Riccall Primary School

To be the best that we can be

Special Educational Needs and Disability Policy

Riccall Community Primary School

Date: 10/09/2024

Review date: 10/09/2026

Headteacher: Mr Jamie Llewellyn

SENDCo:Mrs Kelly Zacharenko

Date of NASENCo Award: Kelly Zacharenko- February 2023

SEND Governor: Mrs Sue Sandle and Mrs Helen Caulfield

This Policy has been written to reflect current legislation and other school policies:

- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- Equality Act 2010: advice for schools DfE Feb 2013
- The Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Schools SEN Information Report Regulations 2015
- School's Safeguarding Policy
- School's Accessibility Plan
- Current teachers standards
- Current teaching assistant standards

Contents

School Ethos 3

Objectives and aims 3

How Do We Identify Pupils with SEND 4

There are 4 broad areas of need 5

Special Education Provision 5

Involving Specialists 6

Transition 7

Education, Health and Care Plans (EHCP) 7

Confidentiality 7

Roles and Responsibilities 7

Role of the Governors 7

Role of the SEN Governor 8

Role of the Headteacher 9

Role of the SENCo 9

Role of class teachers/subject teachers 11

Role of all support staff (including MSAs) 11

School Ethos

Riccall Community Primary School believes that all learners should have equal opportunity to join in with a full array of experiences, which should recognise, respect and celebrate diversity and independence whilst providing support and challenge. We aim to be inclusive by identifying and removing barriers to learning and participation, so that all learners can flourish irrespective of age, ability, gender, ethnicity, language, social background, or personal circumstances. Our curriculum embodies our growth mindset and Riccall PETS (Perseverance, Enthusiasm, Teamwork and Success). We hope to empower all our learners to achieve their full potential through a lifelong learning journey (Article 29 from the UN Convention on the Rights of a Child)

Our school's philosophy is built upon creating an environment that encourages children to be ready to learn, respectful towards others and safe in their surroundings. These values apply to every child and adult in school and are a school expectation in order for our school community to be the best that it can be.

Our Philosophy

The school community believes that:

- All pupils are equally valued and school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning will be adapted to suit the needs of all learners and recognise different routes to achievement. We recognise the importance of technologies and facilitate this aim.
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Parents will be fully involved as partners in their child's education, including provision
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND Policy

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practises for pupils with Special Educational Needs and Disabilities (SEND). Every adult within the school must follow this policy. Where **'must'** is used, this is a statutory requirement. All items in *italics* are taken directly from the SEND Code of Practice 2015

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
· achieve their best

· become confident individuals living fulfilled lives, and

· make a successful transition into adulthood, whether into employment, further or higher education or training

We **must**:
· use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet their needs

· ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
· designate a teacher to be responsible for co-ordinating SEND provision – the SEN co-ordinator, or SENCo
· inform parents when they are making special educational provision for their child
· prepare an SEND information report
· state our arrangements for the admission of disabled children,
· ensure steps are being taken to prevent disabled children from being treated less favourably than others,
· show the facilities provided to enable access to the school for disabled children in our accessibility plan

We **must** have due regard to the general duties to promote disability equality.

There is a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders will regularly review how expertise and resources to address SEND can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of teaching for pupils with SEND, and the progress made by pupils, will be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

How Do We Identify Pupils with SEND

6.2 Every school is required to identify and address the SEN of the pupils that they support.

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

The identification of SEN will be built into the overall approach to monitoring the progress and development of all our pupils.

