



WICKFORD  
PRIMARY SCHOOL



# Special Educational Needs & Disabilities Policy

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On: September 2023

Current SEND Governor: Mr Kevin Freitag

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## **1. Introduction:**

This policy is designed to outline our school values and vision for pupils with Special Educational Needs or Disabilities (SEND) and to share our key procedures and systems with all stakeholders. It complies with the SEND Code of Practice: 0 to 25 years, January 2015, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. It was developed during the autumn term 2018 as part of a whole school audit of SEND provision and is updated annually.

Wickford Primary School is a mainstream primary school with pupils aged from 4 – 11 years. Our school promotes an inclusive ethos in relation to all pupils and values the particular contribution that pupils with SEND make to school life.

The admission arrangements are set out in the school's prospectus available to view on the school's website.

## **2. Vision:**

At Wickford Primary School we believe that every child can achieve their goals regardless of gender, race, culture or background. Our vision is for individuals to become confident, independent and motivated learners in an environment that ensures equal entitlement for all. We expect all children to show positive behavior in line with our core values and to work together as a team. We expect all staff members to follow the recommendations of Trauma Perceptive Practice and support pupils with their emotional needs and development with understanding and compassion. Children with SEND are included in all aspects of school life encouraging them to grow into responsible citizens.

## **3. Objectives**

- To identify and provide for pupils who have SEN and/or disabilities.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To provide support and advice for all staff working with pupils with SEND.
- To enable pupils to attain a positive self- image and to value their achievements.
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

## **4. Roles and Responsibilities**

### **Special Educational Needs Co-Ordinator:**

Our SENCo is Miss Withers who can be contacted via the school office or [email](#). She is based in school full time and achieved the National Award for Coordination of Special Needs in 2018.

The SENCo works in collaboration with the Headteacher and Governors to decide upon the development of SEND policy and provision. Each year, in discussion with the Headteacher, a SEND Action Plan is written which links closely to the School Development Plan and current school priorities. The SENCo liaises with class teachers, provides support and guidance regarding planning and target setting, and works in close contact with the Learning Support Assistants who support children on the SEN Register, ensuring the needs of these children are met.

The SENCo is responsible for the day-to-day operation of the SEND Policy and their key responsibilities are as follows:

- Keep an up-to-date register of all pupils with Special Educational Needs,
- Oversee the records of each SEND child,
- Monitor the achievement and attainment of SEND pupils and track progress using agreed school systems,
- Observe and assess pupils in class,
- Monitor planning and teaching for SEND children including their One Plans and One Page Profiles,
- Support teachers with planning to meet the needs of SEND pupils,
- Map SEND provision in the school,
- Manage SEND resources to enhance provision and support for SEND pupils,
- Ensure that all progress and review meetings occur when planned, including statutory meetings, and facilitate contact between all relevant parties,
- Keep the school's SEND Policy and Information Report documentation up to date for Governors and monitor the policy in action,
- Report termly to Governors on the attainment and achievement of children with SEND and any impact of strategies,
- Contribute to the in-service training of staff,
- Support Learning Support Assistants, providing appropriate planning and information regarding the school policy and range of SEND pupil needs,
- Liaise with parents, outside agencies, early education settings and other schools regarding transition.

### **GOVERNING BODY:**

The Governor with responsibility for SEND attends Governors' Meetings and meets periodically with the SENCO to discuss SEND developments and monitor progress of the SEND Action Plan. They have specific oversight of the school's arrangements for

SEN and disability. Along with the Full Governing Body they also hold the responsibility to:

- Ensure that the school's SEND Information Report is reviewed annually and available to parents on the school website,
- Ensure that the school's SEND Policy is reviewed regularly,
- Ensure that the responsibility for meeting the Special Educational Need of children attending the school is shared by all staff,
- Ensure that systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the graduated response,
- Ensure that the identified needs and objectives for children as specified in individual EHCPs are met,
- Ensure that delegated resources for SEND are allocated fairly, efficiently and in response to identified need,
- Ensure that parents/carers are notified whenever SEND provision is being made for their child and have access to independent information, advice and support,
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practicable. (The activity must be in line with the pupil receiving the provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources)
- Ensure that the school meets their Equality Act duties for pupils with disabilities,
- Ensure that the SENCOs are enabled to carry out strategic aspects of the role and are able to influence the development of whole school SEND provision.

### CLASS TEACHERS:

Class teachers are responsible for:

- Providing High Quality Teaching for all pupils within their class,
- Following the school's SEN Policy,
- Using the graduated response and Essex Provision Guidance Toolkit when planning for individual needs,
- Assessing all children, including those with SEND, recording these assessments using school systems and sharing this data with the SENCo,
- Updating individual One Plans for pupils identified with SEN with support from the SENCo as required,
- Seeking parent views during the review process and including these in any One Plans,
- Liaising with the SENCo, year group leaders and curriculum leaders when identifying pupils with SEND and planning provision for them,
- Identifying children with additional needs and trialling and evidencing any interventions used.

