

Dishforth Airfield Primary School

Special Educational Needs and Disability Policy

Date: 24/01/25

Review date: 24/01/2025

SENCo: Mrs Carole Kestell

Date of NASENCo Award - 11th December 2019

The SENCo is a member of the senior leadership team

SEN Governor Sue Brookes

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

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

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School Ethos

At Dishforth Airfield Primary School we believe in promoting the individual child, within a happy, secure environment where children and staff feel valued and respect each other.

We aim for:

- A sense of pride and self-esteem in each child, developing confidence as independent learners.
- High standards in both academic achievement and behaviour.
- Close co-operation with parents, Governors, the local, national and global community.

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use '**must**' when referring to 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*

Things we **must** do:

- 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 the needs of children and young people with SEND
- 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 Special Educational Needs co-ordinator, or SENCo
- inform parents when we are making special educational provision for their child
- prepare a SEN information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEN is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

How Do Teachers Identify Pupils with SEND?

See **Flowchart for teachers**

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 is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outlines the process that you as a teacher will follow to identify pupils with SEN.

1. Any child who gives you a concern whether it is due to a lack of 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 your initial concern is logged and dated. We use a 'chronology of support and involvement' log (Pupil Progress, Parents Evening targets, discussion with SENCO and parents – recorded on CPOMS). Inform SENCO of your concern within 2 working days on (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
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. Again, inform SENCO of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures **MUST** be followed)
3. N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.
4. Class Teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENCo will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period 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 North Yorkshire Council's (NYC) Ladder of Intervention. Any child in our school with SEND will not be discriminated against, sanctioned, or disciplined due to their special educational 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

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 child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENCo.
6. Our SENCo will maintain a list of pupils who have been identified as having SEN on our SEN list. Access to the SEND register is via the SENCO. Weekly and termly discussions are held to update the plan
7. All teachers can access this list to see the records for the pupils they teach – this is updated by the SENCO as required – the register is password protected. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). All information such as SEN support plans, communications, reports, EHCPs, annual reviews etc. are available via the SENCO. Teachers are required to upload any information and plans to the correct pupil file within 5 working days of them being received or written.

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 our SENCo. To assist us, NYC has banding descriptors for each area of need.

Special Educational Provision

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

This is called the **Graduated Response**. It is a 4-part cycle: Assess, Plan, Do and Review.

Parents **must** be informed that their child has SEN, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#) . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.
2. **Plan.** This will be undertaken at least termly with the parents and CYP. The views of parents and pupils are of paramount importance. This will be recorded on the plan.

The plan is written by the class teacher, supported by the SENCo if required. We use the Schools Individual Provision Map (IPM see appendix). An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps (see Appendix) to help plan any adjustments, approaches, resources, or interventions required. 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 teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention.

The autumn plans will be written before the end of September; the spring and summer plans will be written within the first two weeks of each term. The plans will be sent to the SENCO alongside the intervention timetable within 5 working days of the meeting and a copy given to the parent. The meeting and any outcomes will be recorded on CPOMS. The SENCo will monitor the quality 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. Teachers are still required to work with the child 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 needs, by 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.

Involving Specialists

If at any point the class teacher in consultation with the SENCo feel they need additional advice and support from an outside agency, then the consent of the parent **must** be obtained first.

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. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

SEN support will include a plan for effective transition between phases of education. A PIP is completed prior to transition and the flow chart included within the IPM is updated by the class 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 teacher.

Education, Health and Care Plans (EHCP)

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

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. 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 CYP 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 CYP'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 CYP, 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. If a CYP, 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 disproportionately 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

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

Accessibility Statutory Responsibilities

The SEN and Disability Act 2001 placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided, and
- Improving the availability of accessible information to disabled pupils and their families

Admissions

Applications to the school are made through the local authority admissions. If you are thinking of sending your child to Dishforth Airfield Primary School and would like more information you can contact the Administrator at Dishforth Airfield School. Neither a child's ability, learning need or disability feature in the admission process unless the child has an Education Health and Care Plan, and the school has been named on the plan. If your child has special educational needs you may wish to contact Mrs Kestell, SENCo to discuss how the school could meet your child's needs.