See Flowchart for teachers

1. Any child who gives you a concern whether it is due to a delay in academic progress, development or social need will be noted and dated on the child's records. This is referred to as a ***'short note'*** in the SEND CoP. It is imperative that this initial concern is logged and dated by the class teacher. These concerns are then logged within the child's individual folders on the staff shared area. If you have recorded a 'short note' you **MUST** inform Mrs Kelly Zacharenko (SENCo) and the relevant subject leader of your concern within 2 working days and the child can be added to the appropriate overview sheet by their class teacher to outline their specific need. (If there is a child protection issue then the school's safeguarding procedures **MUST** be followed)

Short Note

Date			
Child's Name		**Date of birth**	
Status (highlight as required)	LAC EAL PP	**Area of need (highlight as required)**	Communication and Interaction Social, emotional, mental health Sensory and/or Physical Cognition and Learning
Short note	**Latest assessment scores**: Reading: Writing: Maths: Spelling: Other: What are your specific concerns? Is there anything that you are trying/ have tried?		
What would you like the SENCo to do? **(highlight as required)**	Observe child in class Meet with parents Recommend an intervention Make a referral to: Help with classroom strategies/equipment Other:		
SENDCo Notes			

2. If a parent or pupil also raises a concern, this must be taken seriously and we must listen to these concerns. These will be noted and dated on the child's records, as above. Teachers must inform Mrs Kelly Zacharenko of their concern within 2 working days and log as above. (If there is a child protection issue, then the school's safeguarding procedures **MUST** be followed)

3. At this point the child is <u>not</u> regarded as having SEND. How well the child responds or otherwise to the adjustments will determine if s/he has SEND.

4. Discuss informally with the parent and gather information about the concern and what the barrier to learning is. The SENCo will support you, if required. Make any reasonable adjustments to your teaching and report at the next pupil progress meeting the impact of your adjustments (or at the next agreed time – this will be a maximum of one term).

   6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

   If appropriate, the SENCo may approach others such as Early Help as per the guidance in NYCC's Ladder of Intervention. A child with SEND must not be discriminated against, sanctioned or disciplined due to their special educational need. "Behavioural difficulties" is no longer an adequate description of need.

   6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This 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

Pupils that are working on objectives below their current year group should be tracked using the SEN Assessments for reading, writing and maths. These records should be updated regularly in line with objectives the children have achieved. Each objective should be dated to ensure the small steps of progress are recorded effectively. These assessments are documented using excel so they continue when the child moves to the next year group. They are also saved on the staff shared area as a google document so they are accessible to the relevant subjects leaders. .

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. At this point a decision as to whether the child has SEN will be made in conjunction with the SENCo. The CYP is now described as being at 'SEN Support'. They will appear as Code K on the school census.

6. SEND list – The SENCo will maintain a list of pupils who have been identified as having SEND. The list will be kept on the staff shared area and updated accordingly. All teachers can access this list in order to see the records of any children with additional needs. Any documentation/ information is stored on a secure drive that can only be accessed by the members of staff employed by Riccall Community Primary School. Anyone accessing these documents must treat the content in confidence and in line with General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. It is the responsibility of the class/subject teacher to look regularly at the content for their pupils for any updates. All information such as SEND support plans, communications, reports, EHCPs, annual reviews etc. are available to access in the children's individual files on the secure Google Drive. This must be kept up to date in line with our policy. Teachers are required to upload any information and plans to the correct pupil file within 5 working days of them being received or written. They are also required to share the documentation with the relevant subject leaders.

There are 4 broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with the SENCo

Special Education Provision

Once the CYP has been identified as having SEN then a formal process begins. We **must** take action to remove barriers to learning and put effective special education provision in place.

This is called the Graduated Response. It is a 4-part cycle: Assess, Plan, Do and Review. This is also known as the SEN Support Plan.

Parents **must** be informed that their child has additional and different provision which being provided for their child. The parents will be signposted to NYCC special educational needs and disabilities advisory and support service (SENDIASS) and the local offer

1. **Assess.** Assess CYPs needs – this will happen at each cycle to ensure we obtain a clear analysis of the CYP's needs. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support.
2. **Plan.** The targets will be updated at least termly with the parents and CYP but the documentation will be reviewed every half herm. The views of parents and pupils are of paramount importance. This will be recorded on the SEN Support Plan.
   The plan is written by the class teacher and supported by the SENCo if required. We use the SEN Support Plan template. The focus will be on how to overcome the barriers to learning identified in the assessment. An agreed date to review the plan with the parents will be made at this meeting. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class or subject teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support must be suitably trained to undertake the intervention.