## 5. Identifying Special Educational Needs:

There are 4 broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and /or physical needs

(Please see Appendix 1 for detail about each categories of need)

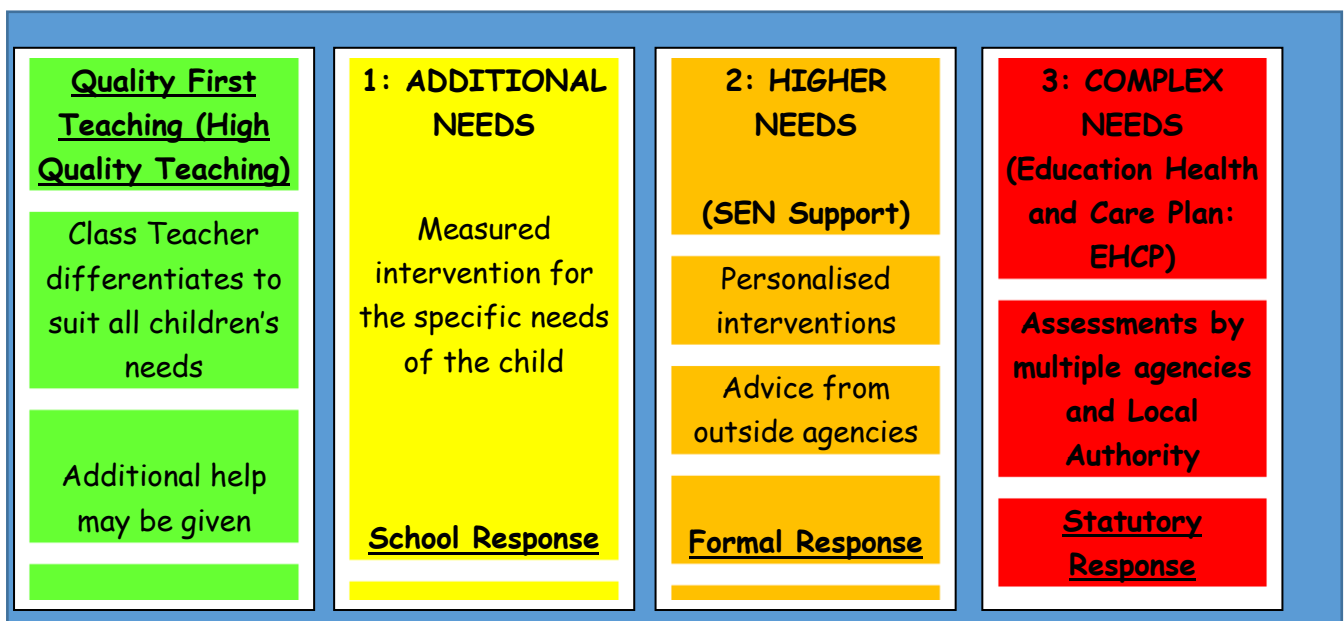
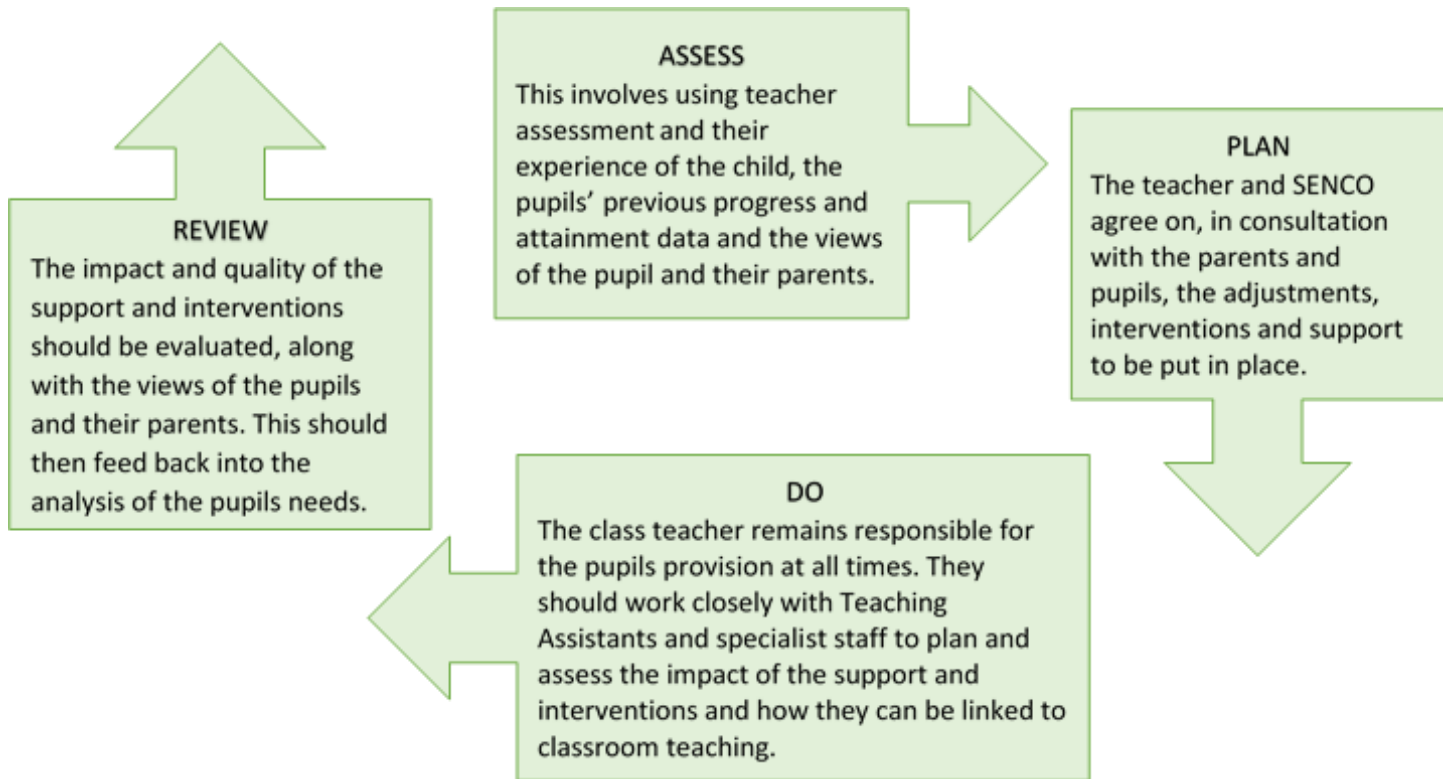
At Wickford Primary School, we identify the needs of pupils by considering the needs of the whole child, not just their special educational needs. The purpose of identification is to work out what action the school needs to take to support them and not to fit a pupil into a category.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is **different from or additional to** that normally available to pupils of the same age (SEN Code of Practice, 2015).

