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After consultation between .....  
and ..... on ..... I  
give my consent for ..... to receive  
School Action support within school. .... will  
have three written targets that will be reviewed three times a  
year. It would be appreciated if you could work with your  
child on the targets set in order for your child to make further  
progress.



# HALL MEADOW PRIMARY SCHOOL

## Additional Needs Policy



Special Educational Needs	Well being
Gifted and Talented	English as an Additional Language

**REVIEWED BY HEADTEACHER: JANUARY 2012**

**PASSED BY GOVERNORS (SIGNATURE):**

**NEXT REVIEW DATE: January 2015**

# The Purpose of the Policy

- The Additional Needs Policy should be read in conjunction with the policy for Teaching and Learning and Behaviour as these form an integral statement of the principles underpinning all the work of the school.
- This document provides a framework for the identification of, and provision for, children with Additional Needs that is consistent and understood by everyone.
- It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision of children with additional needs.

## Definitions

### Special Educational Needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under five and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught. Programmes provided will be on top of work that they are given within the class to ensure that their individual needs are being met.

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After consultation between .....

and ..... on ..... !

give my consent for ..... receive School Action

Plus support within the school. .... will

have an IEP written which will be reviewed three times a

year. It would be appreciated if you could work with your

child on the targets set in order for your child to make further

progress.



## Aims for Additional Needs

Our aims for Additional Needs are to:-

- ★ Identify all children who need additional consideration to support their physical, social, emotional and intellectual development.
- ★ Ensure that these children are fully integrated into all aspects of school life.
- ★ Ensure that the practice in the school is consistency and inclusive to all children.
- ★ Involve parents in developing a partnership of support, a positive image and promoting links, enabling them to have full confidence in the strategies adopted by the school.
- ★ To set, review and support Individual Educational Programme or an Individual Well being programme targets as required at least three times across the school year.
- ★ Ensure that these children are given appropriate support to enable them full access to a broad, balanced quality curriculum that recognises individual potential and offers balanced opportunities.
- ★ To ensure children with additional needs move towards national standards allowing them access to life long learning.
- ★ To keep records to inform practice to show progress and outcomes of any intervention given.
- ★ To make effective use of external support to guide provision.
- ★ To support staff in managing the provision for children in conjunction with effective training opportunities.
- ★ To track the performance of children with additional needs and share this information with all staff and parents as necessary.

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After consultation between ..... and  
..... on ..... I give my  
consent for ..... to receive support with their  
Wellbeing within school.

..... will have an individual Well being Plan. Targets  
will be formulated, progress will be monitored and recorded  
and outcomes will be shared with you accordingly.

In order to enable..... to make optimum progress, any  
support you can give would be greatly appreciated.

Kind Regards

Mrs Helen Pearce  
Wellbeing and Educational Link Leader

Signed.....(parent/carer)

Date.....

# Principles

## Hall Meadow Primary School Wellbeing Code



One or a combination of recent (and possibly temporary) life events are having such an adverse effect on the individual that it impairs their usual every day social, emotional or cognitive functioning and progress. This person requires WELL intervention within a 4 week period.

*This person is generally subject to one or a combination of factors that are challenging over a sustained period and this is significantly hindering their social, emotional or cognitive functioning and progress. This person requires WELL intervention within a 4 week period.*



This person has received WELL intervention within the last term. They are now not at crisis point and their social, emotional or cognitive functioning has improved. This person is making at least satisfactory progress but may require WELL intervention again across the academic year in which concerns were identified.

*This person is generally subject to difficult life circumstances over a sustained period of time but are coping reasonably well with the difficulties that they encounter. Their progress may be erratic and occasionally be unsatisfactory. This person would benefit from WELL intervention to secure their resilience at some point in the academic year.*



The person is successfully dealing with one or a combination of recent (and possibly temporary) life events but requires general monitoring within the class to secure their resilience. This person is making satisfactory or good social, emotional or cognitive progress.