SEND Support Plans will be updated or edited on a half termly basis in line with the expectations of the LA.

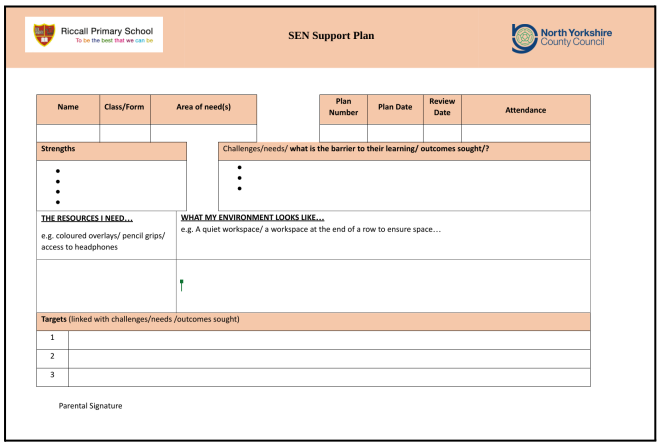
- September- October
- October- December
- January- February
- February- March
- April- May
- May- June
- June- July

The plans will be uploaded onto our server within 5 working days of the meeting and a copy given to the parent. The date of the next meeting will be put into the school diary. Do not agree to any evidence based interventions being put into the plan without first consulting the SENCo to ensure availability of the person delivering it. The SENCo will monitor the quality and appropriateness of the plans.

3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers as we are a school that follows the Maximising the Impact of Teaching Assistants (MITA) approach. Teachers are still required to work with the child in order to plan and assess the impact of any adjustments, support or interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and development

areas, in problem solving and advising on the effective implementation of support. The SENCo will monitor this provision.

4. **Review** The class teacher will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.



Riccall Primary School
To be the best that we can be

SEN Support Plan

North Yorkshire County Council

Name	Class/Form	Area of need(s)	Plan Number	Plan Date	Review Date	Attendance

Strengths	Challenges/needs/ what is the barrier to their learning/ outcomes sought/?
•	•

THE RESOURCES I NEED…	WHAT MY ENVIRONMENT LOOKS LIKE…
e.g. coloured overlays/ pencil grips/ access to headphones	e.g. A quiet workspace/ a workspace at the end of a row to ensure space…

Targets (linked with challenges/needs /outcomes sought)	
1	
2	
3	

Parental Signature

Involving Specialists

If at any point the class teacher in consultation with the SENCo feels they need additional advice and support from an outside agency then the consent of the parent **must** be obtained first.
Where the parent agrees, our school will always involve a specialist, for example by making a referral to NY SEND Hub. This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application by completing the hub referral form to outline the needs of the child. Class teachers are expected to engage with the outside agency the school has approached, and incorporate their recommendations into their plans.

North Yorkshire County Council

Request for Support from SEND Hub
& / or Inclusion Locality Panels

PLEASE COMPLETE AS FULLY AS POSSIBLE FOR ANY CHILD FOR WHOM YOU ARE REQUESTING SUPPORT. PLEASE REFER TO HUB GUIDANCE FOR SPECIFIC DETAILS OF ELIGIBILITY AND CRITERIA

Details of the child or young person			
Name of CYP		Parents/carers	
Identified gender		Home address and postcode	
DoB			
Year group			
UPN		Tel	
Support level	SEN Support/EHCP	% attendance	

Details of school/setting or other provision			
School/setting		Address	
Head/Lead		Tel	
Key contact		Email	

Details of person referring for support			
Organisation		Tel	
Name of referrer		Date of referral	
Role		Email	

Other agencies/ professionals involved			
Name	Role	Organisation	Contact telephone or Email

Transition

SEN support will include a plan for effective transition between phases of education. The chronology of support and involvement includes a section for completion by the class or subject teacher at points of transition. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the class or subject teacher.

