LEAGRAVE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Document Status	
Author	S Tufiq
Date of Origin	2015
Revised	June 2025
Version	8
Review requirements	Annually
Date of next Review	June 2026
Approval Body	Governing Body
Publication	School Website/ Staff Pack

This Policy must be reviewed annually.

Leagrave Primary School
Special Educational Needs and Disability Policy

1. Our Ethos
At Leagrave Primary school, we have high expectations of our pupils and are committed to ensuring that everyone has the opportunity to fulfill their potential. The achievement, attitude and well-being of every child is paramount, with inclusion being the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect, value and celebrate the unique contributions of all our pupils, ensuring that the child's needs are at the centre of any decision making.

2. Legislation and Guidance
This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice ,Keeping Children Safe in Education, working together to improve school attendance and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

3. Definition of SEN and Disability (SEND)
At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**.*
- *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

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.'**

4. Key Roles and Responsibilities
The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCO is **Mrs S Tufiq.**

SEN Governor: The SEN governor is **Mr J Burridge**. He has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

Designated Safeguarding Lead (DSL), **Mrs D Bastin,** has specific responsibility for safeguarding and is the DSL.

5. Aims and Objectives

Aims
At Leagrave, all pupils regardless of their particular needs, are provided with inclusive teaching, which will enable them to make the best possible progress in a valued, wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum.

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Working in partnership with families and other professionals, it is our aim that pupils will become confident individuals, able to make a successful transition on to the next phase of their education.

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Objectives
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities, ensuring good or better progress.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

6. Identification of Needs:
The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision, to ensure the long-term outcomes for children with SEND are improved. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The Code of Practice refers to four broad areas of need:

Communication and Interaction:(C&I)
These children have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning:(C&L)
Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:(SEMH)
Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs:(S&P)
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

For the purpose of the school census in October, January and May; the school will categorise a child's primary area of need as one of the following:

- Specific learning difficulties (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multisensory impairment (MSI)
- Physical disability (PD)
- SEN support' but no specialist assessment of type of need (NSA)

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7. A Graduated Approach to SEN Support:
This is how the school decides whether to make special educational provision:

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality universal teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify whether support is required long term and also help identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English.

With parental permission, the school may seek advice from external agencies. These agencies include:
- Educational Psychology Service (EPS)
- Learning Support Service, including EYFS (LSS)
- NHS: Speech and Language Therapy (SaLT)
- NHS: Pediatric Health team (Edwin Lobo Child Development Centre)
- Magic Words: Speech and Language Therapy
- Behaviour Consultant
- Autism Outreach (SENS team)
- Educational Welfare Team
- Children's Services – Social Care Team
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Play Therapist/Counsellor

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support**.**

The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. A SEND support file will be set up and an IEP will be created in response to any completed assessments or observations of the child to target specific needs. These will be reviewed termly. Where a child and family would benefit from coordinated support from more than one agency, an Early Help Assessment may be used to identify help required and to prevent needs escalating.

The four-part cycle: the graduated approach

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan. Some children, who have a high level of need will have a pupil passport outlining their needs and the strategies that work for them.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

8. Parents/carers and pupil involvement in the process

We believe in a pupil centred approach to information gathering and the cycle of *assess, plan, do, review*. Termly reviews and target setting meetings are planned to coincide with pupil progress meetings and parents' evenings. Targets are shared with pupils and successes are celebrated. Pupils with an EHC plan are invited to contribute to their annual review to share their achievements for the year and aspirations for the future.

9. SEN Provision

SEN support can take many forms. This could include:
- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a shared nurture group at a local school

10. The Engagement Model

The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

The model encourages schools to measure each pupils' progress independently, according to their individual profile of needs. It can also be used as a baseline tool to track and support ongoing progress.

11. Managing the needs of pupils on the SEND Register

- each pupil with SEND is individual and their individual plan/passport is tailored to meet their particular needs.
- plans are reviewed termly with parents and pupils.
- decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- delivering quality first teaching
- the progress and development of all pupils including those with SEND
- understanding and implementing agreed strategies and programmes, and advice from specialists with the support of the SENDCO.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of provision for pupils with SEND
- planning and reviewing support for pupils with SEND is using a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves
- working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- high expectations for every pupil and aiming to teach every child the full curriculum, whatever their prior attainment
- following this SEN policy.