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) regarding using their best endeavours and Equality Act 2010.

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

Our 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 our SENCo does not have this award on the day, they are appointed then our Governing Body **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 a **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 CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND page.

*School governing bodies and proprietors **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

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND

- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

Role of the Headteacher

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

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g., a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who SEND has 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*

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our 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 monitoring of SEND provision in our school is an essential role of our 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 all SEND support plans content, implementation, and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutiny
- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- Staff voice
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact
- supporting CYP and staff with effective transition

- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEN Governor and report to our senior leadership team

Role of class teachers

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 role of the class teachers is to:

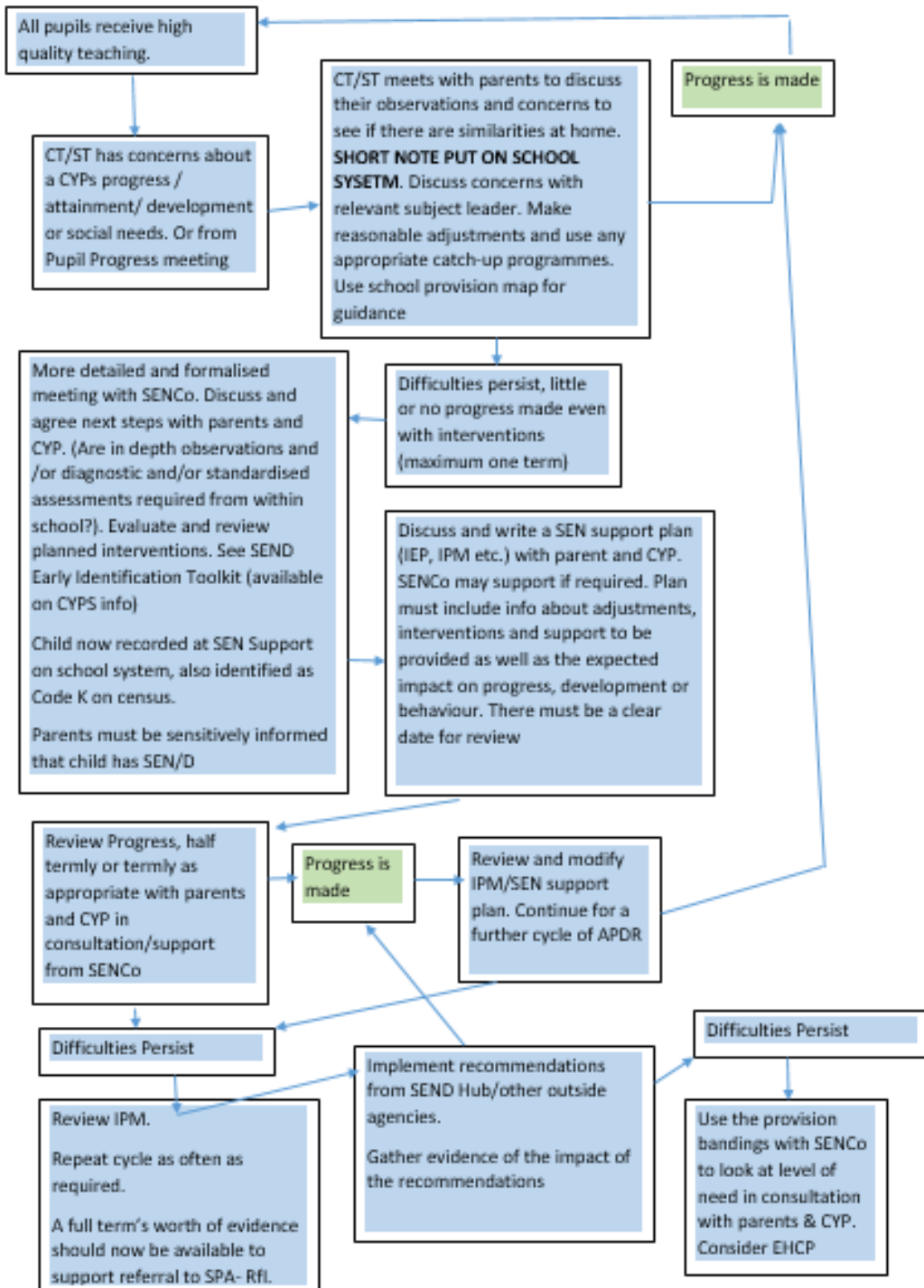
- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEN support plans, and implement and review them, as set out in this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