Education, Health and Care Plans (EHCP)

Where a child is in receipt of an EHCP. The provision in Section F of the plan **must** be provided. The teacher remains responsible for the CYPs progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' called each year. This will be before the date of the anniversary of the plan being issued. The SENCo or member of the senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss with the SENCo.

Confidentiality

Staff may have access to personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a pupil, for

example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. Any concerns in relation to safeguarding should be passed directly to Mr Nick Styles (Head teacher) If a child – or their parent / carer – makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti- discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:
· Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
· Pupils being more prone to peer group isolation than other pupils.
· The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
· Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

Roles and Responsibilities

School leaders and teaching staff, including the SENCo, will identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The SENCo will use the data dashboards to compare our school with local and national data annually and report to the senior leadership team. (The January census is used and the data is supplied by the LA at the end of the summer term or early autumn term each year)

Role of the Governors

The Governing Body will work with the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010.

The Governors **must** have regard to the SEND Code of Practice.

The Governors **must** ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e. they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If the SENCo does not have this award on the day they are appointed then they **must** ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo.

- *6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*

- *6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

In our school, this means that a SEN Governor is appointed to work directly with the SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors **must** publish at least annually an SEN Information report.

- *6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report **must** contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting children and young people who are looked after by the local authority and have SEN. This will be uploaded onto our school website in the SEND information section (edit as appropriate)

*The School governing bodies **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.*

Role of the SEN Governor

The SEN Governors (Mrs Sue Sandle and Mrs Helen Caulfield) will be familiar with the SEND Code of Practice 2015 particularly Chapter 6

Be a critical friend to the SENCo by visiting at least once a term

Be aware of:

- the numbers of children and young people at the school with SEN and disabilities
- The SEN action plan

Monitor:

- the progress and attainment of pupils with SEND
- attendance rates for pupils with SEND
- exclusion rates for pupils with SEND – This includes monitoring the use and frequency of internal exclusions from lessons/activities. Where a school adopts isolation/seclusion rooms as part of their behaviour policy, ensure these are not used routinely for pupils with SEND.
- monitor that pupils are not being unfairly treated due to their Special Educational Needs within the school's behaviour policy.
- whether there is early intervention to address underlying causes of disruptive behaviour and whether appropriate assessment and provision is in place to support any SEN or disability that a pupil may have

Investigate:

- the gaps or differences in performance, attendance or exclusion(including internal exclusions) levels between children with and without SEND
- areas of strength and weakness, according to the SENCo and other staff
- how SEND is represented in the school improvement plan, and whether progress is being made
- obtain the views parents of pupils with SEND, about their experience of the school's SEN provision
- obtain the views of pupils with SEND, about their enjoyment and experience of learning
- obtain the views of teachers, about their ability to implement the SEND plan

Report:

- each term to the full governing board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy and provision in the school

They are responsible along with the governing body to ensure the school meets its responsibilities under the Equality Act 2010

The Headteacher along with other members of the senior leadership team and SENCo will publish a clear picture of the resources that are available to the school.

They will ensure that those working with any CYP who has SEND is aware of their needs and have arrangements in place to meet them

Role of the SENCo

6.87 The SENCo has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENCo will *include:*

· overseeing the day-to-day operation of the school's SEN policy

· co-ordinating provision for children with SEN

· liaising with the relevant Designated Teacher where a looked after pupil has SEN

· advising on the graduated approach to providing SEN support

· advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

· liaising with parents of pupils with SEN

· liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

· being a key point of contact with external agencies, especially the local authority and its support services

· liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

· working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

· ensuring that the school keeps the records of all pupils with SEN up to date

The school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The SENCo has a strategic and operational aspect to their role.