The SENDCo is responsible for:

- the SEND policy and its implementation
- the SEND information report
- coordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings, relevant training and updating staff
- referrals to and liaison with outside agencies
- directing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- coordinating annual reviews
- supporting staff in identifying pupils with SEN.

- mapping SEND provision throughout the school
- maintaining links and information sharing with receiving school
- reporting to all stakeholders including SLT and Governors

Criteria for removing pupils from the SEN Register
When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. This is done in conjunction with the family and based on a varied evidence base. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

12. Requesting an Educational, Health and Care (EHC) needs assessment
A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

13. Supporting parents/carers and children
We provide support in the following ways:
- an open door policy for parents/carers seeking support and advice
- termly meetings with teachers regarding personalised plans
- SEND parent workshops available
- SENDCO available to talk at Parent Consultation Evenings if requested
- Community Education Officer can signpost additional support/information for families
- the dedicated SEN Governor is available as a contact point
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- support for transition between classes
- extra transition for vulnerable Y6 pupils transferring to secondary school
- inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.

Supporting pupils at school with medical conditions
- school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trips/residentials.
- specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes, epi pen training, managing epilepsy
- SENDCo oversees the organisation of the medical register, medicines, risk assessments and health care plans/protocol
- Please also read the separate school policy on Supporting Children with Medical Conditions

14. Tracking, monitoring and evaluating the impact of SEN provision
The school uses a provision mapping tool to co-ordinate, track and monitor the provision for children with SEND (TES Provision Map). The Leadership Team and Governors regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:
- Year group provision mapping tools
- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets (pupil progress meetings)

- Learning walks and classroom observations
- pupils' outcomes/books and interviews

The SENDCO maps the SEND provision for each class and costs provision accordingly. This is reported to Governors on a termly basis. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

The SEND Governor is responsible for:
- monitoring the effective implementation of the SEND policy
- liaising termly with the SENDCo regarding provision and progress for children with SEND
- ensuring that pupils with SEND participate fully in school activities and wellbeing is supported
- reporting to the governing body on SEND

15. Training and development
- the SENDCo has or is working towards the National Award for Special Educational Needs
- training needs are identified in response to the needs of pupils currently on the SEND register.
- a variety of in house, online and external training is made available.
- school staff have some bespoke training to develop expertise around some areas of SEND.
- the SENDCO attends network meetings to share good practice with colleagues and keeps up to date with SEND developments.

16. Storing and Managing Information
Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEN files are transferred in person or by recorded delivery to receiving schools when pupils leave Leagrave. A signed copy of receipt is kept on file.

In line with GDPR, you have a legal right to be informed about how our school uses any personal information that we hold about you. To comply with this, we provide a 'privacy notice' on the school website. This privacy notice explains how we collect, store and use personal data about you. We are the 'data controller' for the purposes of data protection law.

17. Reviewing the SEND Policy
The SEND policy is reviewed annually by the governing body.

18. Complaints
We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Leagrave to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher. If concerns are still unresolved parents may wish to use the Luton Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS) or engage with the School complaints procedures.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. Access to this policy

Leagrave Primary School
Special Educational Needs and Disability Policy

You can get a copy of our policy in a number of ways:
- The school website
- A hard copy on request at the school office
- Let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

20. Compliance

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

Equality information and objectives
Supporting pupils with medical
conditions
School SEN Information Report
The National Curriculum in England
Safeguarding Policy
Accessibility Plan
Teachers Standards
Admissions Policy
Anti-Bullying Policy
Behaviour Policy
Complaints Procedures
Inclusion Policy
Equality Policy
Curriculum policies

Leagrave Primary School
Special Educational Needs and Disability Policy

<u>Appendix 1: Key Documentation</u>

The following documents have informed this guidance which parents may find helpful:

- Special educational needs and disability code of practice: 0-25 years https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- Special educational needs and disability: a guide for parents and carers https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

- Supporting pupils at school with medical conditions https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

- Keeping children safe in education https://www.gov.uk/government/publications/keeping-children-safe-in-education