*This person generally has to deal with challenging life circumstances but demonstrates resilience in that it does not impair their social, emotional or cognitive functioning and progress is satisfactory or good. This person requires careful monitoring within class and, may at some point in their school career, benefit from WELL intervention.*



This person demonstrates secure social, emotional and cognitive wellbeing and is making good or outstanding progress in all areas. No WELL Intervention is required.

*This person may be experiencing recent (or temporary) difficult life events but has the resilience to cope therefore their social, emotional or cognitive functioning are not adversely affected. Their progress across all areas is at least good. No WELL intervention is required.*

This person may be generally subject to challenging life circumstance but their social, emotional or cognitive functioning is not affected. Progress is good or outstanding in all areas. No WELL Intervention is required.

- It is the aim of the school to create an atmosphere in which all children want to learn, enjoy learning and can be proud of their achievements.
- We believe in providing a broad and balanced quality curriculum which ensures entitlement and access for all and values the voice of children.
- All pupils have individual needs; many of these may be set within the everyday environment of the classroom through a differentiated curriculum.
- We recognise that the needs of some children cannot be met fully without some additional support. This support is offered, as an integral part of the school's provision in addition to the curriculum that is already taught in all classes.
- Pupils requiring additional support include those of exceptional ability and talent as well as those who learn more slowly or with difficulty it also includes children who's emotional well being has been impaired or who require support to learn English as an Additional Language. This policy addresses the needs of all groups.

## Responsibilities

All members of the school community, including teaching and non teaching staff, parents, pupils and governors, work towards the schools aim by:-

- Being involved in the development of this policy.
- Being fully aware of the schools procedures for identifying, assessing and making provision for the pupils with additional needs.
- A commitment to a partnership approach to additional needs provision.
- Writing and reviewing targets for each additional need area allowing the children to progress in all areas of development.
- Involving parents in the writing and reviewing of the targets to ensure that there is a positive link between home and school.

# Guidelines to Support the Policy

## The Roles

### Governors work towards the school's aim by:-

- Determining the schools general policy and approach.
- Monitoring and evaluating the success of the policy and to ensure that necessary revisions are undertaken.
- To establish appropriate staffing, including appointing staff to act as leaders in facilitating provision for children with additional needs.
- To establish a sub-committee of the governing body which meets to monitor the detailed implementation of the additional needs policy and reports back to the governing body at each of its meetings.
- Designating a specific governor as having special responsibility for special educational needs. Our governor with special responsibility for special educational needs is Heather Dragna.
- Regular meetings and moderation visits to the school by the SEN governor to ensure consistent practice and that governors are informed of changes as necessary.
- To endeavour to see that necessary provision is made for a child who has special educational needs.
- To inform parents via our school profile showing how we are meeting the needs of children with additional needs.
- To attend meetings if necessary to support the SENCO and school staff.

### The Headteacher works towards the schools aims by:-

- Managing the provision for the children with additional needs.
- Reporting to the governing body and keeping them fully informed of additional needs provision.
- Working closely with the leaders to co ordinate provision.