Role of all support staff (including MSAs, front line staff)

The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)
- record on CPOMs as required

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



SEND INDIVIDUAL PROVISION MAP – PUPILS NAME

Pupil:		Year group:	Date of Admission:		Previous School: 0	
Child (No of prior schools)	KS1 prior attainment		Total Steps of Progress 2022- 2023	Total Steps of Progress 2023 – 2024	Total Steps of Progress 2024 – 2025	Total Steps of Progress 2025 – 2026
		Reading				
		HFW reading				
		Book Band				
		Writing				
		HFW Spelling				
		Maths				
		SMIRFS				

Primary Area of Need	
Secondary Needs	

Outside Agency Involvement	



What was/were the issue(s)?



What did we do?

-



What are we going to do next?

-



What difference did it make?

-

Additional and Different SEND support

Additional and Different SEND support		
Pupil's strengths	Provision in Place – within every lesson	
<ul style="list-style-type: none"> • • 	<p>COGNITION & LEARNING</p> <ul style="list-style-type: none"> • 	<p>COMMUNICATION & INTERACTION</p> <ul style="list-style-type: none"> •
<p>PUPILS VIEWS- to be updated each term by colour</p> <p>What I'm good at, what people like...</p> <p>What's going well for me...</p> <p>What's important to me now...</p> <p>What's important to me in the future...</p> <p>How you can help me to make choices and to let you know what I want to happen...</p>	<p>SOCIAL, EMOTIONAL & MENTAL HEALTH</p> <ul style="list-style-type: none"> • 	<p>SENSORY, PHYSICAL, MEDICAL</p> <ul style="list-style-type: none"> •

TARGET MAT – AUTUMN TERM YEAR GROUP

	<i>Pre-Assessment</i>	<i>Target</i> <i>Specific Measurable Achievable Realistic Targets</i>	<i>Provision</i>	<i>Post Assessment</i>	<i>Review and next Steps</i> <i>Pupil, Parent and Staff</i>
My Child has Special Educational Needs and the school gives them the support they need to succeed					
Strongly Agree	Agree		Disagree	Strongly Disagree	
Signed _____ Class teacher			Signed _____ Parent		
Signed _____ Pupil					
Children’s Education Advisory Service (CEAS) supports operational effectiveness through the provision of educational support to service and eligible MOD civilian families. If you require information, guidance or support regarding your child(ren)’s special educational additional needs and/or disability, please feel free to contact CEAS. You will need to register your child with CEAS.					

TARGET MAT – SPRING TERM YEAR GROUP

	Pre-Assessment	Target <i>Specific Measurable Achievable Realistic Targets</i>	Provision	Post Assessment	Review and next Steps <i>Pupil, Parent and Staff</i>
My Child has Special Educational Needs and the school gives them the support they need to succeed					
Strongly Agree		Agree		Disagree	
Strongly Disagree					
Signed _____ Class teacher Signed _____ Parent Signed _____ Pupil					
Children’s Education Advisory Service (CEAS) supports operational effectiveness through the provision of educational support to service and eligible MOD civilian families. If you require information, guidance or support regarding your child(ren)’s special educational additional needs and/or disability, please feel free to contact CEAS. You will need to register your child with CEAS.					

TARGET MAT – SUMMER YEAR GROUP

	<i>Pre-Assessment</i>	<i>Target</i> <i>Specific Measurable</i> <i>Achievable Realistic Targets</i>	<i>Provision</i>	<i>Post Assessment</i>	<i>Review and next Steps</i> <i>Pupil, Parent and Staff</i>
My Child has Special Educational Needs and the school gives them the support they need to succeed					
Strongly Agree	Agree		Disagree	Strongly Disagree	
Signed _____ Class teacher			Signed _____ Parent		
Signed _____ Pupil					
<p>Children’s Education Advisory Service (CEAS) supports operational effectiveness through the provision of educational support to service and eligible MOD civilian families. If you require information, guidance or support regarding your child(ren)’s special educational additional needs and/or disability, please feel free to contact CEAS. You will need to register your child with CEAS.</p>					

