



St. Margaret's C of E Primary and Nursery School

SEND Policy

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Head Teacher's signature

Chair of governor's signature



SEND Policy

Aims of the Document

To inform teachers and staff of the *additional* processes in St Margaret's for children with SEND.

All other school policies remain relevant for children with SEND.

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Expectations of Progress

Children with a SEN Support classification are expected to make a year's worth of progress (expected progress) against their starting points in all subjects.

Teachers are responsible for the planning and progress of all children in their care.

SENDCo Tracking: (How a child is added to the SEN Register **Years 1 - 6**)

*A child has special educational needs when they have a **learning difficulty** which calls for **special educational provision**.*

*A **learning difficulty** is a significantly greater difficulty in learning than the majority of peers the same age.*

***Learning** happens over time and is best thought of as progress, not attainment. Learning is changes to long-term memory. It is knowing more and remembering more.*

***Special educational provision** is provision different from or additional to that normally available to pupils of the same age.*

***Neurodiversity** and **SEN** overlap, but they are not the same. A child can be neurodiverse without having a difficulty in their learning nor a requirement of special educational provision.*

Step 1

From PPM (pupil progress meetings), reading, writing or maths progress falls below 4/6s of the class's average steps for year-to-date, OR If better progress is dependent on special educational provision, move to Step 2

If the child is making better progress with no special educational provision, there is no SEN categorisation and the child will continue to be tracked in PPMs.

If the child has been through SENDCo tracking within the last 6 months, the child continues to be tracked via PPMs, and will not be tracked by the SENDCo for now.

The class teacher *must* have raised the progress concern at a structured conversation or other meeting with the parent before the pupil is tacked by the SENDCo.

Step 2

Teacher completes SENDCo Tracking Form.

The tracking form is here: https://docs.google.com/forms/d/1jrbY48YBwm58rtKLc_R5ejo-M2uOg9IEBIIIBqIG6xM/edit

If the child has low attendance (<90%) or high EAL (cat A or B average) (Unless there is *significant* or *persistent* concerns), there is no SEN categorisation and the child will continue to be tracked in PPMs.

Step 3

If Speech and Language concerns, Prog tool and observation

If Literacy difficulty concern, COPS or LASS and observation

If Maths difficulty concern, dyscalculia screen and observation

If Attention concern, observation

If SEMH concern, observation

If other concern, observation

These will be completed within a term of the PPM.

If the child has an EAL status, and through observation SEN is not clear, an EMTAS FLA will be initiated.

Step 4

A child will be added to the SEN register if.

- 2 or more cognitive tests (not an attainment subtest) on the **LASS** or **COPS** score below 85 with no testing errors*.
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- 1 or more cognitive tests (not an attainment subtest) on the **Dyscalculia Screen** score below 85.
- The **Progression Tool** indicates red in at least 1 subtest.
- SENDCo observes there to be an involuntary attention difficulty despite good provision as outlined in the Adaptive Practice Toolkit from the class teacher.
- SENDCo observes there to be an involuntary SEMH difficulty despite good provision as outlined in the Adaptive Practice Toolkit from the class teacher.
- SENDCo observes there to be a sensory or physical impairment.

If the child does not meet these criteria, the child will not be categorised as SEN and will continue to be tracked in PPMs.

SENDCo Tracking: (How a child is added to the SEN Register EYFS)

*A child has special educational needs when they have a **learning difficulty** which calls for **special educational provision**.*

*A **learning difficulty** is a significantly greater difficulty in learning than the majority of peers the same age.*

***Learning** happens over time and is best thought of as progress, not attainment. Learning is changes to long-term memory. It is knowing more and remembering more.*

***Special educational provision** is provision different from or additional to that normally available to pupils of the same age.*

***Neurodiversity** and **SEN** overlap, but they are not the same. A child can be neurodiverse without having a difficulty in their learning nor a requirement of special educational provision.*

Step 1

A teacher raises concerns about a pupil's *rate of learning* and/or *a requirement of special educational provision* in a pupil progress meeting (PPM).

If the child is making *progress* in line with peers with no special educational provision, there is no SEN categorisation and the child will continue to be tracked in PPMs.

If the child has been through the pathway within the last 6 months, the child continues to be tracked via PPMs, and will not go onto the pathway.

The class teacher *must* have raised the progress concern at a structured conversation or other meeting with the parent before using the SENDCo referral form.

Step 2

Teacher completes SENDCo Referral Form.

The tracking form is here: https://docs.google.com/forms/d/13W9mQ50AEjANiFPPvem1_A90ZBwwqF-PGeY5MLJWJvU/edit

If the child has low attendance (<90%) or high EAL (cat A or B average) (Unless there is *significant* or *persistent* concerns), there is no SEN categorisation and the child will continue to be tracked in PPMs.

Step 3

If Speech and Language concerns, Language Screen and observation

If Literacy difficulty concern, COPs or LASS and observation

If Maths difficulty concern, dyscalculia screen and observation

If Attention concern, observation

If SEMH concern, observation

If other concern, observation

These will be completed within a term of the PPM.

If the child has an EAL status, and through observation SEN is not clear, an EMTAS FLA will be initiated.

Step 4

A child will be added to the SEN register if.