The following areas are **not SEN**, but may impact on progress and attainment:

- Disability (The Code of Practice outlines the “reasonable adjustment” duty for all setting and schools provided under current Disability Equality legislation – these alone do not constitute SEN),
- Attendance and punctuality,
- Health and welfare,
- English as an additional language (EAL),
- Being in receipt of Pupil Premium Grant (PP),
- Being a child of a Serviceman/woman,
- Joining the school part way through a pupil’s school career.

Our school uses a **Graduated Response** to ensure that all children with additional needs have these met at an appropriate level using the Assess, Plan, Do, Review cycle. (See below for further detail).



## 1. MONITORING:

Children who have not demonstrated expected progress and who have been identified as requiring additional support will be recorded as 'Additional Needs' (i.e. class level support). They will continue to receive High Quality Teaching (HQT), including targeted teaching strategies or interventions taken from the Essex Provision Guidance tool and take part in intervention groups aimed at boosting their attainment.

## 2. HIGHER NEEDS (SEN Support):

If, when using the Assess, Plan, Do, Review cycle and after HQT, progress continues to be less than expected, the class teacher will raise their concerns for the child with the SENCo and provide evidence of what has already been tried and evaluated using the graduated response. The SENCo will assess whether the child has a special educational need seeking the parent's views, and the child's views (if appropriate) at this stage of information gathering to inform this decision collaboratively. This is because not all children who demonstrate slow progress have a special educational need.

If agreed, the child is placed on the SEN Register at SEN Support and we start the One Planning process using a person centred approach involving everyone around the child i.e. family, teacher, LSAs and SENCo. This will include the preparation of a personalised One Page Profile (please see Appendix 2 and 3) which helps all adults working with the child to quickly understand and acknowledge what works best for them and what is important to them. It may also be appropriate to seek additional guidance or help from external agencies, although this must be with parental consent.

Some children may also benefit from a Consistent Management Plan to ensure consistency in approach and sharing awareness of the potential triggers for the individual pupils concerned.

It remains the responsibility of the class teacher to plan for the child, monitor any interventions accessed and assess their progress accordingly. This is shared with the SENCo and family at a Termly Review Meeting, including the child if they can access the meeting (i.e. in response to their level of development).

## 3. EDUCATION HEALTH & CARE PLAN (EHCP: complex needs):

If, when using the Assess, Plan, Do, Review cycle and after good quality personalised teaching and additional intervention based on external professional advice, progress continues to be less than expected and the child's needs are deemed significant or complex, we may consider undergoing a formal statutory assessment process to seek an Education Health and Care Plan for a child.

This is only where their needs cannot normally be met within the school's allocated budget contribution. A large range of evidence about the child's specific needs and the graduated responses already attempted will be required, along with assessment data, information from external professionals and most importantly from the child and family themselves. If the Local Authority agree to the application an EHCP will be issued outlining outcomes and provision for the child and there may be additional funding allocated to support their more complex needs. An EHCP is a legal document and is reviewed once a year at an Annual Review.

Teachers are responsible and accountable for the progress of and development of the pupils in their class, including where pupils access support from LSAs or specialist staff.



High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN because additional intervention and support cannot compensate for lack of good quality teaching.

(Please see Appendix 4 for 'Who Does What?' within the Graduated Response).