Additional and Different Provision at Dishforth Airfield Primary School

Cognition and Learning (SpLD, SLD, PMLD)

Whole school expectation: Differentiated curriculum planning, activities, delivery and outcome

Universal Provision	Catch up Intervention	Highly Personalised SEN Support
Quality first teaching – all pupils	Group/ individual catch up interventions	Additional and different for some pupils
Consider learning styles - VAK Have high expectations Keep up pace-vary tasks Talk partners – careful choice of partner Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing/speaking frames: Sue Palmer interactive skeleton, Barnsley frames, non fiction text genres success criteria linked to TTS booklets Access to word processor Spell checkers Read Write Inc simple/complex speed sound charts displayed in classrooms Alternative recording -Mind mapping Alternative recording –pictorial/ diagrams Voice recorder app on ipads Use of speech bubbles to record spoken ideas to develop “hold a sentence” technique Say child’s name prior to instructions Allow processing time Break instructions into manageable chunks Break recorded (literacy based) tasks into subskills:	Pre-learning eg new vocab/additional consolidation from last lesson before moving on Read Write Inc. Spelling/phonics (Set 2/3) catch up No Nonsense Spelling	Units of Sound Dyslexia Programme Paired Writing Paired Reading Memory Booster Write from the Start Narrative Storytelling ALK Overcoming Barriers to Maths Use of Key Objective assessment cards to identify gaps in learning Inclusion Hub involvement SENCo supporting specific children on IPMs Educational Psychologist assessment, advice and support targets

<ul style="list-style-type: none"> • conceptual understanding – sequencing ideas • sequencing words – ordering own words cards • use of phonic strategies – use speech bubbles/recording devices • letter/handwriting formation • editing <p>Talk partners</p> <p>Give external memory aids –post its/ jotters/aide memoires/colour coded questions linked to areas of text</p> <p>Alphabet arcs on tables and displayed in classrooms</p> <p>Multi sensory teaching VAK</p> <p>Prior learning/reading</p> <p>Key subject word lists –on tables</p> <p>Range of pale coloured paper for writing Text to be printed/displayed on buff coloured paper/IWB</p> <p>Coloured overlays for reading available</p> <p>Working wall in classroom to remind children of recent learning</p> <p>Maths props –tables charts, 100squares etc</p> <p>Pen portraits in Class Profile sheet</p> <p>Writing slope</p>		
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Provision Map : Communication and Interaction (SLCN,ASD)

Whole school expectation: Differentiated curriculum planning, activities, delivery and outcome

Step 1 Universal Provision	Step 2 Catch up Intervention	Step 3 Highly Personalised SEN Support
Quality first teaching for all pupils	Group/ individual catch up interventions for children working just below age related expectations	Additional and different for some pupils
Flexible teaching arrangements Structured school and classroom routines Differentiated curriculum delivery e.g. simplified language or minimal use of language Differentiated outputs e.g. cartoon strip instead of written prose Increased visual aids / modelling etc Visual timetables Plenary mats Use of symbols Consider learning styles - VAK Have high expectations Keep up pace-vary tasks Talk partners – careful choice of partner Positive Whole school behaviour policy Modelling of good behaviour by staff Planned use of adult voice & body language Praise to get attention used by all staff Deliberate choice of child to lead valuable activities – e.g. digital camera Visual timetable Circle time Formal and informal liaison with parents	In-class TA support to aid delivery of targets Speech and language group support Social skills training group – singing communication Break time/lunch time monitoring Let’s Communicate Time to Talk group or 1:1 Socially Speaking group Social Communication Workshop Lego Therapy Carefully planned transition arrangements Narrative Storytelling Memory Booster Targeted structured role play Structured snack time sessions Active listening groups Alternative lunchtime arrangements for children who find it difficult to cope with playtime An area to calm down - in middle room	Alternative means of communication – e.g. Teacher / class use of signing 1:1 speech therapy sessions delivered by Speech Therapist and/or TA Individual arrangements for SATs Individual visual timetable / visual task organiser Use of ICT e.g. Clicker 5 Use of Talking first Word - Microsoft Additional planning and arrangements for transition Social scripts Makaton/sign language BSL Support from ASCOSS/EMS outreach team Involvement of educational psychologist Regular and close contact with parents/carers Home-school books High levels of 1:1 support including unstructured times. PECS Picture Exchange Communication System ELSA Communicate in print Talking mats – at home/school Individualised SALT programmes Access to augmentative aids.