- Primary Equality Act 2010

- Welcome to Luton's Local Offer SEND Information Hub | Luton Directory

- https://www.gov.uk/government/publications/the-engagement-model

Appendix 2: SEND Identification & Referral Process

Appendix 3a-3d: SEND Referral Forms

Appendix 4: Graduated Provision Map & Intervention

Appendix 5: Inclusion strategies and Interventions

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SEND IDENTIFICATION & REFERRAL PROCESS

Initial Concerns & Conversations

Observe the child in different situations, consider how the child compares to peers of the same age. Talk to the child about how they feel about their learning.	Talk to parents/carers to find out what he/she is like at home. Check any home visit details. In extreme cases, further home visits may be made.	Check against agreed criteria to help build a clear picture of the child's needs. Collate evidence such as data and pupil work.	Talk to the SENDCo and share concerns. Informal observations may be completed by SENDCo at this stage. Discuss possible strategies to remove barriers.	Make reasonable adjustments to ensure high quality universal provision and remove any obvious barriers. Review progress.

Initial School Referral and Core Inclusion Team Meeting (CIT)

Any member of staff can complete a referral form raising concerns about a child's learning, progress or well being.	Referrals are passed to the Deputy Head (Inclusion) or SENDCo. **Parents are made aware by the class teacher that a referral has been made internally.**	New referrals are discussed by the Core Inclusion Team(CIT); Deputy Head & SENDCo. Follup actions are agreed and recorded.	The current caseload is discussed and reviewed at the meeting. Decisions to discharge, continue or amend provisiion is agreed depending on outcomes.	Child Protection referrals are passed directly the Designated Safeguarding Lead or a member of SLT in her absence.

Investigate barriers to learning and agree actions

The Core Inclusion Team gather and discuss information to understand the concerns raised - including previous strategies and involvement with other professionals.	Where possible further observation and a discussion with the child takes place. Checklists and criteria can be referred to support any judgements.	Achievement, progress and well being underpins all decision making. Diagnostic assessments are completed as required.	CIT will agree actions and record on the referral with time scales. Additional provision will be added to the school's provision mapping tool (PMT). At this point it may be agreed to add the child to the SEND register.	Actions and strategies are passed back to the class teacher via the referral form. **Parents are kept informed of any actions or next steps via the classteacher.**

Implement (add to PMT) & Review

Recommendations may include class based strategies or resources, intervention, observation, diagnostic assessment, referal to an outside agency.	Key staff are informed, so that agreed actions or interventions can be comleted within the agreed time frame.	The impact of intervention and strategy is reviewed by the relevant staff member and recorded on the PMT.	Where actions and intervention have been successful, children will be dis-charged from the C.I.T caseload but can be re-referred at any time. **Parents are informed by the class teacher**	If interventions are not effective, children may be added to the SEN register for ongoing support or referred to other agencies for external intervention. **Parents are informed by the SENDCo and must agree to this.**

Leagrave Primary School
<u>Early Years SEND Referral</u>

To be completed by referrer and passed to SENDCo

Name of child:	DOB:	Class:
Referred by:	Date of referral:	Ethnic Origin:
Attendance:	Reading Age:	Spelling Age:
Other Agencies involved:		IEP in place: Yes/No

Reason for referral if known:			
Language and Communication		Social, Emotional and Behavioural	
Cognition and Learning		Physical and Sensory	

Particular support needs displayed by the child:			
Additional support needs may be indicated if the child:	**Tick**	**Look at descriptors for further guidance**	**Further Comments**
Is working below expected range and chronological age		Learning needs C&I needs	
Tracking shows progress not being made		Learning needs C&I needs S&P needs	
Has a known difficulty or impairment that may impact on his/her learning		As appropriate to the identified difficulty/impairment	
Is showing withdrawn or anxious behaviour and/or a lack of self confidence		Learning needs SEMH needs C&I needs Sensory needs	
Is having difficulty in making relationships and interacting appropriately/meaningfully with others		Learning needs SEMH needs C&I needs Sensory needs	
Has difficulty in sequencing events and tasks		Learning needs C&I needs	
Appears not to listen/respond to questions or instructions		C&I needs Hearing needs SEMH needs	
Has limited use of spoken language to communicate meaning		C&I needs Hearing needs	
Finds it difficult to learn within a group that is age/stage appropriate		C&I needs Sensory needs SEMH needs	
Finds it challenging to learn when activities are unstructured		C&I needs SEMH needs C&L needs Sensory needs	