Operational	Strategic
Day to day systems	Knowing our school data and types of SEND and respond according with CPD for staff
Paperwork	Write and implement an action plan
Liaise with agencies	Monitor and review provision and impact
Liaise with parents and teachers	Budget – Value for money
Teaching assistants deployment	Review processes and systems
Transitions	Monitoring and line management of TAs
	Report to SLT/Governors

The monitoring of SEND provision in school is an essential role of the SENCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources and environment,
- scrutiny of SEND Support Plan content, implementation and impact
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings
- staff voice
- informal/ formal feedback from staff, parents and CYP
- pupil questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills in line with MITA
- informal/formal feedback from staff, parents and pupils
- Pupil progress tracking, using assessment data (either whole school approach or SEND assessment documents on (T) Drive.
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact
- supporting pupils and staff with effective transition
- support CPD with a focus on SEND in school
- termly meeting with SEN Governor and report to the senior leadership team

Role of class teachers/subject leaders

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

- To support the SENCo and senior leadership team to implement this policy and have due regard to the SEND Code of Practice 2015
- To support and engage with the SENCo in regard to the SEND monitoring role.
- To identify pupils with SEND
- To write effective SEN Support Plans and implement and review them as set out in this policy
- Set high expectations for every pupils including those with SEND
- To liaise effectively with parents and listen and act upon their concerns.
- Use appropriate assessments to set targets that are ambitious for all pupils
- To plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- To use their best endeavours to meet the needs of pupils with SEND
- To make reasonable adjustments to overcome barriers to learning
- To remain responsible for working with the child on a daily basis
- To keep abreast of SEND initiatives and CPD
- Ensure all quality first teaching meets the needs of all learners and their starting points

All information related to SEND and links to appropriate documentation can be found in the school's SEND Handbook.

Role of all support staff (including MSAs)

- The role of a TAs is to ensure pupils become independent, resilient learners.
- To promote self-esteem and social inclusion
- To develop their knowledge of the curriculum
- To work collaboratively with class/subject teachers to overcome any barriers to learning
- To report to the class/subject teacher any observations about the pupils they are supporting.
- To contribute to reports for reviews of pupils with SEND
- To attend CPD and keep abreast of initiatives
- To follow the TA Standards
- MSAs are to ensure the safety of the children
- MSAs must follow the confidentiality policy when liaising with parents
- MSAs are responsible for ensuring all needs within the children's plans are met where appropriate

Flowchart for **Teachers** to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.

All pupils receive high quality teaching.

CT/ST has concerns about a CYPs progress / attainment/ development or social needs. Or from Pupil Progress meeting

CT/ST meets with parents to discuss their observations and concerns to see if there are similarities at home. **SHORT NOTE PUT ON SCHOOL SYSETM**. Discuss concerns with relevant subject leader. Make reasonable adjustments and use any appropriate catch-up programmes. Use school provision map for guidance

Progress is made

Difficulties persist, little or no progress made even with interventions (maximum one term)

More detailed and formalised meeting with SENCo. Discuss and agree next steps with parents and CYP. (Are in depth observations and /or diagnostic and/or standardised assessments required from within school?). Evaluate and review planned interventions. See SEND Early Identification Toolkit (available on CYPS info)

Child now recorded at SEN Support on school system, also identified as Code K on census.

Parents must be sensitively informed that child has SEN/D

Discuss and write a SEN support plan (IEP, IPM etc.) with parent and CYP. SENCo may support if required. Plan must include info about adjustments, interventions and support to be provided as well as the expected impact on progress, development or behaviour. There must be a clear date for review

Review Progress, half termly or termly as appropriate with parents and CYP in consultation/support from SENCo

Progress is made

Review and modify IPM/SEN support plan. Continue for a further cycle of APDR

Difficulties Persist

Review IPM.

Repeat cycle as often as required.

A full term's worth of evidence should now be available to support referral to SPA- RfI.

Implement recommendations from EMS/other outside agencies.

Gather evidence of the impact of the recommendations

Difficulties Persist

Use the provision bandings with SENCo to look at level of need in consultation with parents & CYP. Consider EHCP