We use a range of measures to help assess children including:

- National data and expectations of progress,
- Standardised tests,
- Learning observations,
- Checklists and screening tools,
- The views of other professionals such as specialist teachers, speech and language therapists and educational psychologists.

Less than expected progress can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline,
- Fails to match or better the child's previous rate of progress,
- Fails to close the attainment gap between the child and their peers,
- Widens the attainment gap.

Ongoing assessment as detailed above, helps class teachers and the SENCo, supported by the Leadership Team, to make regular assessments of progress for all pupils. This data is discussed with teachers at regular pupil progress meetings and helps identify pupils who are making less than expected progress given their age and individual circumstances. Early intervention is crucial in supporting children to make the best possible progress and consequently we assess pupils on entry to the school, at which ever point they join us.

## **6. Managing pupils needs on the SEN Register:**

If a child transfers to our school already identified as having special educational needs or a disability, a plan is put in place and a Team Around the Child (TAC) meeting held to aid planning and/or transition as appropriate. This first meeting is usually led by the SENCo. If a pupil is identified as having SEN in one of our Reception classes, the initial meeting is usually led by the class teacher with support from the SENCo as required.

All children on the School SEN Register will have a One Plan and a One Page Profile drawn up between all parties using the school agreed format which is similar for upper and lower school (please see Appendix 5).

Usually the class teacher, who knows the family best, will hold an initial introductory meeting so that this does not feel too formal for the parent to keep any anxiety to a minimum. They are informed that the SENCo will be available to support planning for their child and that they will attend future meetings. Parents are welcome to book a SENCo appointment via the school office at any time.

There will then be a termly person-centred review meeting between the parent, child (when appropriate) and teacher, and SENCo if required. The meeting will include the views of the pupil (see [Appendix 6 for an example](#)) as well as those of the parents ([Appendix 7](#)) and school, and these views will be sought before the meeting using a variety of person centred formats available from the SENCo. All views are then compiled and shared as a draft plan that is distributed at least a week before the meeting whenever possible. The meeting will be person centred i.e. focus on what is working well / not working.

Example of a possible meeting agenda:

- Welcome and introductions;
- Sharing our 'likes and admires' of the pupil (*annually, updated only as required*);
- Sharing the pupil's views (*at an appropriate level*);
- Sharing the views of the family;
- Discuss what is 'working' and 'not working' together;
- Agreeing outcomes, next steps and provision to meet those outcomes.

- For pupils with an EHCP there will be two termly reviews plus a third meeting for statutory Annual Review using the recommended paperwork issued by Essex County Council (see the Essex Infolink SEN web page).
- For those at SEN Support, there will be three termly reviews (N.B. some of these may be done at Parent Evening appointments if appropriate).
- Each class teacher is responsible for updating the termly One Plan (with support from the SENCo if required) using a person centred graduated response: 'Assess, Plan, Do, Review'.
- The SENCo is responsible for co-ordinating meetings for pupils who have an EHCP and negotiating release time for teachers to attend these. The SENCo will collate the information provided through this process onto the SEN Register. The SENCo is also responsible for seeking parental consent should the school wish to involve any Specialist Teachers or other relevant professionals.
- Parents may also be recommended to seek the advice from their G.P. in order to access health support such as Speech and Language Therapy, Occupational Therapy, Specialist teachers or Paediatrician screening.

On occasion a child may exceed or meet their targets with sufficiently accelerated progress to the extent that their needs have reduced. It may at this point be appropriate to remove their name from the SEN Register in negotiation with the family and SENCo.

## **7. Supporting Pupils and Families:**

The Local Authority Local Offer can be found at <http://www.essexlocaloffer.org.uk/>

Wickford Primary School's SEN Information Report can be found on the school website.

- The SENCo is available for appointments (and parents can book these sessions via the school office). This is in addition to the termly review meetings and on an as-and-when-needed basis.
- In addition, there are also charities which can provide support such as Autism Anglia.
- The school has an in-house counsellor available for appointments with parents and pupils.
- Children at WPS also have access to our school Learning Mentor via a referral process. The Learning Mentor's role is to support children with SEMH difficulties, social skills and self-esteem difficulties.
- Where children with SEND may struggle to access the SATs tests administered in school, consideration will be given as to whether it is appropriate for them to sit these tests or whether alternative arrangements can be made to support them. For example, extra time to take tests, taking them individually or in small groups or having a reader or scribe for some tests.
- Children who find change difficult to cope with either because they have SEND or for other reasons will receive additional support when transitioning between classes and to secondary school. For example, extra visits, a transition book with photos and social skills groups.

## **8. Monitoring and Evaluation of SEND:**

The SENCo, class teacher and Senior Leadership Team (SLT) monitor the progress of the children in intervention groups in addition to regular pupil progress monitoring. Any intervention groups are monitored and overseen by class teachers, the SENCo and SLT to ensure their delivery is of a suitable standard and that progress is evidenced. The information gathered will be used to improve the intervention arrangements for the next groups of children.