Has difficulty in following instructions or joining in activities that are dependent		Hearing needs C&I needs	
Has difficulty in seeing fine work, eg picking out detail in pictures		Visual needs	
Has difficulty in managing his/her body to move confidently		Physical needs Learning needs	
Has difficulty in using hands for fine motor movements		Physical needs Learning needs	
Has a need to seek or avoid sensory stimuli that impacts on his/her own or others' learning		Physical needs C&I needs Sensory needs SEMH needs	

Any other concerns/observations

Support currently in place:	Evidence
How have the individual needs of the child been addressed through a range of learning opportunities and an enabling environment?	
What adjustments have been made for the child within the normal day to day organisation of the setting?	
What observations of the child's responses to learning opportunities have been made?	
What information has been gathered about the child's responses to experiences and opportunities outside of the setting?	
Are parents aware of your concerns?	

Anticipated support, interventions and outcomes:

RESPONSE TO EYS SEND REFERRAL

To be completed by SENDCo/Inclusion Team – copied to class teacher when completed

Referral reviewed by:	Date:

1. **Previous Strategies if relevant - provide details/dates as appropriate:**	
☐ Discussion with parent/carer	☐ Observations by SENDCo
☐ SEN Assessments completed by SENDCo	☐ Book Sampling
☐ IEP put in place	☐ Signposting by SENDCo
☐ Class based strategies recommended by SENDCo	☐ Intervention recommended by SENDCo
☐ Training for teacher/TA	☐ Referral to other agency
☐ Action and intervention from other agency	☐ Other
2. **Agreed Strategies:**	
☐ Discussion with parent/carer	☐ Observations by SENDCo
☐ SEN Assessments completed by SENDCo	☐ Book Sampling
☐ IEP put in place	☐ Signposting by SENDCo
☐ Class based strategies recommended by SENDCo	☐ Intervention recommended by SENDCo
☐ Training for teacher/TA	☐ Referral to other agency
☐ Action and intervention from other agency	☐ Other

3. **Next Steps:**			
Action	**Time scales**	**Key Person**	**Follow Up/Review**

Leagrave Primary School
Yr 1 & 2 SEND Referral

To be completed by referrer and passed to SENDCo

Name of child:	DOB:	Class:
Referred by:	Date of referral:	Ethnic Origin:
Attendance:	Reading Age:	Spelling Age:
Other Agencies involved:		IEP in place: Yes/No

Reason for referral if known:			
Language and Communication		Social, Emotional and Behavioural	
Cognition and Learning		Physical and Sensory	

Particular support needs displayed by the child:			
Additional support needs may be indicated if the child:	Tick	Use descriptors for further guidance	Further Comments
Has a known difficulty or impairment that may impact on his/her learning		As appropriate to the difficulty/ impairment	
Was 'emerging' across all/most areas of the EYFSP		C&L needs C&I needs Sensory needs SEMH needs	
Had a markedly uneven Profile at the end of Reception		C&L needs C&I needs Sensory needs SEMH needs	
Is working below the level of the Phonics screening test (eg has no understanding of grapheme-phoneme correspondence)		C&L needs C&I needs Sensory needs	
Has a standardised score of 80 or less in standardised tests of language, literacy or numeracy		C&L needs C&I needs Sensory needs	
Has difficulty in sequencing events and tasks		C&L needs C&I needs	
Has difficulty remembering instructions and information		C&L needs C&I needs	
Has difficulty in retaining new learning		C&L needs	
Shows significant or sustained unhappiness, stress or disaffection which may lead to periods of absence		SEMH needs C&L needs, C&I needs	
Emotional, social and/or behavioural development impacts on own learning and that of others		SEMH needs C&L needs C&I needs	