### WELLBEING CHECKLIST

<p style="font-size: small; margin: 0;">Please note these lists are not exhaustive</p> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Is the child experiencing difficulty/sustaining friendships?</li> <li>• Are their usual peer relationships disrupted?</li> <li>• Is the child having difficulty working cooperatively with others?</li> <li>• Is the child experiencing bouts of aggression?</li> <li>• Is the child isolating themselves from social situations?</li> </ul> <p><b>APPROACH TO LEARNING</b></p> <ul style="list-style-type: none"> <li>• Does the child lack enthusiasm?</li> <li>• Has there been a drop in their standard to work?</li> <li>• Is the child demonstrating regressive learning tendencies?</li> <li>• Is the child lacking in optimism?</li> <li>• Has there been a decrease in confidence?</li> <li>• Is the child reluctant to come to class?</li> <li>• Has there been a change in attitude towards their work?</li> <li>• Has there been a change in attendance levels?</li> </ul> <p><b>PHYSICAL INDICATORS</b></p> <ul style="list-style-type: none"> <li>• Does the child's body language indicate a low-self-esteem?</li> <li>• Is the child engaging in rocking movements?</li> <li>• Is the child demonstrating a total lack of regard for personal safety?</li> <li>• Does the child seem agitated?</li> <li>• Is the child demonstrating sexual behaviours?</li> <li>• Is there a lack of reaction to stimulus situations?</li> <li>• Does the child have an unkempt appearance?</li> <li>• Are there any marks or bruising on the child's body?</li> <li>• Is there any indication that hygiene routines are not being maintained?</li> <li>• Does the child appear to be tired on a regular basis?</li> </ul> <p><b>NEGATIVE BEHAVIOUR PATTERNS</b></p> <ul style="list-style-type: none"> <li>• Have you noticed a dip in the child's mood?</li> <li>• Are there bouts of tearfulness?</li> <li>• Has the child adopted attention seeking behaviour?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the child over-protective towards siblings?</li> <li>• Is the child unresponsive to correction?</li> <li>• Are there any adverse changes in their pattern of behaviour?</li> <li>• Is the child being deliberately provocative towards others?</li> </ul> <p><b>FAMILY CIRCUMSTANCES</b></p> <ul style="list-style-type: none"> <li>• Are the family experiencing financial difficulties?</li> <li>• Has the child recently moved?</li> <li>• Has there been a change in circumstances at home?</li> <li>• Are their parents recently separated or divorced?</li> <li>• Is there any indication of violence in the home?</li> <li>• Has there been a new addition to the family?</li> <li>• Has there been a recent family crisis?</li> <li>• Is the child often late and/or early for school?</li> <li>• Has there been a change in attendance levels?</li> </ul> <p><b>RECENT BEREAVEMENT</b></p> <ul style="list-style-type: none"> <li>• Has the child recently lost a pet?</li> <li>• Has the child recently lost a family member?</li> <li>• Has the child recently experienced a family break-up?</li> <li>• Have any family members moved away/ abroad?</li> <li>• Has the child experienced loss of friendship?</li> </ul> <p><b>HEALTH INDICATORS</b></p> <ul style="list-style-type: none"> <li>• Is the child receiving a nutritional / balanced diet?</li> <li>• Is the child lethargic?</li> <li>• Has there been a decrease in their fitness levels?</li> <li>• Is the child going to the toilet more / less often than usual?</li> <li>• Does the child seem generally 'off colour'?</li> <li>• Has there been an increase in absence due to illness?</li> <li>• Is the child showing a sudden increase / decrease in appetite?</li> <li>• Is the child gaining or losing an excessive amount of weight?</li> <li>• Is the child demonstrating difficulty in undertaking physical activity?</li> </ul>
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## WELLBEING – Record of Conversation

Child's Name:..... Yr Group / Class:.....
Date:.....
Background Information / Reason for Conversation:

### The SENCO has the responsibility for managing the provision for additional needs work towards the schools aims by:-

- Overseeing the day to day operation of the schools Additional Needs policy ensuring that the targeted work is completed both in the classroom as well as in small groups or individual learning opportunities.
- Updating registers regularly and distribute them to all members of staff and governors.
- Liaising with and advising, fellow teachers and external agencies.
- Establishing and reviewing timetables of support for the Learning Support Assistants.
- Tracking the achievement of all children on the SEN register termly as well as looking at data at three points throughout the year.
- Training the Learning Support Assistants on relevant additional need materials and programs including working records, special educational need resources and ICT hardware and software.
- Liaising with, and advising, Learning Support Assistants where necessary.
- To observe practice and set priorities for development.
- Co-ordinating provision for children with additional needs.
- Advising on, and monitoring the writing of support plans.
- Monitoring the records of all pupils with additional needs.
- Tracking progress monthly for Special Educational Needs and each term for Well being, Gifted and Talented and English as an Additional Language.
- Planning review meetings with staff, parents and other relevant outside agencies.
- Liaison with parents of children with additional needs.
- Contributing to the in service training of all staff.
- Monitoring the effectiveness and appropriateness of the Additional Needs policy annually.
- Complete a Provision Map showing the support given to the children across the school to support their additional needs.
- Ensure that working records are kept showing work completed in class and when working in small groups or individually to meet the needs as set out on their Individual Education Plan.