The SENCo is also responsible for monitoring the progress of any children on the SEN Register, both standardised progress using Target Tracker but also progress towards meeting any specific targets/steps set to support meeting overall outcomes on any SEN Plans. Class teachers are responsible for keeping this data up-to-date.

At Wickford Primary School, teachers and support staff are observed regularly and given constructive feedback. All staff are part of the performance management cycle and have access to continuous professional development.

There is also a SEND Action Plan that feeds into School Development Planning and this is used by the SENCo and SEND Governor to monitor and evaluate the provision of SEND across the school on a termly basis. Account will also be taken of any external reviews such as an OFSTED Inspection, LA Review or Consultancy Review.

## **9. Funding, Training and Resources:**

SEND is funded by the notional SEND Budget contained within the schools overall delegated budget. There may also be an allocation of top-up funding for children with significant or severe needs who have an EHCP. The first priority is meeting the need of these pupils and those with Individual Pupil Resource Allocations (IPRA) for transition or medical needs.

The next priority is meeting the needs of any other pupils on the SEN Register by allocating additional resources or interventions to enable them to make good progress towards identified outcomes. If there is any additional funding remaining this will be allocated to further support and interventions to help those identified as Additional Need or who need extra help meeting age appropriate expectations in classes across the school.

Training needs are identified through an analysis of data, discussions during pupil progress meetings, CPD audits or through performance management meetings. LSAs take part in regular in-house training and have access meetings with the SENCo in order to develop their knowledge and skills in key areas as required.

New staff are invited to meet with the SENCo as part of their induction so that systems and structures are clearly understood from the outset as well as starting a positive and supportive relationship between staff.

The SENCo attends regular local network meetings and local authority briefings to stay up to date with local and national issues regarding SEND.

Staff complete training to maintain and develop the quality of the teaching and provision to respond to the strengths and needs of all pupils. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the relevant SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

## **10. Storing and Managing Information**

All paperwork relevant to SEND pupils should be treated as confidential, the same as for all other school records.

- Class teachers have a paper copy of relevant SEND paperwork in a Class SEND Folder to share with their support staff team. This includes One Page Profiles, termly one Plans, the most recent relevant reviews, specialist reports or documents. These are used as working documents and can have notes made on them in preparation for any reviews or modifications required.
- Any Consistent Management Plans must be shared with any teachers covering classes. A summary is detailed through a Class Profile Folder available in each class.
- The SENCo retains a master file for each child on the SEN Register stored in a locked office. The SENCo holds back copies of all paperwork for each child should these be required.
- Children's records are passed on to the next setting when children leave the school and a covering letter is attached asking for a written receipt to be passed to the school as evidence that the documents have been received.
- Parents are entitled to receive paper copies of all information about their child's SEND needs and any reports received from specialists involved in the case.

## **11. Accessibly:**

The school has wheelchair access and ramps are used where necessary. There are disabled toilets in both upper and lower school for the use of disabled pupils, staff or visitors. Classes are organised in KS2 so that pupils or staff with physical disabilities or impairments remain on the ground floor. There is a Soundfield system set up in two classrooms in KS2 for pupils with hearing impairments.

Where other barriers to learning may exist e.g. in terms of physical access or the need for quiet areas, these are assessed and a Care Plan is drafted if required, discussed with parents and implemented (see policy on supporting children with medical needs).

Referrals may be made to external agencies such as occupational therapists and specialist equipment provided to reduce any physical barriers to learning. Children who need regular breaks due to sensory or other issues can access quiet areas such as the library or the Sunshine Room with support staff.

## **12. Dealing with Complaints:**

The complaints procedure can be found on the school website, however it is hoped that any parent with a concern will initially speak to the class teacher, or make an appointment to speak directly with the SENCo, so that any issues can be quickly resolved to the satisfaction of all parties.

Mrs Ramet (Headteacher) is the person responsible for operating the complaints procedure.

Any incidents of bullying are dealt with under the school's Behaviour Policy which is followed by all staff. Pupils also have access to a Learning Mentor or LSAs/MDAs at break and lunchtimes who can support them with social skills and promote good play skills. There are also regular social skills groups that can be accessed if required.

## Appendix 1: Categories of Need

**Communication and interaction** - children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning** - support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

**Social, emotional and mental health difficulties** - 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 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 or equally be masking an unmet learning need. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs** - 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. These difficulties can be age related and may fluctuate over time. 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 or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2: Example format for One Page Profiles (Lower School)

This form is titled "One Page Profile" and includes a date field. It features five main sections for student input, each with a small star icon in the top left corner:

- What people like and admire about me ....**
- What is important to me ...**
- How I like to be supported ...**
- How my school likes to support me...**
- A small empty box at the top left.

