



BARLOWS PRIMARY SCHOOL

Special Educational Needs and Disability Policy

Committee with oversight for this policy	Full Governing Body
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Contents Page

Section 1: SENCO Information	Page 3
Section 2: Aims and Objectives	Page 3
Section 3: Identifying Special Educational Needs	Page 4
Section 4: The Graduated Approach	Page 5
Section 5: Managing Pupils' Needs on the SEND Register Through the Graduated Approach and Exit Criteria	Page 6
Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND	Page 8
Section 7: Supporting Our Children/Young People with Medical Needs	Page 10
Section 8: Monitoring and Evaluation of SEND	Page 10
Section 9: Resources and Training	Page 11
Section 10: Roles and Responsibilities	Page 12
Section 11: Storing and Managing Information	Page 12
Section 12: Reviewing the Policy	Page 13
Section 13: Accessibility	Page 13
Section 14: Other Policies Relating to SEND	Page 13
Section 15: Emergency Planning Relating to SEND and COVID-19	Page 13
Section 16: Dealing with Complaints	Page 14
Section 17: Compliance	Page 14
Appendix 1: SEND Graduated Approach Windscreen	Page 15
Appendix 2: Concern Referral Form	Page 16

Barlows Primary School

Special Educational Needs and Disability Policy

Section 1:

Name of School SENCO: Miss Clare Bakstad

National Award for SEN Coordination (NASCO) Status –Passed in 2019 (Clause 64, C & F Act 2014)

Contact Details of SENCO – 0151-525-2751

send@barlows.liverpool.sch.uk

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENCO at Barlows Primary School is a member of our Senior Leadership Team (SLT). The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Mr David Robinson advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Reverend Mike Hindley

Section 2

Aim:

At Barlows Primary School we aim to:

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability, our school provides a focus on outcomes for children and young people and not on the hours of provision/support.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

Objectives:

At Barlows Primary School we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs

2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils

Section 3: Identifying Special Educational Needs and Disabilities

At Barlows Primary School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved, we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- 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

We also recognise that 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 an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child’s development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support.

This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4: The Graduated Approach

Please refer to SEND Graduated Approach Windscreen in Appendix 1

Barlows Primary School teachers pupils with special educational needs with regard to the ‘SEND Code of Practice: 0-25 Years’ through:

- Following the principles set out within the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching
- Ensuring that teachers are aware of their responsibility and accountability for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- By providing high quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have or may have SEND.
- By knowing that additional intervention and support cannot compensate for a lack of high-quality teaching.
- The school regularly and carefully reviewing the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- the teacher, SENCO and parents considering all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, school will work collaboratively with a range of external agencies and professionals and when necessary, use EHATs as a way of co-ordinating the support needed for SEND pupils and their families.

The role of the SENCO requires that they hold QTS. The Headteacher and Governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEND 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 SEND
- 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 head teacher 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

Section 5: Managing Pupils' Needs on The Send Register Through The Graduated Approach And Exit Criteria

Some children and young people identified as having SEND may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. This cycle will commence when a concern is raised to the SENCO through the completion of a "Concern Referral Form" (Appendix 2.) Following a period of monitoring and implementation a decision will be collaboratively made with parents and carers, as to whether the children will be added to the school SEND Register.

Pupils Identified as SEND Support (K on SIMs)

The concerns will be recorded and the child placed at the appropriate stage on the SEND register. Extra provision may be given through small group teaching or the provision of resources. The provision will then be implemented and reviewed on a termly basis.

Referral to outside agencies

If a pupil needs more specific provision the class teacher and parents in consultation with the SENCO and other involved adults, will discuss the child's needs and advise the parents/carers on how to access other professional services - for example speech and language therapy and occupational therapy. Sometimes checklists are completed or advice sought from therapists in school. Referrals can be made via the school for some services, but some services can only be accessed from the GP. Extra provision may be given through group programmes and the provision of resources. Advice and objectives from external professionals will be logged on the child's SEND record. Where therapists are involved, they will review outcomes at least annually.

Education, Health and Care Plans / Statements

If the school and parents, in consultation with external agencies, feel a pupil needs further provision a request can be made to consider providing an Education Health and Care Plan (EHCP). Children remain at SEND Support pending the outcome of the Educational Health Care Plan assessment. The finalisation of an Educational Health Care Plan is determined by a panel within the Liverpool SEN Team, where a child with an EHCP is given a level of need. The school has to provide the first portion of funding and an application for Top Up Funding can be made during the development of the EHCP. The pupil should continue with a provision plan identifying what is additional and different to their peers.