**The teachers work towards the schools aims by:-**

- Providing a challenging and stimulating range of learning experiences designed to enable all children to reach the highest standards of personal achievement.
- Creating an inclusive and fair atmosphere within the classroom setting.
- Recognising and being constantly aware of the needs of each individual child according to ability, need and aptitude.
- Approaching the appropriate leaders for advice relevant to access their particular curriculum area for children with additional needs.
- Writing clear and specific individual programmes.
- Close liaison with the leaders in the identification and provision for pupils with additional needs.
- Liaison with learning support assistants in relation to time management issues.
- Working collaboratively with a shared philosophy and commonality of practice.
- Pooling expertise and disseminating practice.
- Keeping parent/carers fully informed.
- To extend learning at home as required.
- Complete working records as necessary showing how targets are achieved in the classroom setting.
- Contribute to the Provision Map and update at regular points throughout the year.
- Liaising with the SENCO to ensure that the children and parents are being supported as needed.

**The Learning Support Assistants work towards the schools aims by:-**

- Working closely with the class teacher and leaders to follow programme targets and provide challenging and stimulating activities to enable all children to reach the highest standards of personal achievement.
- Completing clear and specific working records in direct relationship to the individual education programme targets.

**Hall Meadow Wellbeing Tracker Form**

(Change of need within term)

Name of child \_\_\_\_\_ Date \_\_\_\_\_

Class \_\_\_\_\_

Level of concern (please tick)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Area(s) of concern (please tick)	Relationships	Approach to Learning	Negative Behaviour Patterns	Physical Indicators	Family Circumstances	Recent Bereavement	Health Indicators
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Description of concern(s) / identified need(s)

Signed \_\_\_\_\_

Friday	
Thursday	
Wednesday	
Tuesday	
Monday	
Additional comments	

- To formally and informally report to the class teacher and SENCo regarding children's progress.
- Review and write SMART IEP/ IWP targets.
- Provide information to update tracking information.
- Complete working records and provide evidence alongside the class teacher showing how targets are achieved in class as well as in small groups and individually.

**Additional needs pupils work towards the schools aims by:-**

- Being aware that the school is making special provision to meet their needs and that they are expected to assist the school.
- Co-operating and communicating effectively with all adults who have a concern with their learning and development.
- Developing a growing understanding of their own needs.
- Taking a growing responsibility for their own learning and development.
- Reflecting on their own achievements in relation to their individual targets as well as thinking about next steps.

**Parent/carers work towards the schools aims by:-**

- Adhering to the Home/School agreement.
- Ensuring that children attend school punctually and regularly which involves taking holidays only out of term time.
- Participating in discussions concerning their children's progress and attainments including the attendance of review meetings.
- Taking an active interest in their child's learning by giving appropriate support and giving due importance to all aspects of homework.
- Allowing children to take increasing personal and social responsibility as they progress through school.
- Keeping the school informed with issues that may affect a child's happiness, progress and behaviour.
- Ensuring children attend any out of school appointments relevant to their additional need e.g. speech therapy, counselling, play therapy.

**Action by the Class Teacher**

(Prior to involvement of any additional needs support leader, class teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do.
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps.
- Involve parents/carers
- Involve the child
- Do not assume difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation
- Records should be kept up to date
- Arrangements should be monitored to identify those not making sufficient progress.

