



The Oaktree School

Special Educational Needs and Inclusion Policy

Spring 2021

School name: The Oaktree School
Policy owner: Miss Rachel Harrison
Date: Autumn 2021
Next review date: Autumn 2024

Date shared with staff: Spring 2021

Contents

| | |
|---|------------|
| Our Vision/Ethos | Page 3 |
| Definition of Special Education Needs and Disability | Page 3 |
| Key Roles and Responsibilities in the School | Page 4 |
| Introduction: <ul style="list-style-type: none">- How this policy was created- How this policy can be accessed | Page 5 |
| Policy Context (A list of other guidance and documentation referred to in the creation of this policy) | Page 5 |
| Aims | Page 5-6 |
| How do we meet the Statutory Requirements for SEND? | Page 6 |
| The graduated Response Table | Page 7-8 |
| How do we identify a child's needs? | Page 8 |
| How do we decide on the most appropriate provision for a child? | Pages 9 |
| What do we do to ensure the needs of every child are met? <ul style="list-style-type: none">- Quality First Teaching- A Graduated Response to SEN- How are parents, families and children involved in this Graduated Approach? | Page 9-11 |
| SEN Provision <ul style="list-style-type: none">- What will support look like?- Recording the needs of and support for children on the SEN Register- Securing and working with additional specialist services:- Monitoring and Evaluation of SEN- What happens if the needs of the child cannot be met using the school's resources:- The SEND/ Additional Needs Register- Removing a child from the SEN Register | Page 11-13 |
| Supporting a Child with Medical Conditions | Page 13 |
| Storing and Managing Information | Page 13 |
| Comments, Compliments and Complaints | Pages 14 |
| Reviewing the SEND Policy Reviewing the School's SEND Information Report | Page 14 |
| Send Support Arrangements Plan Master (the makings of an EHCP) | Page 17-26 |

Our Vision/ Ethos

By the time all children leave The Oaktree School, we want them to be confident, and independent individuals, who are equipped with the skills to live fulfilling lives. We strongly believe that every child has the right to be included and educated alongside their peers, and we respect the unique contribution that every pupil can make to the community.

We believe every child is special and we aim to motivate and inspire children, building and developing on each individual child's strengths and talents. We are fully committed to ensuring that the needs of all children are met within an environment which embraces the highest possible academic aspirations, whilst accepting individual differences in ability, aptitude and level of skill. We are passionate in striving to ensure that every child at The Oaktree School is valued and their achievements celebrated.

We value the social and emotional well-being and positive mental health of the pupils in our care and education. This is reflected in our school development plan, our curriculum, our way of teaching and the support we provide for individual pupils whom require additional intervention or strategies.

Where necessary, we provide appropriate intervention and support to ensure that all of our children achieve their next step.

At our school every teacher is a teacher of *every* child, including those with Special Educational Needs and Disability.

Definition of SEN

We use the definition for SEN and for disability from the SEND Code of Practice (2015). This states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

For children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

Many children and young people with a SEND, may have a disability under the Equality Act 2010 –that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Key Roles and Responsibilities

Special Education Needs Co-ordinator (SENCo)

At the Oaktree School, we believe every member of staff have a role to play in delivering SEND provision. Within this team, the Headteacher, SENCo and other members of the Senior Leadership Team (SLT) work collaboratively to ensure this provision is delivered across the school.

The SENCo has day-to-day responsibility for SEND across the school, coordinating arrangements with class teachers, year group leaders and outside agencies regarding children with additional needs. The SENCo and Headteacher are responsible for this Special Educational Needs and Inclusion policy and the co-ordination of specific provision made to support individual children with SEND, including those children with an Education Health and Care Plan (EHCP).