- 2 or more cognitive tests (not an attainment subtest) on the **LASS** or **COPS** score below 85 with no testing errors*.
- 1 or more cognitive tests (not an attainment subtest) on the **Dyscalculia Screen** score below 85.
- The child scores 85 or below as a standardised score on **Language Screen**.
- SENDCo observes there to be an involuntary attention difficulty despite good provision as outlined in the Adaptive Practice Toolkit from the class teacher.
- SENDCo observes there to be an involuntary SEMH difficulty despite good provision as outlined in the Adaptive Practice Toolkit from the class teacher.
- SENDCo observes there to be a sensory or physical impairment.

If the child does not meet these criteria, the child will not be categorised as SEN and will continue to be tracked in PPMs.

Removal from the SEN Register

A child's parents/carers will be sent a removal from SEN Register Letter if they fulfil all three of the following criteria:

- They have been SEN for at least one year
- They are making at least 5% of class average progress in Reading, Writing, and Maths
- The progress is not dependent on Special Educational Provision

A removal from SEN register letter will be sent to the parent.

Class teachers will inform parents of this at the end of the school day, and hand them the letter.

Adaptive Practice Toolkit



This is a link to the Adaptive Practice Toolkit:

https://docs.google.com/document/d/1CHK4RYGb7A3_6IivZN8Th7jDzVXbGHUmEKWG3XPKJ3Q/edit

Teachers will be expected to implement strategies identified in the adaptive practice toolkit, and the SENDCo will make regular classroom observations against those criteria.

Following observations, teachers will receive written feedback against the criteria outlined in the Adaptive Practice Toolkit

All Shelf 1 Tools will be implemented in whole class teaching.

Teachers can choose from shelf 2 tools for individuals or groups of children. Any such provision must be detailed in the child's individual learning plans.

Shelf 3 is a selection of withdrawn interventions, from which the teacher can select an intervention for a group or individual with SEND.

ILPs (Individual Learning Plans)

All provisions in the ILPs are expected to happen. And the SENDCo will monitor their actioning.

Class teachers formally produce ILPs **three times annually**, submitted at the start of each term at a date set by the SENDCo. Plus one closing ILP at the end of the year. There is a fourth closing ILP.

Prior to their sending to parents, the SENDCo monitors ILPs and provides feedback to the teacher, which the teacher must address before sending them to parents.

Teachers set **SMART targets** based on accurate assessments (Specific, Measurable, Achievable, Realistic, Time-bound)

Teachers provide a plan of provision to meet these targets through classroom provision and/or intervention.

All targets have entry and exit data. Evidence of the child's entry and exit data

If a child is in a withdrawn intervention, they must have a target in their ILP to reflect this. But this does not work vica verca IE a child can have a target and not have a withdrawn intervention for that target; it may happen in class.

Each target has **entry and exit data**. Evidence for each piece of entry and exit data is stored in the intervention folders.

Each review window, the child's progress is evident in entry and exit data. The teacher will evaluate the impact of their provision against this entry/exit data progress, and set targets and provision based on their evaluation of the prior provision's impact on progress (assess, plan, do, review).

For children with EHCPs, targets for children with EHCPs must be drawn from section E of their EHCPs. These targets are displayed at the top of the child's ILP. The targets in the EHCPs are often long-term aspirations, and the teacher must derive shorter-term SMART targets from these on their own judgement (or with support from the SENDCO).

Withdrawn Interventions

- Withdrawn interventions are frequent, structured one to one or small group sessions taking place outside of the classroom.
- For a list of available withdrawn interventions, see the Adaptive Practice Toolkit.
- Teachers submit an intervention timetable alongside submitting ILPs.
- Class TAs must spend their afternoons delivering withdrawn interventions.
- Frequency: an intervention must run at least x4 weekly, ideally more than this. Exceptions are:
 - Thrive (Group) x2 weekly.
- Interventions are primarily for children with SEND. In each intervention there must be at least one child with SEND.
- On your intervention timetables, please specify:
 - Name of intervention
 - When
 - Which children
 - Which adult leads

Intervention Folders

- Each time a withdrawn intervention is run, it must be logged on a target log in the relevant wallet.
- 1 folders per term: orange in autumn, green in spring, yellow in summer
- 1 tab is 1 child
- Within each tab, the 1st wallet is ILP, Then..
- 1 wallet is 1 target: Clearly label the target on the wallet with a white sticker
- Inside each target wallet is:
 - 1) Entry Data Evidence (Clearly write “Entry data” on the evidence)**
 - a) Could be an extract from exercise book
 - b) Could be test
 - c) If RWI, SOUND LINKAGE, THRIVE, the assessment must be used
 - d) Could be a written observation/statement
 - 2) Target Logs**
 - a) This is for any additional out-of-class intervention.
 - 3) Exit Data Evidence (Clearly write “Exit Data” on the evidence)**
 - a) Could be an extract from exercise book
 - b) Could be test

c) Could written observation/statement

EHCPS (Education, Health, and Care Plans)

The school carries out its statutory duties for maintaining EHCPS.

If a child has an EHCP, the teacher must understand the child's needs as explained in the document.

All provisions in section F must be provided for that child.

All section E targets will be broken down into SMART targets in a child's ILP.

Each child with an EHCP will have Annual Review Meetings. The class teacher in partnership with SENDCO will plan for and attend these meetings.

SSC (Specialist Support Centre)

We have 8 places for children with Physical and/or Sensory needs.

Each child through the SSC will have an EHCP (see above).

Each child is fully integrated into mainstream classes.

Children in the SSC are likely to need teacher or TA support with both gross and fine motor skills, with the school working in partnership with NHS physiotherapy and NHS Occupational Therapy respectively. This means children through the SSC are likely to require additional intervention in these areas. The SENDCO will provide child-specific guidance.