SEND Records and Provision Maps

SEND Records and Provision Maps show all of the targeted groups, supported sessions, resources, training and preparation implemented for children with SEND, as well as skills to be built on by the class teacher. They are often based around advice given by external professionals as well as goals developed through discussion with staff, parents and pupils. The provision is reviewed termly and outcomes recorded, provision can then be amended or changed depending on the needs of the child. A provision map records all the extra provision that is additional to and different from quality first teaching and differentiated curriculum planning.

Review Meetings

An EHCP / Statement is reviewed annually and measures the effectiveness of provision. All involved adults (including health professionals, outside agencies, school staff, and parents) and the pupil discuss the termly and year's progress, amending the EHCP / Statement where necessary. The pupil will complete Pupil Voice activities to present at the Annual Review which they may present themselves or choose an adult to present on their

behalf. EHCP / Statement targets are reviewed continuously with external professionals and school staff to monitor outcomes and the progress children are making. Reviews for pupils at SEND Support will be held as part of parents evening with the class teacher, parent and pupil. The SENCO may attend some meetings or be available if needed. Sometimes these reviews may not coincide with reviews by outside agencies and amendments may need to be made in the interim. Likewise, should a pupil meet outcomes more quickly or really struggle with goals they may be amended in the interim.

Criteria for Exiting the SEND Register

For pupils with MLD (moderate learning disabilities) or SpLD (Specific Learning Disability), during the year some pupils will make enough progress in reading, writing or maths; to close the gap with expected attainment levels for their age. This means they can now be supported quality first teaching to boost their learning further so that they meet national expectations.

For pupils with Speech, Language or Communication needs; some will make sufficient progress with their Speech and language targets that they no longer need intervention from therapists and are removed from the SLT caseload. Sometimes children may still participate in SLT activities, under advice from SLT, within school to help sustain their progress.

For pupils with Social, Emotional and Mental Health; some may have made progress by reducing the frequency of incidents, and have begun to overcome their needs they may be discharged from services. Sometimes children may still participate in social skills groups within school to sustain their progress.

Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception ([insert direct link here to your webpage, make it easy to find](#)) and is updated regularly. We guide parents towards the LA Local Offer

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy ([say where these are or provide a link](#))
- Our links with other agencies as listed within the school SEND Report.
- Our arrangements for examination and assessment access, the SENCO will work in collaboration with the Assessment Leader within school
- Our transition arrangements (from class to class, school to school, etc.)

Barlows Primary School uses Person-Centred Approaches and works with children/young people and their parents/carers. This is done by:

Capturing the views of parents and carers:

- At Barlows Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We value the essential information on the impact of SEN support outside school which parents/carers can provide and welcome the particular knowledge of their child and any changes in needs.
- Parents will be invited to meet outside agencies for feedback from specialists assessments e.g. speech and language therapy, Educational Psychologist. Reports will always be copied to parents/carers.
- Parents will be informed when a child is going to start a new intervention
- Parents will be informed of the member of staff delivering the intervention
- There are other systems to encourage communication such as PTA, questionnaires and parent workshops etc.
- We hold termly SEND parent coffee mornings which have a different focus, in response to areas identified by parents
- At all stages of the SEND process the school keeps parents/carers fully informed and involved. It is hoped that this will assist in supporting children to reach their full potential. Parents/carers are encouraged to work closely in partnership with the school and to make a full and active contribution to their child's education.
- Parents of children with an EHCP are invited to attend the child's annual review and a questionnaire will be sent home before this meeting to ascertain the parent's views and wishes and any questions that they want to be raised at the review meeting. Copies of the Annual Review report will be sent to the LA and to the parent.
- All parents of children joining us in Reception are given the opportunity to meet the SENCO. Parents of children that already have an identified SEND are encouraged to meet the SENCO.
- Children that transfer from other school mid- term with an identified need will also be invited to meet the SENCO

By enabling all pupils including pupils with SEND to participate in all activities together, this is done through:

- Encouraging all pupils to participate fully in the life of the school. This includes extracurricular clubs and activities. The SENCO will monitor the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.
- We have an intervention breakfast club and lunchtime clubs lead by the Inclusion team and Sports coach
- Children in receipt of High Needs Top-Up funding may also have support from a 1:1 LSA who is able to support the child and enable them to be included in all areas of school life
- Any specialist equipment that is needed is provided and available for lunch/extra- curricular clubs
- Additional staff may attend school trips/residential trips to support the inclusion of pupils with specific needs
- We endeavor to ensure that all vulnerable children have the same opportunities to succeed and to provide support for families

- We have high expectations for ALL children, reflected in curriculum access, engagement and positive relationships

Section 7: Supporting Our Children/Young People with Medical Needs

At Barlows Primary School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

Section 8: Monitoring and Evaluation of SEND

- **ASSESS:**-When making an assessment of a child the school will carry out an analysis of their needs which draws on the teacher's assessments, experiences of the child, their previous progress and attainment. The child's views are sought as are those of parents and carers. The school liaises fully with outside agencies who may also conduct specialist assessments.
- **PLAN:** - We formally notify parents if their child is being provided with SEND support. The teacher and Inclusion Manager inform and discuss concerns and any adjustments, interventions and support to be put in place with both the parents/carers and the pupil. They will also consider the expected impact on progress, development or behaviour. These are the outcomes. The child will be involved as fully as is possible.
- **DO:** - The School's SENCO will support the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for the child. The teacher will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how this can be linked to classroom teaching. Class teachers will receive copies of provision maps for any interventions that are put in place. A One Page Profile will be completed for the child detailing their barriers to learning, adaptations that are needed within the class environment, learning style, strengths and interests. This will be completed with the child and parents will receive a copy via parents' evenings.
- **REVIEW:** - Reviews are carried out, usually on a termly basis. This may be completed with parents and the child's class teacher at parents' evening appointments or at a separate meeting, where appropriate. When we review we consider the impact and quality of the support and take into account the views of the parents/carers and the child. The teacher working with the SENCO will change the support in the light of the child's progress and development. Any changes to support and outcomes will be made in consultation with the parent/carer and pupil. We encourage them to be fully involved in planning next steps. In transition to another setting information to be passed on will be shared with parents/carers and the child. This may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process. At any time Parents/carers may contact The SENCO

to arrange an appointment with the most appropriate members of staff to give feedback. One-page profiles will again be updated if necessary.

Role of the school governors, monitoring and evaluation:

- The governing body will appoint a SEN Governor to support the role of the governing body. The SEN Governor at Barlows Primary School is Rev. Mike Hindley. Rev. Mike Hindley is invited to meet with the SENCO to discuss SEND Provision on a termly basis. He can be contacted via the head teacher or Chair of Governors.
- Parents are asked for their views at review meetings, at coffee mornings and via a questionnaire, this will be shared with the SEND governor.
- Feedback from these various groups is included in the SEND action plan.
- A SEND report is produced annually and presented to governors and available on the school website. Paper copies are also available on request via the school office.

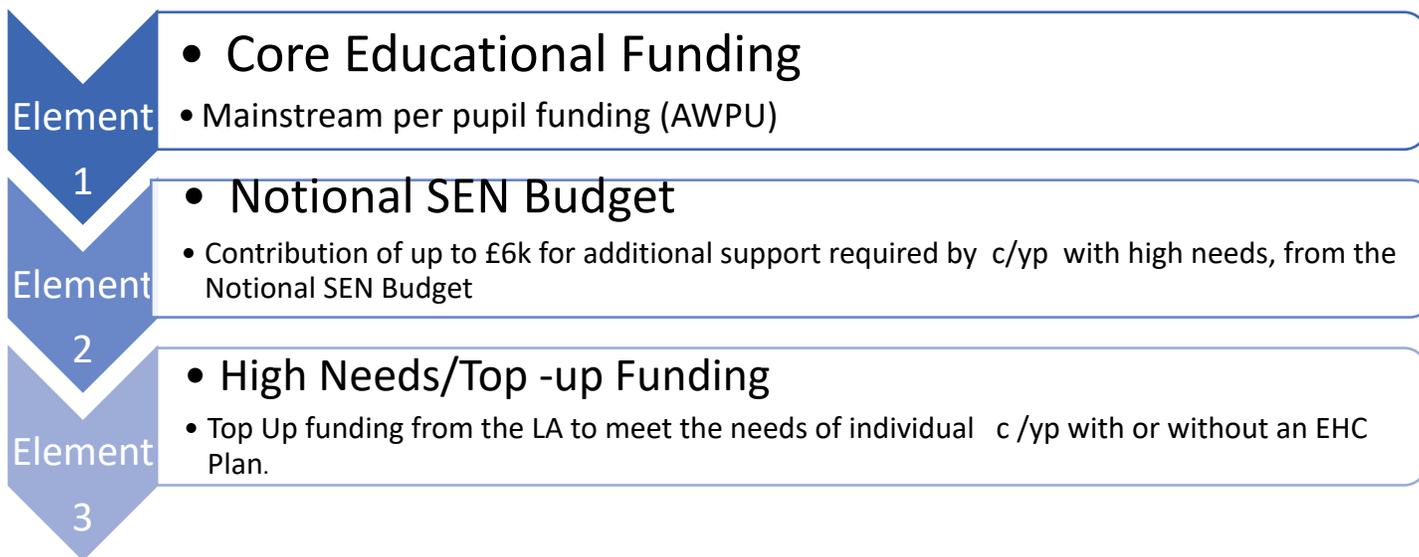
The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy'. The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