Staff Details

- **SENCo - Responsibility of managing the day to day coordination of the SEND provision across the school and ensuring best provision is achieved.**
Name: Miss Rachel Harrison
Contact: senco@oaktree.surrey.sch.uk
- **Assistant SENCo – Responsibility of managing the day to day coordination of the SEND provision across the school and ensuring best provision is achieved.**
Name: Mrs Jackie Jones
Contact: jjones@oaktree.surrey.sch.uk
- **Inclusion Leader - Responsibility for managing Vulnerable groups in the school including Pupil Premium (PP), English as and Additional Language (EAL) pupils and Looked After Children (LAC).**
Name: Miss Rachel Harrison
Contact: senco@oaktree.surrey.sch.uk
- **SEND Local Governing Committee member**
Name: Mrs Gill Carter
Contact: gillcarter@hermitage.surrey.sch.uk
- **Behaviour and Safety Leader with responsibility for Safeguarding and meeting children’ medical needs**
Name: Mrs Clare Spires
Contact: office@oaktree.surrey.sch.uk
- **Child Protection Liaison Officers (DSLs)**
Lead DSL: Mrs Clare Spires
Deputy DSLs: Mrs Juliet Larsen, Miss Rachel Harrison
Contact details: senco@oaktree.surrey.sch.uk

How was this policy created?

This policy has been created by the SEND Team, in partnership with Senior Leaders, Teachers, Teaching Assistants, The Local Governing Committee and has considered feedback from Parents. This policy reflects statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014).

How can parents access this policy?

You can access this policy in a number of ways:

- The Oaktree School website under 'Key Information' and then 'Policies' as well as under 'Key Information' and then 'Special Educational Needs and Disabilities';
- By requesting a hard copy from school office;

Please let us know if you need a copy of this policy to be made available in a different format, e.g. enlarged print.

Context

This policy complies with statutory requirements 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:

- The Equality Act 2010 and Schools May 2014
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Children's and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Surrey's Local Offer
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- Statutory Guidance on Supporting Children at school with Medical Conditions December 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_children_at_school_with_medical_conditions.pdf
- Our Supporting children with Medical Needs in School Policy
<https://the-oaktree-school.secure-primariesite.net/policies/>
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013 (Inclusion section)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf
- Single Equality Access Plan
<https://the-oaktree-school.secure-primariesite.net/policies/>
- Teacher's Standards 2014
<https://www.gov.uk/government/publications/teachers-standards>

Aims

At The Oaktree School, all children, regardless of their particular needs, are provided with teaching that enables them to:

- Make the best possible progress;
- Become confident individuals living fulfilling lives;
- Make a successful transition on to the next phase of their educational journey.

We aspire to ensure that all children with SEND will meet or exceed the high expectations set for them based on their age and starting points.

We will use our best endeavours to ensure that a child with SEND:

- Gets the support they need;
- Are able to engage in activities taking place in school alongside those children who do not have SEND;
- Are set ambitious, educational and wider outcomes, which they, their parents and relevant outside practitioners/professionals have worked together with the school to agree.

How do we meet the Statutory Requirements for SEND?

- We follow and adhere to The SEND Code of Practice (2015)
- We adhere to the Surrey Local Offer and access the wide range of resources and documentation.
- We follow The Graduated Response and The SEND Profiles of Need.
- We ensure a systematic approach to identify needs, using the: assess, plan, do and review model.

The SEND Code of Practice 2015 outlines Class Teacher responsibilities and focuses on the importance of quality first teaching in order to support all pupils. At The Oaktree School, we believe this is our starting point in order to meet the needs of all our pupils. This includes ensuring:

- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants and/or specialist staff.
- Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- The first response should be quality first teaching, differentiated for individual pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high-quality teaching.

In addition to The SEND Code of Practice, we follow The Graduated Response and The SEND Profiles of Need. The Graduated Response is the support put in place for children with identified special educational needs. By doing this, barriers to learning can be removed.

The Graduated Response covers 4 areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

There are 4 stages of support for each of these areas, starting with Quality First Teaching and increasing to School SEND Support, Specialist SEND Support and Statutory Support, where applying for an EHCP may take place. At every stage within the graduated response, schools we involve the child and their parents/carers.