<p>Positive displays promoting expectations Learning walls Safe place in classroom/school Buddies and peer mentors will be trained to communicate effectively with all children in school- acting as engaged listeners. Provide resources to facilitate hands-on experiential learning i.e. role play. Use of mind maps to structure /communicate knowledge of concepts and ideas Use of Narrative Storytelling prompt cards Making implicit rules explicit Support understanding of changes to routines- school trips/sports days Notes home to bring in objects and photos for discussion at school. Lunchtime visually supported menu boards/trained staff Time out areas/ calm down visual strategies Use of SEAL resources –feelings fans/visual emotional barometers to communicate emotions/persona dolls Sign language used in singing/assembly songs Quiet area in playground to promote talk/reading/games Use of voice recorders to aid speaking and listening/writing skills Pen portraits in Class Profile sheet</p>		<p>Sessions to orientate children to cope with the school day Lego Therapy Let’s Communicate 1:1 Attention Autism Makaton</p>
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Provision Map : Social, Mental and Emotional Health (ADD, ADHD, other)

Whole school expectation: Differentiated curriculum planning, activities, delivery and outcome

Step 1 Universal Provision Quality first teaching – all pupils	Step 2 Catch up Intervention Group/ individual catch up interventions	Step 3 Highly Personalised SEN Support Additional and different for some pupils- individualised 1:1
<p>Consider learning styles - VAK Have high expectations Keep up pace-vary tasks Talk partners – careful choice of partner Positive Whole school behaviour policy Behaviour tracking system Individual class rewards Special mention certificates Modelling of good behaviour by staff Catching them being good-pre-empting, Planned use of adult voice & body language Praise to get attention used by all staff Deliberate choice of child to lead valuable activities – e.g. digital camera Visual timetable Circle time SEAL/Citizenship/PSHCE Activate Awake Drinking water Formal and informal liaison with parents Regular positive notes/e-mails home Positive displays promoting expectations Learning walls</p>	<p>Home- School Liaison Book Pen portraits – written by children Nurture intervention groups in school Nurture group work undertaken with PSA SENCo support and co-ordination IEP targets around social/emotional and mental health behaviours written in collaboration with staff/parents/carer Managed transition to High School Vulnerability register School nurse Socially Speaking group Alternative lunchtime arrangements for children who find it difficult to cope with playtime An area to calm down - in middle room</p>	<p>EMS involvement Child Protection Education Welfare Office support SENCo supporting specific children on IEPs Pen portraits for transition to High School Inclusion passport External agencies (speech and language therapy) assessment, advice and support TAC assessment, advice and support Educational Psychologist assessment, advice and support Space for children who need additional and different – work stations 1:1 behaviour programme e.g. Anger Management Techniques – Amazing 5 point scale Individual Contract and / or Reward System TA 1:1 support – used to support and monitor targets and / or IEP behavior targets 1:1 close surveillance at breaktime Helping Children Locked in Rage 1:1 Helping Children with low self esteem 1:1 Helping Children who are anxious or obsessed 1:1 ELSA</p>

Safe place in classroom/school Pen portraits in Class Profile sheet		Behaviour Risk Assessments in place and reviewed ½ termly
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Provision Map : Sensory and/or Physical (HI, VI, PD, MSI)

Whole school expectation: Differentiated curriculum planning, activities, delivery and outcome