Appendix 3: Example format for One Page Profiles (Upper School)

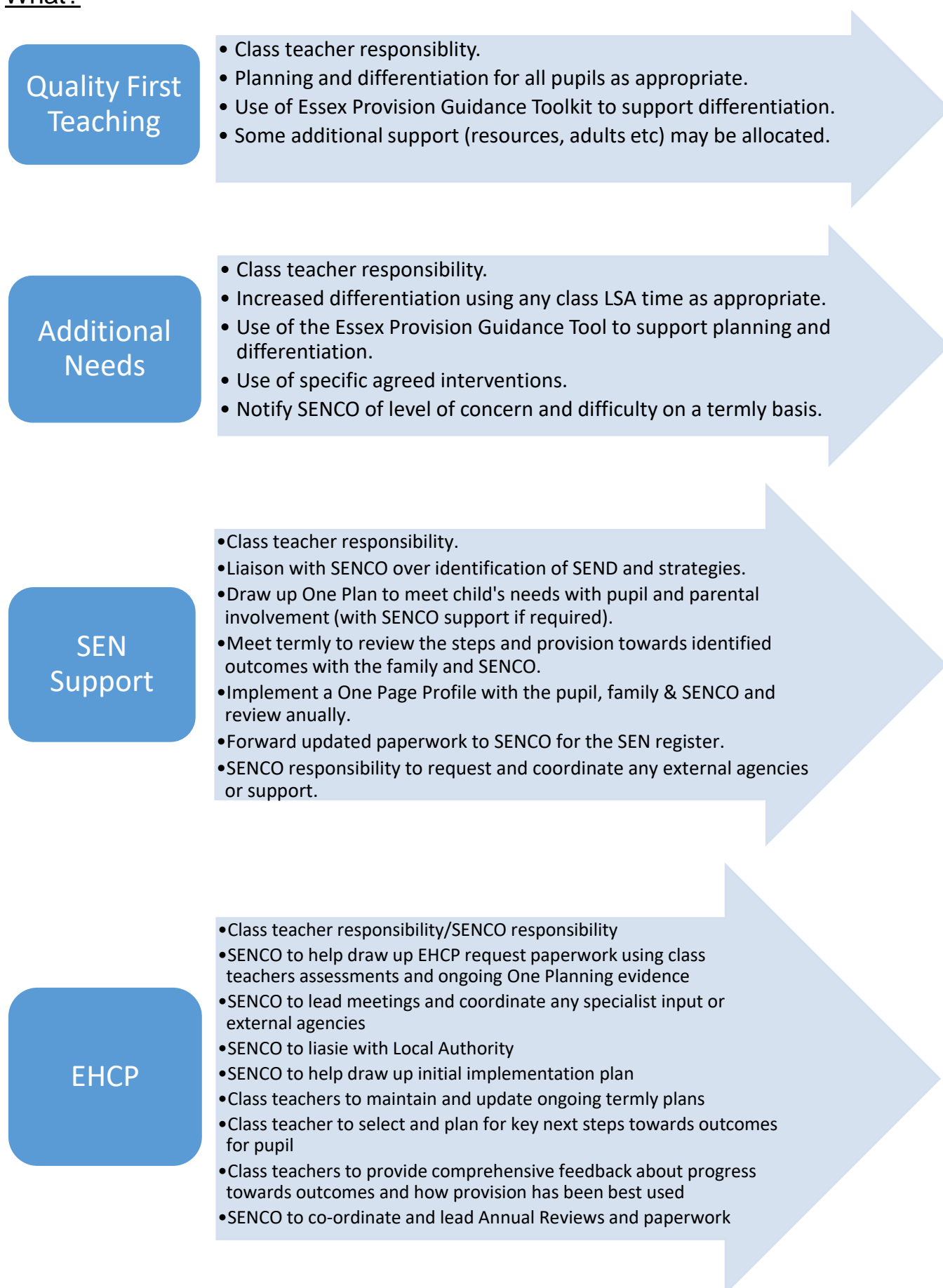
This form is titled "One Page Profile" and includes a date field. It features six main sections for student input, each with a small star icon in the top left corner:

- What is important to ...:**
- Name** (in a box)
- Photo here** (in a box)
- What we like and admire about ...:**
- How best to support me:**
- Things I am good at:**
- I find it difficult to do ...**

At the bottom, there are fields for "Date" and "Signed".





## Appendix 4: SEN One Planning Process Diagram (the graduated response). Who Does What?





N.B. this must be person centred and involve the pupil and family at all stages.

## Appendix 5: Format for Termly SEN Support Meeting

<b>Category of Need:</b> <b>C&amp;I, C&amp;L, SEMH,</b> <b>VI, HI, PD, ASD</b>		<b>Gary Smith</b>  <b>One Plan: SEN Support</b>  Date: XX.XX.XX										 WICKFORD PRIMARY SCHOOL			D.O.B.  Year and Class:		
<b>Teacher Name:</b> XXXXXXXX																	
<b>Reading CEWs:</b> Autumn Spring Summer			<b>Spelling CEWs:</b> Autumn Spring Summer			<b>Phonics Phase:</b> Autumn Spring Summer			<b>Reading</b> Autumn Spring Summer			<b>Writing</b> Autumn Spring Summer			<b>Maths</b> Autumn Spring Summer		