The SEND Profiles of Need is a statutory toolkit to support teachers to identify pupil needs in the first instance.

The table below outlines provision at each stage of The Graduated Response. A more detailed explanation of The Graduated Response and the SEND Profiles of Need is outlined in The Oaktree School SEND and Inclusion Procedures and Guidance (Subject Handbook).

| Universal | School SEND Support | Specialist SEND Support | Statutory Assessment |
|--|--|---|---|
| <p>Assess -Identify the primary need of the individual pupil by highlighting the Profiles of Need tool.</p> <p>Plan/ Do - Implement strategies and resources, and liaise with class staff and year group leader.</p> | <p>Hold another meeting with the parent to express your on-going concerns.</p> | <p>Assess and analyse the impact the primary need is having on the pupil's progress, attainment and data (this includes SEMH and well-being). The pupil may have made good progress where the needs can now be met at the Universal stage. This is in agreement with the parents.</p> | <p>SENCo to collate and cost the pupil's provision map.</p> |
| <p>Do - Meet with parents to share your concerns and agree your actions moving forwards.</p> <p>Do - Complete a One Page Profile, home and school to be combined</p> | <p>Complete a 'request for pupil/parent support from the SEND Team' form.</p> | <p>Class teacher to hold a SEND Support Arrangements Plan review meeting with the parents. At the review meeting, share evaluated outcomes, with the focus being made on pupil progress. Subsequently, agree new outcomes that reflect the pupil's current increased needs. The SEND Support Arrangements plan is to be reviewed at least three times in the year.</p> | <p>SENCo to collate evidence from: Intervention records ISP outcomes records Observation records Parent meeting records Specialist questionnaires Agency referrals Agency reports/advice Agency review records</p> |
| <p>Review – Review your universal approach, after an appropriate period of time.</p> | <p>Parents to complete section 3 of the SEND Support Arrangements Plan.</p> | <p>SENCo to refer to relevant agencies, external support for additional advice and strategies. The referral needs to be evidenced based from the previous stages (School SEND Support and the Universal stage). The class teacher/team will be required to complete any questionnaires needed to submit the referral.</p> | <p>SENCo to analyse and collate pupil attainment and progress.</p> |

| | | | |
|-----------------------------------|--|--|---|
| Repeat this cycle at least twice. | | Class Teacher/SENCo to meet with the parents to discuss the referral and to sign their consent. SENCo to copy and post the referral. | |
| | Class teacher to complete section 4 of the SEND Support Arrangements Plan. | SENCo to identify and implement any staff training that may arise from the increased need of the pupil. | SENCo to complete the EHCP application and apply for Statutory Assessment. |
| | Assess and analyse the impact the primary need is having on the pupil's progress, attainment and data (this includes SEMH and well-being). | SENCo to refer to relevant agencies, external support for staff training in order to provide the required intervention programme to meet the increasing needs of the pupil. | |
| | Set an ISP with SMART targets – section 5 of the SEND Arrangements Plan, in agreement with parents and the SENCo. Records must be kept and analysed to see progress or increased difficulties. | Once the SEND Support Arrangements Plan has been reviewed at least three times and in agreement with external advice/reviews and parents, it may be deemed appropriate to collate evidence to apply for Statutory Assessment. | |
| | Record on the Provision Map targeted intervention and support. | Record on the Provision Map targeted intervention and support. | |

How do we identify a child's needs?

At The Oaktree School we make regular assessments of all children to help identify their individual needs. Once a child's needs have been identified we will put effective provision in place to improve the long-term outcomes for that child.

At The Oaktree School we undertake day to day observations and assessments of all children adapting learning to meet their needs. Children's progress and level of attainment is assessed and monitored continuously. Termly Pupil Progress Meetings take place and teachers from each year group meet with the Year Group Leader and SENCo to discuss the progress of each of the children within their class. This leads to specific actions and if necessary intervention. It can also include pupil closer monitoring. Any concerns about a child's academic or social progress between times would be raised with the team leader or SEND Team immediately.