Difficulties with communication that inhibit learning, understanding and participation		C&I needs Sensory needs	
Finds it challenging to participate in whole class/group or unstructured activities		C&I needs SEMH	
Appears not to listen/respond to questions or instructions		C&I needs Hearing needs	
Has significant difficulty in making and maintaining relationships		C&I needs SEMH needs Sensory needs	
Has marked difficulty with tasks requiring the use of fine or gross motor skills		Physical needs Sensory needs C&L needs	
Has difficulty concentrating and/or is easily distracted		C&L needs, C&I needs SEMH needs Sensory needs	
Is tired after sustained concentration at school and/or at home		Sensory needs C&L needs Physical needs	
Any other concerns/observations			

Support currently in place:	Evidence
How have the individual needs of the child been addressed within the inclusive curriculum?	
What teaching and learning strategies (including ICT) have been used?	
What observations of the child's responses to learning opportunities have been recorded?	
What information has been gathered about the child's responses to experiences and opportunities outside of the classroom?	
Are parents aware of your concerns?	

Anticipated support, interventions and outcomes:

Leagrave Primary School
RESPONSE TO Yr1&2 SEND REFERRAL

To be completed by SENDCo/Inclusion Team – copied to class teacher when completed

Referral reviewed by:	Date:

4. **Previous Strategies if relevant - provide details/dates as appropriate:**	
☐ Discussion with parent/carer	☐ Observations by SENDCo
☐ SEN Assessments completed by SENDCo	☐ Book Sampling
☐ IEP put in place	☐ Signposting by SENDCo
☐ Class based strategies recommended by SENDCo	☐ Intervention recommended by SENDCo
☐ Training for teacher/TA	☐ Referral to other agency
☐ Action and intervention from other agency	☐ Other
5. **Agreed Strategies:**	
☐ Discussion with parent/carer	☐ Observations by SENDCo
☐ SEN Assessments completed by SENDCo	☐ Book Sampling
☐ IEP put in place	☐ Signposting by SENDCo
☐ Class based strategies recommended by SENDCo	☐ Intervention recommended by SENDCo
☐ Training for teacher/TA	☐ Referral to other agency
☐ Action and intervention from other agency	☐ Other

6. **Next Steps:**			
Action	**Time scales**	**Key Person**	**Follow Up/Review**

Leagrave Primary School
Yr 3 & 4 SEND Referral

To be completed by referrer and passed to SENDCo

Name of child:	DOB:	Class:
Referred by:	Date of referral:	Ethnic Origin:
Attendance:	Reading Age:	Spelling Age:
Other Agencies involved:		IEP in place: Yes/No

Reason for referral if known:

Language and Communication		Social, Emotional and Behavioural	
Cognition and Learning		Physical and Sensory	

Particular support needs displayed by the child:

Additional support needs may be indicated if the child:	Tick	Descriptors for further guidance	Further Comments
Has a known difficulty or impairment that may impact on his/her learning		As appropriate to the Difficulty /impairment	
Did not reach the expected standard in the Phonics screening test at the end of Year 1 or 2		C&L needs C&I needs Sensory	
Has a standardised score of less than 80 in standardised tests of cognitive ability, language,		C&L needs C&I needs Sensory needs	
Has difficulty in sequencing tasks and events		C&L needs C&I needs	
Has difficulty remembering instructions and information		C&L needs C&I needs	
Has difficulty in retaining new learning		C&L needs	
Has difficulty in understanding new concepts and generalising from experience		C&L needs C&I needs	
Shows significant or sustained unhappiness, stress or disaffection which may lead to periods of absence		SEMH needs C&L needs C&I needs	
Emotional, social and/or behavioural development impacts on own learning and that of others		SEMH needs C&L	
Has difficulties with communication that inhibit learning, understanding and participation		C&I needs Sensory needs	

Finds it challenging to participate in whole class/group or unstructured activities		C&I needs SEMH needs Sensory needs	
Has significant difficulty in making and maintaining relationships		C&I needs SEMH needs	
Self-organisation skills impact on own and others' learning		C&L needs C&I needs	
Has marked difficulty with tasks requiring the use of fine or gross motor skills		Physical needs Sensory needs C&L needs	
Finds it difficult to follow or copy work on whiteboard		Sensory needs C&L needs	
Has difficulty concentrating and/or is easily distracted		C&L needs, C&I needs SEMH needs Sensory needs	
Is tired after sustained concentration at school and/or at home		Sensory needs C&L needs Physical needs	
Any other concerns/observations			

Support currently in place:	Evidence
How have the individual needs of the child been addressed within the inclusive curriculum?	
What teaching and learning strategies (including ICT) have been used?	
What observations of the child's responses to learning opportunities have been recorded?	
What information has been gathered about the child's responses to experiences and opportunities outside of the classroom?	
Are parents aware of your concerns?	