<b>Long Term Outcomes:</b> 1. To improve his attention and concentration skills so that he is able to attend to language directed at him and engage with learning opportunities 2. To develop his language skills so that he is better able to communicate his needs and engage in meaningful conversation with others. 3.	
<b>Working</b> <ul style="list-style-type: none"> <li>Making progress with both his expressive and receptive language.</li> <li>Is very sociable and can interact with adults and children that are familiar to him.</li> <li>Responds well to praise.</li> <li>Starting to express simple needs e.g. a drink, preferred activity.</li> </ul>	<b>Not Working</b> <ul style="list-style-type: none"> <li>Finds it challenging to attend to information when working in a group, is easily distracted and over-stimulated by some environments.</li> <li>Finds it hard to follow adult instructions</li> <li>He will ask for a specific child to play alongside him rather than interact with him.</li> <li>Still muddles opposites in concepts e.g. hot/cold, up/down</li> </ul>

<b>Current Targets:</b> 1. To take turns in an adult chosen activity with support for up to 5 minutes on 80% of occasions.  1. To prepare himself for the next lesson using his visual timetable on 3 out 5 lessons.  2. To ask simple questions and listen to the answer given on 50% of occasions.	<b>Provision</b> <ul style="list-style-type: none"> <li>Follow speech and language care plan provided.</li> <li>Reinforce verbal instructions using visual cues where appropriate.</li> <li>Repeat instructions using the same simple wording each time.</li> <li>Musical Communication or music linked activities to support expressive and receptive language skills.</li> <li>Play motivating turn-taking games.</li> <li>Pre-teaching of key vocabulary and concepts prior to the topic/theme being introduced.</li> <li>Attention Autism sessions to increase focus, listening and understanding in a small group situation.</li> </ul>	<b>Review</b> MET  NOT MET Not able to use the visual timetable without support but understands its purpose.  PARTIALLY MET Can ask simple questions confidently, is beginning to listen to an answer but doesn't always respond appropriately.	<b>New Targets:</b> <ul style="list-style-type: none"> <li>To take turns in an adult chosen activity independently for 3 minutes on 25% of occasions.</li> <li>To prepare himself for the next lesson using a visual timetable, with support in 3/5 lessons.</li> <li>To respond appropriately to an answer given to him with support on 50% of occasions.</li> </ul>
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<b>Category of Need:</b> <b>C&amp;I, C&amp;L, SEMH,</b> <b>VI, HI, PD, ASD</b>		<b>Bob Smith</b>  <b>One Plan: EHCP</b>  Date: XX.XX.XX										 WICKFORD PRIMARY SCHOOL			D.O.B.  Year and Class:					
<b>Teacher Name:</b> XXXXXXXX																				
<b>Reading HFW</b> Autumn Spring Summer			<b>Spelling HFW</b> Autumn Spring Summer			<b>Reading Age</b> Autumn Spring Summer			<b>Spelling Age</b> Autumn Spring Summer			<b>Reading Comprehension</b> Autumn Spring Summer			<b>Writing</b> Autumn Spring Summer			<b>Maths</b> Autumn Spring Summer		

<b>EHCP outcomes sought by end of Key Stage 2</b> <b>Outcome 1: Language and Communication</b> To improve his attention and concentration skills so that he is able to attend to language directed at him and engage with learning opportunities provided. To develop his language skills so that he is better able to communicate his needs and engage in meaningful conversation with others.	
<b>Working</b> <ul style="list-style-type: none"> <li>Making progress with both his expressive and receptive language.</li> <li>Is very sociable and can interact with adults and children that are familiar to him.</li> <li>Responds well to praise.</li> <li>Starting to express simple needs e.g. a drink, preferred activity.</li> </ul>	<b>Not Working</b> <ul style="list-style-type: none"> <li>Finds it challenging to attend to information when working in a group, is easily distracted and over-stimulated by some environments.</li> <li>Finds it hard to follow adult instructions</li> <li>He will ask for a specific child to play alongside him rather than interact with him.</li> <li>Still muddles opposites in concepts e.g. hot/cold, up/down</li> </ul>

<b>Current Targets:</b> <ul style="list-style-type: none"> <li>To take turns in an adult chosen activity with support for up to 5 minutes on 80% of occasions.</li> <li>To prepare himself for the next lesson using his visual timetable on 3 out 5 lessons.</li> <li>To ask simple questions and listen to the answer given on 50% of occasions.</li> </ul>	<b>Provision</b> <ul style="list-style-type: none"> <li>Follow speech and language care plan provided.</li> <li>Reinforce verbal instructions using visual cues where appropriate.</li> <li>Repeat instructions using the same simple wording each time.</li> <li>Musical Communication or music linked activities to support expressive and receptive language skills.</li> <li>Play motivating turn-taking games.</li> <li>Pre-teaching of key vocabulary and concepts prior to the topic/theme being introduced.</li> <li>Attention Autism sessions to increase focus, listening and understanding in a small group situation.</li> </ul> <b>See EHCP for additional guidance and provision.</b>	<b>Review</b> MET  NOT MET Not able to use the visual timetable without support but understands its purpose.  PARTIALLY MET Can ask simple questions confidently, is beginning to listen to an answer but doesn't always respond appropriately.	<b>New Targets:</b> <ul style="list-style-type: none"> <li>To take turns in an adult chosen activity independently for 3 minutes on 25% of occasions.</li> <li>To prepare himself for the next lesson using a visual timetable, with support in 3/5 lessons.</li> <li>To respond appropriately to an answer given to him with support on 50% of occasions.</li> </ul>
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## Appendix 6: Child's Contribution towards an Annual Review Meeting (lower school example)

*N.B. Pupils have the choice of how to complete this through drawing, writing, having a scribe, photographs, clip art etc. about school and home. Staff will add a photograph with the child's permission.*



WICKFORD  
PRIMARY SCHOOL

Working ...