How do we decide on the most appropriate provision for a child?

When deciding whether to make special educational provision, the class teacher and SEND Team will consider all the information gathered from within the school and from parents about the child's progress; considering their age and starting point in comparison to national data and expectations of progress.

Information gathered will include:

- Accurate assessment methods/ materials
- Pupil outcomes and progress
- Staff professional views and judgements
- If deemed necessary, specific diagnostic assessment or consultation with external agencies

Where children have a higher level of need, we will work in partnership with external agencies and professionals, and their advice will also contribute to deciding if and what is the most appropriate provision for the child.

At this information gathering stage, the class teacher will also organise a meeting with the family in order to:

- Share, as well as understand any concerns the parent might have about the child;
- Share the child's areas of strengths and difficulty in a range of areas;
- Establish agreed desired outcomes sought for the child for now and for the future;
- Agree the child's next steps;
- Agree a clear date for reviewing agreed actions and progress made.

The purpose of this meeting is to work together to decide how we can support the child to achieve identified outcomes and remove any barriers to learning. Minutes from this meeting will be added to the child's record via CPOMs.

If it is deemed necessary to place the child on the SEND Register, we view this a positive intervention, which enables us to increase the level of tailored support that a child will receive. This information is not necessarily, specifically shared with parents as it is considered a part of our quality first teaching and intervention. If it is felt that a child who has been identified as having SEND has met the expected outcomes on their plan and is able to have their needs met and make progress without special educational provision then the class teacher and SEND Team will remove the child from the SEND Register. This can occur at any time.

What do we do to ensure the needs of every child are met?

1) Quality First Teaching:

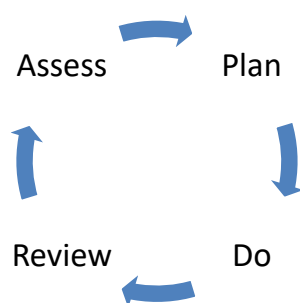
The class teacher is responsible and accountable for the progress and development of all the children in their class. At The Oaktree School we strive to deliver high quality teaching, which is differentiated for individual children where necessary, to ensure that all children make expected or better progress in every lesson. When planning lessons, the class teacher is expected to ensure differentiated outcomes and good quality personalised teaching for all children, including those identified as having a special education need.

The SLT regularly and carefully review the quality of teaching and learning for all children, including those at risk of under achievement. Where necessary, the SLT support teachers' understanding of high quality

teaching and learning, and work with individuals to embed strategies and support in order to promote good outcomes for vulnerable children, whilst developing staff knowledge.

2) A Graduated Response to SEN

Underpinning all our provision in school is the **graduated approach** cycle of:



Assess

We regularly assess all children's needs so that every child's progress and development is accurately tracked and compared to that of their peers and national expectations. Assessments will also draw on the views and experiences of the child and their parents/carers as well as, where relevant, other external support services.

The class teacher or SENCo will always seek parent/carer permission before involving any external support services.

Plan

The teacher and the SEND Team will agree, in consultation with the parent/carer adjustments, interventions and/ or support to be put in place for the child. As well as the expected impact on progress, development or behaviour, along with a clear date for review. All staff working with the child will be made aware of these targets.

Do

The child's class teacher is responsible for working with the child on a daily basis. He/she will liaise closely with any teaching assistants or specialist staff that provide support for the child and will monitor any progress being made. The SEND Team will provide support, guidance and advice for the teacher.

Review

The provision for a child with SEND will be reviewed at least termly by the class teacher, SEND Team, parent/carer and child. This will inform the planning of next steps for a further period or, where no longer required, the removal of the pupil from SEND support.

For children with an Education, Health and Care Plan (EHCP)/Statement the plan will be reviewed at least annually, in liaison with Surrey.