Section 9: Resources and Training

Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Barlows Primary School these include;

- The SEN Governor is Rev. Mike Hindley he meets with the SENCO, termly and monitors the progress of pupils/students with SEND
- The school employs 19 support staff. They carry out a range of roles across the school to support the learning of all pupils, including pupils with SEND and are line managed by Miss Stacey Feenan. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Miss Clare Bakstad
- The member of staff responsible for Looked After Children is Miss Clare Bakstad
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Mrs Jan Gardner.

Section 11: Storing and Managing Information

- SEND files are retained until a child reaches 25 years. All SEND files are transferred to the child's next education provider in line with GDPR regulations. These include all records that are kept on the school's CPOMS system.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle, usually annually. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

Section 13: Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed every three years, barriers are identified, and plans put in place to remove them.

<https://barlowsprimary.co.uk/wp-content/uploads/2020/07/Accessibility-Plan-19-22.pdf>

Parents/carers can contact key staff by contacting the school office or emailing using the information provided within section 1.

Section 14: Other Policies Relating To SEND

This SEND policy should be read conjunction with the following policies. This shows that Barlow's Primary School is supports the ethos that SEND is a whole school responsibility.

- The Equality Policy
- The Accessibility Plan

- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Child Protection Policy
- Supporting Medical Conditions Policy
- Remote & Blended Learning Accessibility Plan

Section 15: Emergency Planning (e.g. Covid-19 Response)

In the current climate, school has ensured that there is a plan of how to support pupils in the event of school closures, as a result of COVID-19 .

The school will support pupils with SEND in the following ways:

- Encourage attendance at school for pupils of EHCPs and other pupils who the Headteacher deems as vulnerable. If pupils do not attend school, then school SENCO will liaise with class teachers to provide online learning opportunities that fulfils targets and objectives as set on the pupil's EHCP.
- Where necessary bespoke learning activities will be provided for SEND pupils and these will be provided through online learning platforms such as Google Classroom and Showbie.
- Communication with parents and Carers will be made through Parentmail and posted on the school website.
- Accessibility planning for remote teaching formats, will be taken into consideration e.g. large-scale fonts, background colours, audio description, with teacher using voice notes or instructions using the Oak National Academy resources.
- Provide loan devices for pupils so that they can access their online learning.

Section 16: Dealing with Complaints

- If you have any concerns about your child with regard to their learning/ progress the first person to contact is your child's teacher. Any concerns will be discussed and if appropriate will be sent to Miss Bakstad, SENCO. Parents/Carers can also ask for a copy of the school complaints procedure from the front office if concerns/complaints need to be escalated further.