Anticipated support, interventions and outcomes:

RESPONSE TO Yr3&4 SEND REFERRAL

To be completed by SENDCo/Inclusion Team – copied to class teacher when completed

Referral reviewed by:	Date:

7. **Previous Strategies if relevant - provide details/dates as appropriate:**	
☐ Discussion with parent/carer	☐ Observations by SENDCo
☐ SEN Assessments completed by SENDCo	☐ Book Sampling
☐ IEP put in place	☐ Signposting by SENDCo
☐ Class based strategies recommended by SENDCo	☐ Intervention recommended by SENDCo
☐ Training for teacher/TA	☐ Referral to other agency
☐ Action and intervention from other agency	☐ Other
8. **Agreed Strategies:**	
☐ Discussion with parent/carer	☐ Observations by SENDCo
☐ SEN Assessments completed by SENDCo	☐ Book Sampling
☐ IEP put in place	☐ Signposting by SENDCo
☐ Class based strategies recommended by SENDCo	☐ Intervention recommended by SENDCo
☐ Training for teacher/TA	☐ Referral to other agency
☐ Action and intervention from other agency	☐ Other

9. **Next Steps:**			
Action	**Time scales**	**Key Person**	**Follow Up/Review**

Leagrave Primary School
Yr5 & 6 SEND Referral

To be completed by referrer and passed to SENDCo

Name of child:	DOB:	Class:
Referred by:	Date of referral:	Ethnic Origin:
Attendance:	Current Reading Age:	Current Spelling Age:
Other Agencies involved:		IEP in place: Yes/No

Reason for referral if known:			
Language and Communication		Social, Emotional and Behavioural	
Cognition and Learning		Physical and Sensory	

Particular support needs displayed by the child:

Additional support needs may be indicated if the child:	Tick	Look at descriptors for further guidance	Further Comments
Has a known difficulty or impairment that may impact on his/her learning		Appropriate to the difficulty/impairment	
Has a standardised score of less than 80 in standardised tests of cognitive ability or attainment		C&L needs C&I needs Sensory needs	
Did not meet the expected standard in the Yr4 Times Table Tests		C&L needs C&I needs	
Has difficulty remembering instructions and information Has difficulty in sequencing tasks and events		C&L needs C&I needs	
Has difficulty in understanding abstract concepts and generalising from experience		C&L needs C&I needs	
Has an uneven learning profile and a learning style that does not follow the usual developmental patterns		C&I needs	
Has difficulty in retaining new learning		C&L needs	
Shows significant or sustained unhappiness, stress or disaffection which may lead to periods of absence		SEMH needs C&L needs C&I needs	
Emotional, social and/or behavioural development impacts on own learning and that of others		SEMH needs C&L needs Sensory needs	
Has difficulties with communication that inhibit learning, understanding and participation		C&I needs Sensory needs SEMH needs	

Finds it challenging to participate in whole class/group or unstructured activities		C&I needs SEMH needs	
Has significant difficulty in making and maintaining relationships		C&I needs SEMH needs Sensory needs	
Self-organisation skills impact on own and others' learning		C&L needs C&I needs	
Has marked difficulty with tasks requiring the use of fine or gross motor skills		Physical needs Sensory needs	
Finds it difficult to follow or copy work on whiteboard		Sensory needs C&L needs	
Has difficulty concentrating and/or is easily distracted		C&L needs C&I needs SEMH needs Sensory needs	
Is tired after sustained concentration at school and/or at home		Sensory needs C&L needs Physical needs	
Any other concerns/observations			

Support currently in place:	Evidence
How have the individual needs of the child been addressed through a range of learning opportunities and an enabling environment?	
What adjustments have been made for the child within the normal day to day organisation of the setting?	
What observations of the child's responses to learning opportunities have been made?	
What information has been gathered about the child's responses to experiences and opportunities outside of the setting?	
Are parents aware of your concerns?	