How are parents, families and children involved in this Graduated Approach?

We believe that successfully supporting children with SEND requires a partnership approach between home and school. Therefore Parents/carers will be involved in meetings, both formal and informal, with the class teacher (and in some cases a member of the SEND Team) whenever it is deemed necessary, to review progress made by the child and plan for next steps.

SEND Provision

What does support look like?

SEND support can take many forms. This could include, but is not limited to:

- An individual, personalised or tailored timetable and/ or curriculum
- Additional support help from a teacher or a teaching assistant;
- Making or adapting materials, resources and equipment;
- A teacher/ teaching assistant working with the child in a small group;
- A member of staff observing the child in the class or at break times and keeping records;
- Supporting other children to work with the child or play with them at break times;
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Recording the needs of and support for children on the SEND Register

Records of pupil data, attainment and progress are recorded in line with the school's assessment policy. Pupil interventions are recorded on intervention trackers and pupils whom are Pupil Premium or EAL have individual trackers.

All other details regarding a child with special educational needs should be recorded on a SEND Support Arrangements Plan document. (See Appendix 1). It is the responsibility of the class teacher to maintain the SEND Support Arrangements document; this is monitored by the SENCo and Assistant SENCo.

The SEND Support Arrangements document is used as a working document which is kept electronically and can be accessed by all staff working with the child. Parents/carers are also given regular, updated copies of the SEND Support Arrangements document.

The SEND Support Arrangements document aims to provide a holistic picture of the child, and it is important that it is completed in partnership with the child and parents/carers to ensure that the child's voice and that of their family is heard and represented in the plan. The plan is constructed around child-centred outcomes which should balance what is important to the child and their family with what is important for them. Detailed assessment information is an essential part of understanding what is important for the child. The plan is a dynamic document which will be updated through termly reviews to ensure that it remains relevant.

Securing and working with additional specialist services

Where the school feels that it is appropriate, they will make a written referral to an external support service. Such a referral will always be made with the involvement of the parent/ carer. If the support service feels that the child meets their criteria for support they will organise to see the child for assessment and/ or

observation. After this visit takes place, the external agency will feedback to school and parents on their next steps.

Monitoring and Evaluation of SEND

We regularly monitor and evaluate the quality of provision that we offer children and this informs future development improvements. Examples of ways in which we monitor the quality of our SEND provision include:

- Developing best practice through the attendance by the SEND Team at local SENCO network meetings;
- Monitoring by the SEND LGC member;
- Regular review of SEND at Full Governing Body Meetings;
- Monitoring of data and termly Pupil Progress Meetings;
- Observation of 1:1 and small group interventions by the SEND Team (Attention Bucket and Sensory Circuit)
- Observations and learning walks with and SEND/ inclusion focus across the school
- Monitoring and EF forms on the subject of SEND/ inclusion.
- Evaluations of class-based interventions
- Monitoring and review of SEND funding by the head teacher, SENCo, Inclusion Leader and school's Finance Manager;
- The school's development priorities in relation to SEND.
- SENCo meetings with other SENCos in the SWAN Academy Trust.

What happens if the needs of the child cannot be met using the school's resources alone?

If a child continues to make inadequate progress, the school or parents can consider requesting an Education, Health and Care Plan (EHCP). When requesting an EHCP, the local authority will expect to see significant evidence that the school have taken relevant and purposeful action to identify, assess and meet the needs of the pupil and despite this, the child has not made an acceptable level of progress. An assessment by the local authority is carried out and EHCP will, or will not then be granted.

If granted, a draft Education and Health Care Plan, which outlines the support and provision an individual needs, is shared with parents and schools. A statutory period (14 calendar days) is given for this draft to be accepted or declined. Once accepted, the EHCP becomes a final version for schools, parents and external agencies and professionals to adhere to.