Step 1 Universal Provision Quality first teaching for all pupils	Step 2 Catch up Intervention Group/ individual catch up interventions for children working just below age related expectations	Step 3 Highly Personalised SEN Support Additional and different for some pupils
<p>Flexible teaching arrangements e.g. seating: pupil able to move at will to access lesson Teacher aware of implications of sensory and physical impairment e.g. not covering mouth when talking to pupil with hearing impairment / light implications for visually impaired and lip readers, running gait difficulties in PE Availability of resources e.g. writing slopes, matt laminates, pencil grips Differentiated outputs e.g. cartoon strip instead of written prose Increased visual aids / modelling etc Visual timetables Plenary mats Use of symbols Consider learning styles - VAK Have high expectations Keep up pace-vary tasks Talk partners – careful choice of partner Positive Whole school behaviour policy</p>	<p>Brain gym exercises – e.g. in group as lesson warm-up Co-ordination group – physical co-ordination activities done in small group. (See Supporting Children and Young People with Coordination Difficulties document kept centrally in the staff room.) Keyboard skills group training Write from the start Visual / Auditory perception group activities eg Eye Can online Alternative arrangements for children who find it difficult to access playtime/lunchtime routines</p>	<p>1-1 individual support in class to facilitate access to curriculum e.g. TA converting text into Braille, enlargement and adaptation of learning materials Individual arrangements for SATs/GCSEs Teacher use of resources e.g. radio mike for hearing impaired TA to monitor safety and give discreet support as required e.g. physically impaired child 1:1 Physiotherapy programme Individual speech therapy and language support by TA Provision of specialist equipment e.g. seating, ICT, writing materials Individual handwriting / fine motor / keyboard skills training Additional planning and arrangements for transition Support from Physio/Occupational Therapy unit Individualised SALT programmes Involvement of educational psychologist Regular and close contact with parents/carers</p>

<p>Modelling of good behaviour by staff Planned use of adult voice & body language Praise to get attention used by all staff Deliberate choice of child to lead valuable activities – e.g. digital camera Visual timetable Circle time Formal and informal liaison with parents Positive displays promoting expectations Learning walls Safe place in classroom/school Buddies and peer mentors will be trained to communicate effectively with all children in school- acting as engaged listeners. Provide resources to facilitate hands-on experiential learning i.e. role play. Use of mind maps to structure /communicate knowledge of concepts and ideas Use of Narrative Storytelling prompt cards Making implicit rules explicit Support understanding of changes to routines- school trips/sports days Notes home to bring in objects and photos for discussion at school. Lunchtime visually supported menu boards/trained staff Time out areas/ calm down visual strategies Use of SEAL resources –feelings fans/visual emotional barometers to communicate emotions/persona dolls Sign language used in singing/assembly songs Quiet area in playground to promote talk/reading/games Use of voice recorders to aid speaking and</p>		<p>Home-school books High levels of 1:1 support including unstructured times PECS Picture Exchange Communication System Communicate in print Talking mats – at home/school Access to augmentative aids. Sessions to orientate children to cope with the school day Let’s Communicate 1:1</p>
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listening/writing skills Pen portraits in Class Profile sheet		
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Provision Map : Cognition and Learning (MEA)

Whole school expectation: Differentiated curriculum planning, activities, delivery and outcome

Step 1 Universal Provision Quality first teaching – all pupils	Step 2 Catch up Intervention Group/ individual catch up interventions	Step 3 Highly Personalised SEN Support Additional and different for some pupils
<ul style="list-style-type: none"> •Visual, Auditory and Kinaesthetic (VAK) teaching and learning styles •Visual timetable •Visual-based prospectus/class information book •Mid-term structured Induction Programme •NASSEA Steps Language Assessment as basis for planning •Core Subject Assessment (Numeracy, Science if applicable) •Differentiation (of language as well as learning objectives for new arrivals) •Textual differentiation – simplification, visualisation, alternative format •Alternative formats for recording understanding/learning – graphic organisers, e.g. grids, timelines, graphs, mind mapping •Access to resources and learning contexts which reflect the diversity of culture, language and lifestyle of the local and school community 	<ul style="list-style-type: none"> •Pre-teaching of key words and cultural concepts •Bilingual support at Induction and other critical points/events •Reading Interventions focussed on accessing curriculum topics and texts •Scaffolded writing support focussed on making progress within curriculum topics and objectives •Catch-up sessions to fill curriculum gaps when educational experience has been postponed, interrupted or different 	<ul style="list-style-type: none"> •Language, cultural and/or social support for assessments/ multi-agency work (educational, SEN, Ed Psychs, ESWs, etc) •Contributions to CAFs and other family interventions with regard to language, culture and/or lifestyle •Access to interpreters for any need •MEA Team support:

<ul style="list-style-type: none"> •Bilingual word lists, glossaries, dictionaries, as appropriate •Bilingual reading books, as appropriate •Structured cultural and language awareness strand embedded in the curriculum (e.g. through Primary MFL Scheme of Learning) 		
Role of TA	Role of TA	Role of TA
<p>Be well prepared and clear about learning objectives ahead of the lesson.</p> <p>Communicate confidence and enthusiasm in subject knowledge and skills.</p> <p>Be aware of the IEPs to support learning.</p> <p>Actively support learning throughout the lesson - model answers, deliver input jointly with teachers, use additional resources to support the learning at each point of the lesson.</p> <p>Use initiative to support children’s learning.</p> <p>Facilitate good progress in children’s learning.</p> <p>Respond assertively but positively and non-obtrusively to children’s inappropriate behaviour/health and safety issues.</p> <p>Encourage children to be independent learners and ask open ended questions.</p> <p>Encourage children to discuss their learning.</p> <p>Make assessments related to the learning objectives identified in the planning and feedback to the class teacher to inform future planning.</p>	<p>Close liaison with the class teacher in planning the programme of work to make links in with class teaching.</p> <p>Be well prepared and clear about the intervention you are running.</p> <p>Identify any training needs you may have to the class teacher/SENCO/Headteacher.</p> <p>Be well prepared and clear about learning objectives ahead of the lesson.</p> <p>Communicate confidence and enthusiasm in subject knowledge and skills.</p> <p>Be aware of the IEPs to support learning.</p> <p>Always share the skill (learning objective) with your group: make sure that the children know what they are learning today.</p> <p>Set high standards: refer to wider skills eg class target eg handwriting but don’t let this become the focus of your intervention.</p> <p>Remind the pupils of the progress they have made in previous lessons.</p> <p>Do not talk at the children for too long – engage the children from the outset in active learning.</p> <p>Focus in learning, not doing.</p> <p>Give response time to questions.</p>	<p>Close liaison with the class teacher in planning the programme of work to make links in with class teaching.</p> <p>Be well prepared and clear about the intervention you are running.</p> <p>Identify any training needs you may have to the class teacher/SENCO/Headteacher.</p> <p>Be well prepared and clear about learning objectives ahead of the lesson.</p> <p>Communicate confidence and enthusiasm in subject knowledge and skills.</p> <p>Be aware of the IEPs to support learning.</p> <p>Always share the skill (learning objective) with your group: make sure that the children know what they are learning today.</p> <p>Set high standards: refer to wider skills eg class target eg handwriting but don’t let this become the focus of your intervention.</p> <p>Remind the pupils of the progress they have made in previous lessons.</p> <p>Do not talk at the children for too long – engage the children from the outset in active learning.</p> <p>Focus in learning, not doing.</p> <p>Give response time to questions.</p>

	<p>Differentiate the challenge in mixed ability groups. Give regular feedback which is linked to the skill: instant, constructive oral feedback is proven to be the most powerful factor in children’s progress. Provide positive praise: I like the way you..., I like it when you...Well done that’s great....Good listening skills! etc Allow the children to self assess: what have they learned this session? React to your assessment: if you feel the children are not making good progress during your intervention, discuss this with the class teacher/SENCO. Ensure you know how you are going to record/share your knowledge of the children’s learning that you have observed in this lesson. At the end of the lesson, tell the children what they will be learning next time.</p>	<p>Differentiate the challenge in mixed ability groups. Give regular feedback which is linked to the skill: instant, constructive oral feedback is proven to be the most powerful factor in children’s progress. Provide positive praise: I like the way you..., I like it when you...Well done that’s great....Good listening skills! etc Allow the children to self assess: what have they learned this session? React to your assessment: if you feel the children are not making good progress during your intervention, discuss this with the class teacher/SENCO. Ensure you know how you are going to record/share your knowledge of the children’s learning that you have observed in this lesson. At the end of the lesson, tell the children what they will be learning next time.</p>
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