Anticipated support, interventions and outcomes:

Leagrave Primary School
RESPONSE TO Yr5&6 SEND REFERRAL

To be completed by SENDCo/Inclusion Team – copied to class teacher when completed

Referral reviewed by:	Date:

10. **Previous Strategies if relevant - provide details/dates as appropriate:**	
☐ Discussion with parent/carer	☐ Observations by SENDCo
☐ SEN Assessments completed by SENDCo	☐ Book Sampling
☐ IEP put in place	☐ Signposting by SENDCo
☐ Class based strategies recommended by SENDCo	☐ Intervention recommended by SENDCo
☐ Training for teacher/TA	☐ Referral to other agency
☐ Action and intervention from other agency	☐ Other
11. **Agreed Strategies:**	
☐ Discussion with parent/carer	☐ Observations by SENDCo
☐ SEN Assessments completed by SENDCo	☐ Book Sampling
☐ IEP put in place	☐ Signposting by SENDCo
☐ Class based strategies recommended by SENDCo	☐ Intervention recommended by SENDCo
☐ Training for teacher/TA	☐ Referral to other agency
☐ Action and intervention from other agency	☐ Other

12. **Next Steps:**			
Action	**Time scales**	**Key Person**	**Follow Up/Review**

Graduated Provision Map

Specialist

Targeted

Universal Quality First Teaching
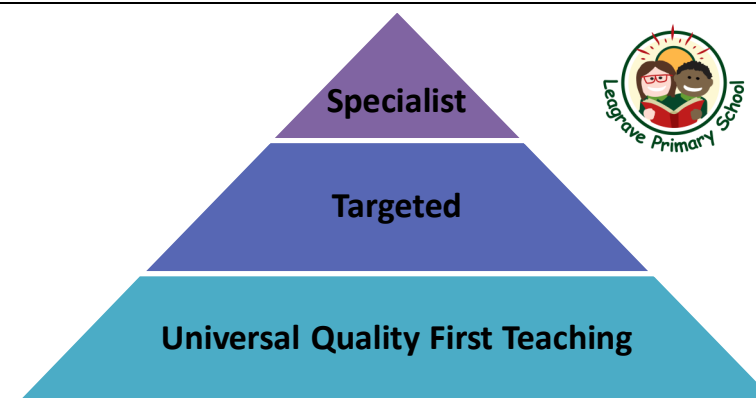
Area of Need	Universal Quality First Teaching (making reasonable adjustments for all pupils)	Targeted Catch Up Intervention (targeted provision for some pupils – usually SEND support with IEP)	Specialist Intervention (few pupils – SEND Support or EHCP)
Communication & Interaction	- Recap previous learning and address mis-conceptions - Visual timetable - Modelling and scaffolding language - Simplifying language – using widget symbols to support/non-verbal cues - Speaking and listening through stories - Clear learning focus LO and SC visible to all - Structured class routines and expectations; good sitting, good listening, good looking - Partner & Group Work: TTYP - Multi-sensory approach	Lego Therapy, Language for Thinking, Time for Talk Symbol supported text (widget) Speech recognition software Individual timetable/now & next boards Individual work station Playground support; hover, targeted or 1:1 Speech and language support in the classroom Social Stories Seating Plans	1:1 Speech and language sessions – often daily Individual work station/area Buddy Group/Peer Mentoring TEACHH Structure Social Stories 1:1/Small Group Support Advice from professionals IEP/EHCP/Pupil Passport plans in place Task adjustment with additional learning resources Specialist learning programmes. Eg Time to Talk, Language for Thinking
Cognition & Learning	- Recap previous learning and address mis-conceptions - Checking understanding; children asked to explain what they have to do/what they have learnt? - Clear modelling of tasks; WAGOLLs - Differentiated curriculum planning and resources - Groupings; ability/learning styles - Chunking and sequencing information - Clear learning focus LO and SC visible to all - Visual timetable - Table Top Resources: reading rulers, 4 lined exercise books, word lists, phonic prompts, 100 squares, illustrated dictionaries, writing frames/word banks - Voice recognition technology and access to word processing - Manipulatives for subjects such as Maths and Science - Targeted questioning – TTYP - Movement breaks – sensory regulation	Catch up programmes; Little Wandle, Lightning Squad Daily Reader, LLIP Beanstalk Reading Programme Precision Teaching In class support from a teaching assistant Timetabled rest breaks	1:1/Small Group Support Advice from professionals IEP/EHCP/Pupil Passport plans in place Task adjustment with additional learning resources Specialist learning programmes. Eg toe by toe