Supporting a child with medical conditions

The Oaktree School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Please refer to our 'Supporting Children with Medical Conditions Policy' for more information. Some children with medical conditions may also have special educational needs and may have an Education, Health and Care Plan (EHCP). Where this is the case, the medical and health needs of the individual will be fully considered and integrated in to the EHCP. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Storing and Managing Information

In line with the GDPR 2018, every child who has SEND needs will have their records securely managed within the school's data management system, which ensures that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately, and to be accessible for those authorised to see it.

All paper SEND records will be stored within locked filing cabinets in the SEND Team office and all electronic SEND records are saved on the school's secure staff server. The school also uses Egress, a secure email service which is password protected. This is used to send and receive confidential data with external professionals.

A parent/carer has the right to see their child's SEND records at any point during their child's time at the school. When a child leaves the school their SEND records will be passed securely to their next educational setting.

Comments, Complements and Complaints

Feedback from parents is always welcome in order to help us to improve our service. If a parent has a concern or complaint they wish to discuss, they should contact the class teacher in the first instance. If they wish to discuss a concern further they should contact the SENCo or a member of the school's Senior Leadership Team to resolve any concerns quickly. If parents/carers of children with SEND still feel they have concerns they should follow the SWAN Trust Complaints Procedure which is available on the school website under 'Key Information and then 'Policies'.

Section 39 (1) of the 1998 School Standards and Framework Act sets out specific instances where the Local Authority, or its Agents, are required to investigate the concern in conjunction with the school. The Local Education Officer Team can be contacted via the Surrey County Council Contact Centre on 03456 009 009. These types of complaint are subject to other statutory procedures that are separate from this general complaints procedure.

If a parent wishes to make a complaint against the school you may wish to contact Partnership with Parents who provide impartial and independent information, advice and support to parents of children with special educational needs (SEN). Call their confidential helpline on 01737 737000, email them at spp@surreycc.gov.uk or visit their website www.pwpsurrey.org.

General feedback is welcome at any time. Please speak to the class teacher or a member of the school's Office Team in the first instance.

Reviewing the SEND Policy

In line with all school policies this SEND policy will be kept under regular review. The next review for this policy will be March 2023.

Reviewing the school's SEND Information Report:

The SEND Code of Practice 2014 states that schools must publish information on their website about the implementation of the proprietor's policy for children with SEND as set out in the SEND Regulations 2014. It is the responsibility of the SENCO to keep the school's SEND Information Report up-to-date. The provision that the school can offer is reviewed annually in consultation with the Headteacher and governors and any changes occurring during the year are updated as soon as possible.

Glossary of SEN Terminology/Acronyms

ADD - Attention Deficit Disorder

ADHD - Attention Deficit/Hyperactivity Disorder

AOT - Autism Outreach Team

Annual Review – The statutory review of a child’s Education, Health and Care Plan/Statement. The parent(s)/carer(s), the child/ young person, the school, the LEA and all the professionals have the opportunity to be involved in this review meeting.

ASD - Autistic Spectrum Disorder. Children who may find it difficult to understand and use non-verbal and verbal communication.

Asperger's syndrome/disorder – An autistic spectrum disorder characterised by significant difficulties in social interaction and non-verbal communication, alongside restricted and repetitive patterns of behaviour and interests.

BDA - The British Dyslexic Association

BS – Behaviour Support - Specialist Teaching Service

CAMHS - Child & Adolescent Mental Health Service

CF - Cystic Fibrosis

CLAPA - Cleft Lip and Palate Association

DCD - Development Co-ordination Difficulty. Also termed Dyspraxia

Disadvantaged Children – Children eligible for free school meals

Dyscalculia - Children having difficulty in acquiring mathematical skills

Dyslexia - Children having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.

Dyspraxia - Children with impairment of gross and fine motor skills

EAL - English as an additional Language

EHA – Early Help Assessment (replacing the CAF – Common Assessment Framework).

EHCP – Education, Health and Care Plan. Legally enforceable document that describes the special educational needs of the child, outcomes for the child and how these needs will be met.