Working record for \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Date</b>	1.1	1.1	1.1	1.1	1.1
<b>Smart Target 1</b>	In class	In class	In class	In class	In class
<b>Smart Target 2</b>	1.1	1.1	1.1	1.1	1.1
	In class	In class	In class	In class	In class
<b>Smart Target 3</b>	1.1	1.1	1.1	1.1	1.1
	In class	In class	In class	In class	In class
<b>Smart Target 4</b>	1.1	1.1	1.1	1.1	1.1
	In class	In class	In class	In class	In class



## **INDIVIDUAL EDUCATION PLAN**

### **FOR PUPILS WITH STATEMENTS**

#### **PROGRAMME PLANNING AND EVALUATION SHEET**

Pupil's Name: ..... DOB: ..... School: .....

Date plan written: .....

**Statement Objective :**

**Current level in respect of this objective:**

**Annual Objectives:**

**Programme Planning**

Target(s) for this half term (including criteria for success):

Success/exit criteria:-

Arrangements (who is carrying out the programme, frequency and length of input, no. of pupils in group if teaching arrangements, recording arrangements, materials):

Additional arrangements across school/curriculum to support this objective:

Details of parental involvement:

Monitoring arrangements (who will do it, by what means and how often?):

Programme start date: ..... Intended review date: .....

## **Specific information for children with Special Educational Needs**

### **School Action**

- Trigger is of a concern, underpinned by evidence that despite differentiation and other arrangements makes little progress due to underachievement, behaviour sensory/physical or communication/interaction difficulties.
- Class teacher /SENCO to discuss, look at existing information and collect additional information, SENCO takes lead in further assessment and planning future support.
- Interventions may include different materials or groupings, adults developing interventions – may not mean extra time as the support can be given in class
- Should be speedy access to LA service for one-off discussions and communication.
- IEP (if needed) should be crisp with two or three targets discussed with parents, record targets, teaching strategies, provision, review date, outcome. IEP's must be signed by all involved with the plan and a copy will be kept at school and one will be sent home.
- Evidence of the child's targets will be kept on a working record if an IEP is not needed. This will be monitored by all staff who work with the child.
- IEP should only record what is additional to and different from the differentiated curriculum within the class, and should be reviewed at least twice a year or termly. Monitoring will be undertaken monthly by the SENCO.

### **School Action Plus** – (on top of the information written above for School Action)

- Should be considered when pupils are unable to make appropriate progress and involves experts advising on new IEP targets, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, NC levels below age expected level or serious behavioural/physical/sensory/communication/interaction difficulties
- External agencies contacted and will need to see existing records
- SENCO/teacher consider a range of approaches/materials including ICT resources
- IEP reviewed and links made to pupil's difficulties (see SA).

## Individual Education Plans – See Appendix

As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on IEPs which aim to achieve the following:

- ◇ Raise achievement of pupils with SEN
- ◇ Be seen as a working document
- ◇ Use a simple format
- ◇ Detail provision 'additional to' or 'different from' that generally available for all pupils
- ◇ Detail targets which are 'extra' or 'different' from those for most pupils
- ◇ Be jargon free
- ◇ Be comprehensible to all staff and parents
- ◇ Be distributed to all staff as necessary
- ◇ Promote effective planning
- ◇ Help pupils monitor their own progress
- ◇ Result in good planning and intervention by staff
- ◇ Result in the achievement of specified learning goals for pupils with SEN

### They will focus on

- ◇ Up to two or three key individual targets set to help meet individual needs and particular priorities
- ◇ Targets should relate to key areas in communication, literacy, mathematics, behaviour, physical skills, emotional, social and cognitive
- ◇ Strengths and successes should underpin targets and strategies

## Key points to consider as part of the IEP review process

- 
- Did the pupil make sufficient progress in response to the arrangements you made?
- Did all those involved, including the pupil, parents/ carers:
- Know and understand what targets and arrangements were in place?
- Have sufficient information to enable them to implement the IEP as intended?
- Have an opportunity to contribute to the review process and add their comments
- Were the targets clear [SMART]?
- Did the pupil achieve them?
- or
- Was it possible to show how they made progress towards achieving them?
- Did the review provide sufficient information to inform decisions on what happens next?
- Is there any new information which needs to be taken into account when considering future action?
- Does progress described in the review meet the definitions detailed in the SEN CoP?
- Did the targets and provision represent arrangements which are 'additional to, or 'different from' that which is usually available?