Not working ...


Name ....

Year group ...

Date ...

Please stick a  
photo here

Like ... 

Don't like ... 

I'd like to get better at ...

## Appendix 7: Family Contribution towards an Annual Review Meeting

Person Centred Review	Family Contribution	Person Centred Review	Family Contribution				
<p><b>Our contribution to our Child's Annual Review Meeting</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Child's Name:</td> <td style="width: 50%;">Date of Birth:</td> </tr> <tr> <td></td> <td>Date of Meeting:</td> </tr> </table> <p>What we like and admire about our child:</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> <p>What we consider to be our child's achievements over the year:</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> <p>What we would like to see our child achieve over the coming year:</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>		Child's Name:	Date of Birth:		Date of Meeting:	<p>What support we think our child will need at school:</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> <p>What we think is important for our child at home and school:</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> <div style="display: flex; justify-content: space-between;"> <p>Our hopes for our child:</p> <p>Actions needed to achieve these:</p> </div> <div style="display: flex;"> <div style="border: 1px solid black; width: 45%; height: 60px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 45%; height: 60px;"></div> </div>	
Child's Name:	Date of Birth:						
	Date of Meeting:						
		<p>What's working well... at home:</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> <p>What's not working well... at home:</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> <p>What's working well... outside of home and school:</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> <p>What's not working well... outside of home and school:</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>					
		<p>Names: _____</p> <p>Signature: _____ Date: _____</p> <p><small>Please either send a copy of this to school or bring a copy along to the Annual Review Meeting. Thank you.</small></p>					

Appendix 8: Examples of person centred formats (from the Helen Sanderson Associates website).

**4 + 1 Questions**

What have we tried?	What have we learned?
What are we pleased about?	What are we concerned about?

What do we need to do next?

Good day?	Bad day?
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What will it take to have more good days and less bad days?

What's working?	What's not working?
the person	
family	
staff	

What needs to happen next to build on what's working and change what's not working?

**Decision making profile**

How I like to get information	How to present choices to me	Ways you can help me understand	When is the best time for me to make decisions?	When is a bad time for me to make a decision?

## Appendix 9:

### **Essex Inclusion Statement**

This statement was developed by the Essex Headteacher Roundtable for SEND and reflects partnership working between school leaders and the Local Authority in developing a school-led approach to SEND across the system.

#### **We stand for:**

SEND being positioned at the heart of school leadership and not viewed as the exclusive preserve of the SENCO. We encourage every school to be an inclusive school and to take a whole school approach to inclusion and SEND.

Making sure that every child and young person in our schools/academies or settings, whatever their circumstance or ability, has a sense of belonging, feel respected, and is valued for who they are.

Delivering the right education which supports and develops children so that they become positively participating citizens in society.

Ensuring we equip children with the skills, knowledge and confidence to enable them move on to the next phase of learning and life with success.

Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood.

#### **We recognise:**

That an inclusive approach, including to admission and exclusion, with an appreciation of diversity, individuality and ambition for all to achieve their optimum potential is essential in raising attainment for all.

That school leaders must be confident that before a decision to exclude is made, that they can show that all possible options available to them have been exhausted and that this will lead to improved practice and provision available to meet all needs in the future.

That collectively we have a responsibility to provide for Essex children whatever their background and current circumstances and ensure that they receive a precise identification of their needs so that high quality teaching leads to positive experiences and outcomes for all.

That sometimes we may not have the appropriate provision or capacity to meet the needs of all children who want to come to our schools / academies or settings but that we will work together to ensure that this is addressed and leads to better practice in the future.

That there are currently capacity challenges with our PRU and Alternative Provision settings and our referral systems need to be regularly reviewed and, where necessary, changed so that they are effective and responsive to local needs.

#### **We strive:**

To ensure that all schools, academies and settings are equally and effectively inclusive.

#### **We commit:**

To challenge and be open to challenge and to show transparency in our thinking and actions, being able to clearly justify evidence-based decisions.

To examine the way we do things in our own settings to become even more inclusive through systematically reviewing our practice and through working in partnership to review practice in other settings.

To agree to work collaboratively with colleagues in schools, the Local Authority, parents/carers and health and social care to create a new way forward to meet the needs of all Essex children.

To seek and accept any learning, training and development for inclusion for our staff, engage with research and to share our own good practice generously.

To ensure that we follow not simply the letter of the law but also the spirit of the law so that we all put inclusive values into practice in the decisions we make.