EHC Assessment - Multi-disciplinary assessment by the LA of a child’s educational need

ECM – Every Child Matters Government Green paper

EP - Educational Psychologist

EWO - Educational Welfare Officer

GDD – Global Development Delay

HI - Hearing Impaired

HLTA - Higher Level Teaching Assistant

Inclusion – Providing a flexible curriculum and increased capacity to meet needs of all children

Integration - Where a child fits into existing school provision and curriculum

LAC – Looked After Child. A child who is in care.

LEA - Local Education Authority

LLS – Learning and Language Support - Specialist Teaching Service.

MD - Muscular Dystrophy

MLD - Moderate Learning Difficulties. Children whose attainments are significantly below expected levels in most areas of the curriculum.

MSI - Multi-Sensory Impairment. Children with complex visual and hearing difficulties.

NASEN - National Association for Special Educational Needs

OT – Occupational Therapy

P Scales - Performance descriptors. A common basis for measuring the progress of children working below age-related expectations.

PD - Physical Disability

PP – Pupil Premium

PMLD - Profound and Multiple Learning Difficulties. Children with complex learning needs and other significant physical difficulties.

PSSS – Physical and Sensory Support Service

RA – Restorative Approaches

SALT - Speech and Language Therapist

SDP – School Development Plan. The result of a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved.

SEMH – Social, Emotional and Mental Health Difficulties

SEN Code of Practice 2014- Statutory guidance to LEAs and the governing bodies of all maintained schools and academies.

SEN - Special Educational Needs

SEN Support – The support given to a child who has been identified as having special educational needs to ensure that they are able to have their needs met, but who does not have an Education, Health and Care Plan/Statement.

SENCO - Special Educational Needs Co-ordinator

SLCN - Speech, Language and Communication Needs

SpLD - Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

Statement of Special Educational Needs - Legally enforceable document that describes the special educational needs of the child and how these needs will be met. These are being replaced by Early Health Care Plans and will be phased out in Surrey by 2018.

TA - Teaching Assistant

TES - Traveller Educational Service

VI - Visually Impaired

Working Memory - Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.



SEND Support Arrangements

Name:

*To be used in conjunction with the SEND Support Arrangements Guidance for
Education settings*

**[FIRSTNAME]'s Surrey SEND Support Arrangements
One Page Profile**

Photo (Optional)

What is important to me.

-

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

I like:

-

Other People like:

-

How best to support me.

-

| | |
|-----------------------|--|
| Date Completed | |
| Completed by | |

Further Details

| | | | |
|---|--|---------------------|--|
| Family Name: | | First Name: | |
| Known as: | | | |
| Date of birth: | | Gender: | |
| NHS/NI/ICS/other registration numbers: | | | |
| Parent/carer names: | | | |
| Who has parental responsibility?: | | | |
| LAC status: | | | |
| Siblings: | | | |
| Contact address for child or young person: | | | |
| Contact addresses for parent/carers: | | | |
| Telephone: | | Mobile: | |
| Email: | | | |
| SEND Case Worker Name and Email | | | |
| Year group: | | Placed out of year: | |
| Ethnicity: | | First language: | |
| Language used at home: | | Religion: | |
| Main communication method: | | | |
| Language interpretation support needed: | | | |
| GP Name and contact details: | | | |
| Current consultant(s) details: | | | |
| Other practitioners who are/have been involved (Name, email, telephone): | | | |
| Times that are difficult for me or family to attend appointments: | | | |
| Barriers that might make it more difficult for me or family to attend appointments: | | | |
| Other relevant plans: | | | |
| Other useful information: | | | |

School Details

| | | | |
|--------------|--|----------------------|--|
| School Name: | | School Contact Name: | |
| Address: | | Postcode | |

| | |
|-----------------|--|
| Email (if any): | |
|-----------------|--|

SECTION 3 – [FIRSTNAME]’s story

Firstname’s story – play, health, schooling, independence, friends and relationships, further education, future plans.