Section 17: Compliance

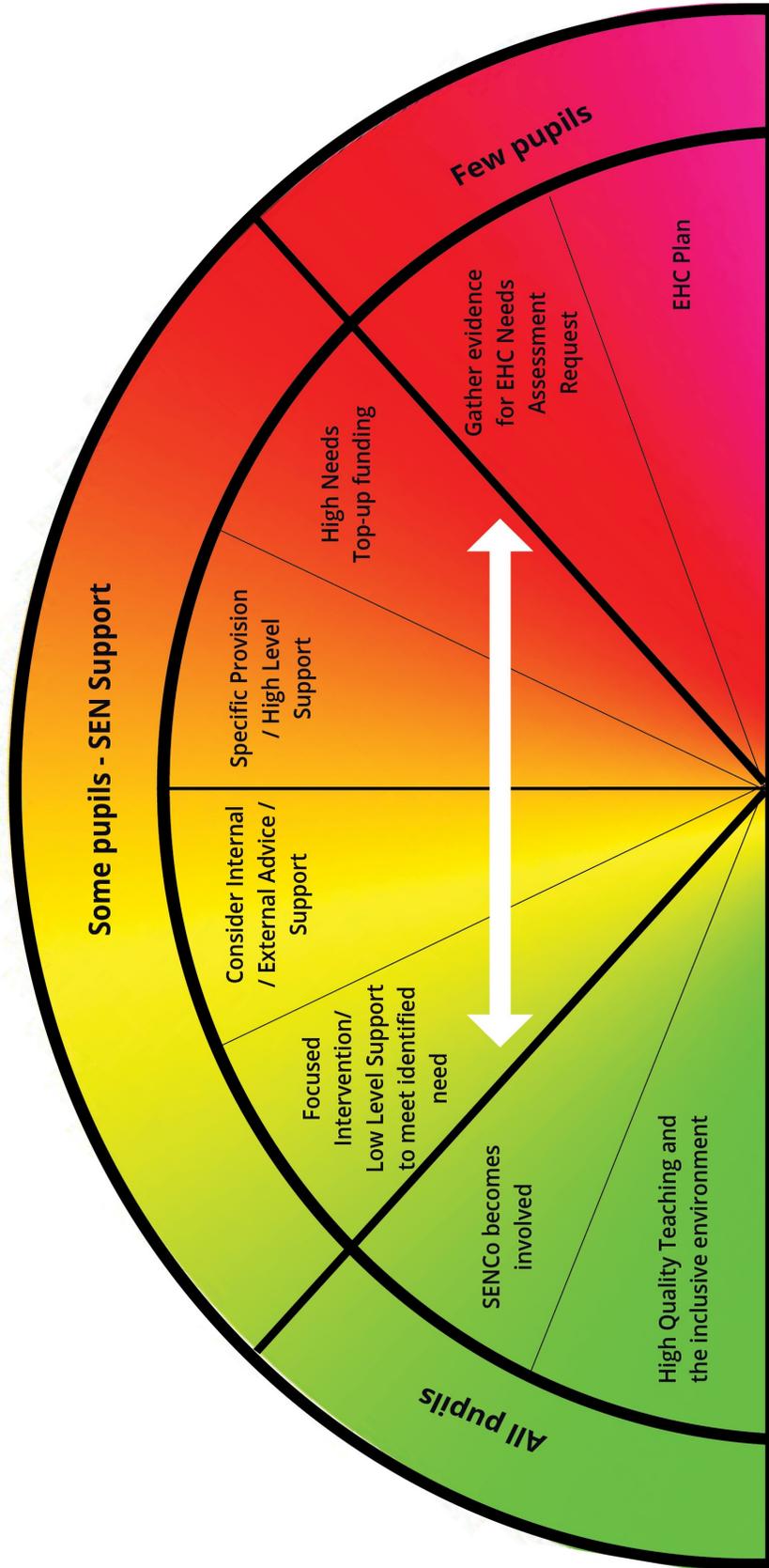
This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authored by – Miss Clare Bakstad

Contributions by - XXXXXXXXXXXXXXX

SEND Graduated Approach Windscreen



Assess, Plan, Do,
Review at each stage

(All forms completed to be sent to SENCO and added to CPOMs)

Name of pupil:		DOB:	
Name of referrer and position:		Year and Class:	
Last summative judgement entered on Otrack and term:			
Reading:	Writing:	Maths:	
Area(s) of Concern:		(Please tick)	
Communication and Interaction:			
Cognition and Learning:			
Social, Emotional and Mental Health:			
Sensory and/or Physical:			

Brief Description of Concern: (Include when you first had this concern)	
Are parents/carers aware of this concern? (How and when was this discussed?)	

--

Interventions Implemented by Teacher/Teaching Assistant (with dates and results):

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What would you like following this referral?

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Action: (To be completed by SENCO):

--

Signed: (Teacher/Teaching Assistant) Date:

Signed SENCO: Date:
