALL SEND FILES MUST BE HANDED OVER TO THE NEW CLASS TEACHER WITH DISCUSSIONS ABOUT THE CHILDREN. INDIVIDUAL TIMETABLES TO BE PASSED ON TO NEW YEAR GROUP.</p>
<ul style="list-style-type: none"> Throughout year 	<p>Ongoing assessments to track impact of interventions; use assessments linked to the interventions (eg RWI / Numbers Count)</p>

C. IDENTIFICATION, ASSESSMENT AND REVIEW (adapted from the OCC SEN Support Handbook)

The Code of Practice (DfE/DoH, 2015) outlines a response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. The Code recognises two levels of provision within the school: SEN Support or EHCP/Statement.

The school uses a **SEND Provision Map** to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND and circulated to all staff.

Where concern is expressed that a pupil may have SEND, the class teacher and support staff should take early action to assess and address the difficulties seeking advice from more experienced members of staff, research and CPD training and the SENCo as appropriate. (*Ladygrove SEND Flow Chart, September 2014*)

Categories of Special Educational Need

The OCC guidance 2014 recognises 9 categories of need from year 1 - 6 : Communication and interaction (C&I), Cognition and Learning (C&L) or Learning Difficulties (LD), Specific Learning Difficulties (SpLD), Social Emotional and Mental Health needs (SEMH), Sensory and Physical needs (S&P), Hearing needs (HI), Visual needs (VI), Physical needs (PD) . The categories remain the same for the EYFS with the addition of Multi-sensory needs (MSI).

Levels of Provision

Initial Identification

An initial identification (Section C of the OCC SEN guidance) is a way of registering early concern. A Pupil Profile may not be necessary. Progress should be reviewed every term and additional action should cease or children should be checked again against the descriptors.

SEND

If a pupil requires additional and different support and meets the descriptors from the OCC SEND Guidance (Section D Identifying and supporting needs: FS, Section E Identifying and supporting needs: Y1 and Y2, Section F Identifying and supporting needs: Y3,4,5, and 6) then support is put in place. Parents are informed by letter that their child will be put on the SEND register and the reasons for this. A one-page profile is written by the parent and child, outcomes are agreed with the teachers and the LPPS SEN Support Outcomes plan is written by the class teacher with support from the SENCo / Assistant SENCo as necessary. Both these documents form the pupil profile. Parents and children are invited to termly reviews and encouraged to play a full part in the process. Outside agencies may be involved at any point. This is often the school's Educational Psychologist, but may be one of a range of other LA or Health Services professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service. **The Pupil Profile should reflect any advice given by outside agencies.**

EHCP/Statement

Only a very small proportion of pupils require an Educational Health Care Plan (EHCP). These pupils are likely to have severe or complex needs that require more specialist advice and support.

Reviews

Reviews of pupils with a Pupil Profile are carried out regularly and frequently within the term and three times a year with parents and pupils. Pupils are fully involved (see new One-page profile and LPPS SEN Support outcomes Plan Sept 2017 with SEN Review Questionnaire). Parents are encouraged to attend reviews and to play a full part throughout the process. Copies of the review form are sent to parents who are unable to attend.

A copy of the Pupil Profile (One-page profile and LPPS SEN Support outcomes Plan Sept 2017 with SEN Review Questionnaire) should be attached with the parent review form (if used) for filing in the SEND file. A second copy should be given to the parents with a copy of the review meeting notes. You may use the final column of the LPPS SEN Support outcomes Plan to review progress, with signed comments from the parents.

Annual Reviews

For pupils with an EHCP, an Annual Review Meeting has to be held and two further SEND reviews. At the Annual Review meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term outcomes for the key stage as necessary. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

D. Additional guidance

Advice

The school will draw on the services of outside agencies such as the Educational Psychologist, Speech and Language Therapist, Communication Interaction Support Service CISS advisory teachers, Hearing Impaired service etc. where appropriate. Their advice should be included in Pupil Profiles. Further information about available external agencies within Oxfordshire can be found on the Local Offer page.

Parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's Pupil Profile and are invited to review progress towards the outcomes at the class

Parent's Evenings and/or termly (x 3 a year) review meetings. Class teachers and the SENCo have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

Children with Medical Needs

In accordance with new statutory requirements, the governing body will make arrangements to support pupils at school with medical conditions. The school aims to provide continued education as normally as the condition allows, reduce the risk of lowering of self-confidence and educational achievement and promote equal access to education by establishing effective liaison between the school, social services, health care professionals (including the school hospital service) and parents. The SENCo will be the point of contact and the class teacher will provide work if there is long-term absenteeism and devise a reintegration programme where necessary.

Personal care plans

Where necessary, an individual health care plan/personal hygiene plan and risk assessment will be agreed with parents and carers to ensure that their personal care needs are fully met and the child is fully included into school activities (see Personal Care Policy).

Effective use of TAs

- **A proportion of the allocation of general TA time is for administrative support for teachers (2.5hrs per week)**
- Teachers should draw up timetables for TAs to show how SEND children have their time allocated and to give time for admin / planning.
- Planning and assessment of work for children with SEND is the responsibility of the class teacher. Even when TAs use specific programmes of intervention, teachers need to evaluate the effectiveness of the provision.
- It is good practice to plan a focussed, intensive, time limited intervention where appropriate. This support must be regular and have priority over other activities if it is to be effective.
- Published interventions or programmes devised by external agencies should be the first choice for teachers in discussion with the Inclusion Team.
- In-class guided group support is a valuable form of SEN provision and should be given both by the TA and by the class teacher (with the TA giving support to other groups / whole class). Guided group support should be planned to meet the needs of the children in the group not simply to enable the children to complete a class task which would otherwise be too difficult for them.
- **It is rarely profitable for TAs to be sitting in class simply watching a whole class introduction** – teachers should plan for them to e.g. help manage learning behaviour, support learning of individuals.
- Pupil Profiles should be shared with TAs and progress updated regularly with work from interventions or extra group sessions recorded in an intervention book. Group Pupil Profiles for children with similar learning difficulties are effective and time efficient.
- Teachers must ensure clear lines of communication with their TAs including weekly meetings during part of PPA or break time – HLTAs and SLT will run regular TA meetings.
- 1:1 TAs will meet with teachers out of school hours and claim overtime. 1 hour a week of meeting time per pupil is allocated to assess progress and plan next steps. Preparing resources should, if possible, be done within this time or time given within the child's allocated SEND hours to prepare learning.

Provision Management

For guidance on appropriate SEND course of action, see the *Flow Chart below*.

The SENCo, with the Assistant SENCo, will be responsible for tracking provision and progress of SEND support in all key stages throughout the year. This provision mapping and progress tracking will inform SLT and teachers as to effective means of support for their children.

A truly inclusive school makes children into successful learners. To do this, teachers need to know where a child is in their learning and what the very small next step is in order for them to make progress using finely tuned assessments and AfL.

One of the **major barriers** to achievement for children with SEND is being **overly dependent** on adults. This will always happen if the work set is not within the individual's capabilities. If a child is constantly working beyond their

current skill level they may well be at risk of 'learned helplessness'. Children need opportunities to apply their skills, working collaboratively with others and independently. To become increasingly independent learners will need:

- to be regularly assessed so that everyone is clear about next steps;
- independent tasks within their current capabilities clearly explained and modelled;
- to use taskboards, which break down the learning task into manageable steps.
- regular feedback on how they are progressing;
- scaffolded support in pairs or small groups;
- adult guidance to try out learning with collaborative support before having a go on their own.

All children need to access a sequence that moves them from dependence through modelled, shared and guided group activities to independence. This model is outlined in Scaffolding Framework for Teaching Assistant-Pupil Interactions. A scale 1-5 is used by TAs to record the pupil's level of independence with an activity. 1 = working independently, 2 = Prompting, 3 = Clueing, 4 = Modelling and 5 = Correcting.

Provision in maths:

- Highly skilled full-time maths teacher enabling smaller group lessons on a daily basis - Dr. Shorrocks
- Small group fluency interventions led by TAs coached by Dr. Shorrocks
- Mymaths program
- Small group extra tuition in maths in year 5 and 6 – Teachers
- Daily workshops with teachers to 'catch up' and correct misconceptions
- Focussed number skills targets set by teachers on pupil profiles

Provision in literacy:

- Highly skilled and trained Reading Manager who manages the school-wide implementation of the Read Write Inc. programme – Elaine Li-Koo
- Experienced and trained Reading Teachers in each phase to implement daily RWI sessions
- Daily reading opportunities where necessary
- Focussed writing targets set by the teacher in Pupil Profiles
- Clicker 7 IT programme to assist children where necessary in writing
- Wordshark reading and spelling program.
- FFT Wave 3 Intervention (Yr1-Yr6)
- Reading for Meaning (Yr3 – Yr6) Comprehension-cloze procedures etc;
Looking and Thinking (Yr3 – Yr6) Comprehension-pictures, multiple choice and open questions;
Reading and Thinking (Yr3 – Yr6) Comprehension-inferential questions.
- Handwriting -Write from the Start (FS-Yr2) Speed Up! (Yr3-Yr6)
- Talk Boost KS1 is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. – Keely Cook/Carol Turner
- Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language development helping to boost their language skills to help narrow the gap between them and their peers – Jo Hicks
- ARCH reading volunteer x2 weekly

Provision for social, emotional and mental health:

- Social Stories (EYFS – Yr6)
- Comic strip Stories (EYFS – Yr6)
- Lego Therapy (Yr2-Yr6)
- The Zones of Regulation (EYFS – Yr6)
- Learning Mentor (EYFS – Yr6)
- 5 Point Scale (EYFS – Yr6)
- Drawing and Talking Intervention Programme (EYFS – Yr6)
- Emotional Literacy Support (EYFS – Yr6)

Good Practice

The SEND code of practice 0-25 sets clear expectations on schools to deliver a whole school approach to SEN, with good quality teaching as a first response and a clear focus on outcomes. Teachers are at the heart of the new SEN support system, supported by the strategic role of SENCOs, with strong leadership from head teachers and governors.

‘Our vision for children and young people in schools with SEND is the same as for other pupils: that they achieve well, are included fully in their school communities, and are well prepared for the transition to an adulthood in which they lead happy and fulfilled lives. Educational excellence for children with SEND requires schools to use their best endeavours to meet the needs of all their pupils, and to monitor and track how well they are progressing. We know that classroom teachers are at the heart of schools’ response to meeting individual needs: excellent teaching is the key.’

Edward Timpson, Minister of State for Children and Families (until June 2017)

For information and guidance on SEND please visit Oxfordshire’s Local Offer

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>.

Flow Chart for teachers concerned about progress at Ladygrove Park School. Bryony Landsbet (EP) and Julie Hiddleston (SENCo)