| |
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Firstname’s family’s story

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More information on how to support Firstname’s and his/her family

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|--|

Firstname’s aspirations

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Firstname’s family’s aspirations for him/her

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| |
|--|

How Firstname’s and his/her family have taken part in this plan

| |
|--|
| |
|--|

SECTION 4 - [FIRSTNAME]'s special educational needs and other needs

Summary of key strengths and areas of need

More detailed information:

Communication and Interaction

Strengths and achievements:

-

Special Educational Needs:

-

Cognition and Learning:

Strengths and achievements:

-

Special Educational Needs:

-

Social, Emotional and Mental Health:

Strengths and achievements:

-

Special Educational Needs:

-

Sensory and Physical:

Strengths and achievements:

-

Special Educational Needs:

-

Summary of other needs

Prompt questions:


- 1. Are there any concerns outside of school which impact on your child's learning and well-being and/or make it more difficult for you to help your child e.g. housing, finance, family support networks.*
- 2. Is there anything else you feel it is important for us to know about your child's learning and behaviour at home?*
- 3. Is there any support you feel would help you as a parent/carer in supporting your child/family?*

| | |
|---|-------------------|
| Early Help Assessment Considered but not necessary | Date of Decision: |
|---|-------------------|

| | |
|--|-------------------|
| Early Help Assessment Completed | Date of Decision: |
|--|-------------------|

NB. If the child or young person is 18 or over these questions should be directed to the young person rather than the parent/carer unless the parent/carer advocacy for the young person or the young person has requested input from the parent/carer.

SECTION 5 – SEN Support Arrangements Plan

| Individual Support Plan | | |
|--|------------------------------------|---|
| Pupil Name: | |  |
| Date of Birth: | | |
| Agency Involvement: | | |
| ISP Start Date: | | |
| Plan Number: | | |
| Review Date: | | |
| ISP in conjunction with other reports: | | |
| Communication and Interaction: PLAN | SMART actions/strategies DO | Progress Review |
| SMART Target: Outcome: | | What has gone well: Barriers to further Progress: |
| Cognition and Learning: PLAN | SMART actions/strategies DO | Progress Review |
| SMART Target: Outcome: | | What has gone well: Barriers to further Progress: |
| Behaviour, Emotional and Social: PLAN | SMART actions/strategies DO | Progress Review |
| SMART Target: Outcome: | | What has gone well: Barriers to further Progress: |

| Sensory and Physical: PLAN | SMART actions/strategies DO | Progress Review |
|---|---|--|
| SMART Target: Outcome: | <ul style="list-style-type: none"> • | What has gone well: Barriers to further Progress: |
| Other relevant comments/advice: | | |
| Individual Support Plan Completed by: | | |
| Parent/carer/s: | | |
| Class Teacher: | | |
| SEND Support Assistant/Teaching Assistant: | | |

SECTION 6 – [FIRSTNAME]'s Progress DataData attached *(please state below)*

| | |
|---|----------|
| Progress tracker (to include EYFS/National Curriculum levels) | Yes / No |
| Standardised assessments | Yes / No |
| Other, please specify: | Yes / No |

SECTION 7 - Resources

| | Date | Attached (YES/NO) |
|------------------------|------|-------------------|
| Costed provision map 1 | | Yes / No |
| Costed provision map 2 | | Yes / No |

OR

| | Date | Attached (YES/NO) |
|----------------|------|-------------------|
| Schedule 2 IPA | | Yes / No |

OR

| | Date of receipt | Costed provision map attached (YES/NO) |
|-----------------------------|-----------------|--|
| Early Years Inclusion Grant | | Yes / No |
| Discretionary funding | | Yes / No |

SECTION 8 - Log of external practitioner's involvement

| Team/service and name | Date of involvement | Report in supporting information B (Yes/ no) |
|-----------------------|---------------------|--|
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SECTION 9 - Supporting information

Please enter any supporting information below