Social, Emotional Mental Health	■ Whole School Behaviour Policy with clear reward and sanction system ■ Whole School/Class Rules ■ 'Catch' them being good and offer praise ■ Responsibilities ■ Use of music to help regulation ■ Circle Time; worry box ■ Celebrating achievements; assembly, newsletter, certificates, house points ■ Instructions routines and rules short, precise and positive ■ Movement breaks/sensory regulation	ELSA to support as required Small group circle time Zones of Regulation 1 & 2 Friendship Terrace Stress balls/fiddle toys In class support Timetabled rest breaks Amended reward system; reward chart or tracker Time out cards/Traffic light support cards	Play Therapist Mental Health Nurse/CHUMs Pastoral Support Plan (PSP) Bespoke Reward System Break & lunch 1:1 Outreach from New Horizons 1:1/Small Group Support Advice from professionals IEP/EHCP/Pupil Passport plans in place Task adjustment with additional learning resources
Sensory & Physical	■ Reduced brightness in classroom; use of blinds, low lighting ■ Use of calm music to calm and support with regulation ■ Writing slopes ■ Pencil Grips/ easy grip scissors ■ Medical advice/support ■ Fidget/sensory toys	Sensory Circuits Write from the Start Resources Ear defenders Wobble cushions Weighted blankets In class support Timetabled rest breaks	Physio Therapy Programme & Advice Speech recognition software 1:1/Small Group Support Advice from professionals IEP/EHCP/Pupil Passport plans in place Task adjustment with additional learning resources

LEAGRAVE PRIMARY SCHOOL
INCLUSION STRATEGIES & INTERVENTION

An outline of strategies and interventions used by the Core Inclusion Team in school to break down barriers to learning, improve learning behaviours and support pupil well-being in order to accelerate progress.
External referrals can still be made alongside these interventions.

Pupil Learning & Well Being Watchlist

Close obeservation of the child on an ongoing basis. This allows us to understand how best to support those children we know who are are not making progress or experiencing difficult circumstances, but not showing obvious signs of distress.

This takes place by the class teacher and CEO and is reviewed fortnightly.

Touch Base Support

A safe and familiar adult available when needed; checking in with the child in class, playtimes and lunchtimes, so that the child has the opportunity to access more targeted support when ready.

This takes place 1-2 times per week by the CEO and is reviewed fortnightly.

In Class Support

Providing a safe adult presence in the classroom, helping to improve learning behaviours, support well being and accelerate progress.

This takes place at least twice a week but often daily by a designated adult.

Progress is reviewed after 3 weeks.

Group Work SEMH

ELSA Support as need requires

ECO Lunchtime Club
Broaden experiences and positive interactions

Friendship Terrace
Stengthen peer relations

Zones of Regulation
Making Good Choices

Conflict Resolution
Restoring and maintaing relationships

Family Workshops
Supporting familes to support chilren with SEMH issues

Group Work Basic Skills

Little Wandle Rapid Catch Up

Reading Plus

Motor Skills: Write from the Start

LLIP Programme

Sensory Circuits

S&L: Language for Thinkin

S&L: Time to Talk, Lego therapy

Reciprocol Reading

Nurture Programme

An intensive programme of nurturing support designed to meet the individual needs of children who cannot manage to be in the classroom. The focus is upon establishing emotional safety, building relationships and social skills, and addressing areas of development need, in order to facilitate success in the classroom.

One to One Interventions

Anxiety support
Tackling anxiety

You & Me
Develop engagement and interpersonal skills

Zones of Regulation 1&2
Helping children to handle anger

All About Me
Building self-esteem

Coping with Loss
Loss and bereavment support

Specialist Services

Speech & Language Therapist

Educational Psychologist

MHST Support

Play Therapist
Cases which require deeper theraputic work.

School Counsellor