What is the next step I need to reach?	What will I need to do to reach my targets?	Who will help me to reach my target? How will they do this and when will it happen?	How will I know when I have reached my target?
SMART Target 1 	Provision and access arrangements for this target 	Provision and access arrangements for this target 	Achievement criteria 
Progress against target/effectiveness of Target 1 Did I reach my targets? 	SMART Target 2	Provision and access arrangements for this target	Achievement criteria
Progress against target/effectiveness of Target 2 Did I reach my targets? 	SMART Target 3	Provision and access arrangements for this target	Achievement criteria
Progress against target/effectiveness of Target 3 Did I reach my targets? 	Parents'/carers' views	Parents'/carers' views	Achievement criteria
What do I need to do next? 	Parents'/carers' views		

### They will consist of

- ◇ Short term targets set for or in collaboration with the pupil and parents/carers
- ◇ Teaching strategies to be used
- ◇ Provision to be put in place
- ◇ Time allocated in order to meet the target
- ◇ When the plan is to be reviewed
- ◇ Success and/or exit criteria
- ◇ Outcomes (recorded when IEP is reviewed)

### When reviewed the following will be considered

- ◇ Progress made
- ◇ Parents views
- ◇ Pupils views
- ◇ Effectiveness of the IEP
- ◇ Any specific access issues that impact on progress
- ◇ Any updated information and advice
- ◇ Future action, including changes to targets and strategies

### As part of the process 'progress' will be defined as

- ◇ Closes the attainment gap between the child and their peers monitored through daily progress in class and data analysis
- ◇ Prevents the attainment gap growing wider
- ◇ Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ◇ Matches or betters the pupil's previous rate of progress
- ◇ Ensures access to the full curriculum
- ◇ Demonstrates improvement in self-help, social or personal skills
- ◇ Demonstrates improvements in the pupils behaviour

Reviews of pupils with statements will be carried out in accordance with advice from Children and Young Peoples Service – Inclusion. **(See appendix)**

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the County Council to carry out a statutory assessment of their needs. The LEA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The IEP will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 7 of the Code of Practice.

My Individual Education Plan –

CoP: School Action/Action Plus/

Class -

NC Yr:-

Review Date:-

To --

From --

<p><b>Pupil's current attainment in target areas</b> <b>What can I do now?</b></p> 	<p><b>Summary of key development needs identified by assessment</b> <b>What do I need to learn next?</b></p> 	<p><b>Monitoring arrangements</b> <b>Who will help me to decide if I have reached my target?</b></p> 
<p><b>Assessment information</b> e.g. NC or P levels</p>	<p>Date: IEP agreed by Pupil _____ Parent(s)/carer(s) _____ Teacher _____</p>	<p><b>Outside Agencies involved</b> N/A</p> <p><b>Child's Views</b>  <b>Parental views</b></p>

- ◇ **The designated teacher with responsibility for child protection is Lorraine Cullen.**
- ◇ Attendance at any case conferences related to children from school.
- ◇ Termly visits from the Education Welfare Liaison Officer, who can also be contacted quickly if the need arises.
- ◇ Special Needs Involving Parents (SNIP) is the Northamptonshire parent partnership service. They provide impartial information and support to parents and carers whose children have special educational needs. They help parents and carers make informed decisions about their children's education.
- ◇ Special Educational Needs leader – Sarah Powell
- ◇ Gifted and Talented leader – Christopher Bailey
- ◇ Well being leader – Helen Pearce
- ◇ English as an Additional Language leader – Julie Knight

### Specific information for Well being

Well being is tracked termly by all teachers. Teachers make a subjective judgement about how they perceive the children's well being. For any child who is identified as causing concern an Individual Well Being Plan is initiated (see appendix).

### Individual Well Being Plans – See Appendix

As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on IWP's which aim to achieve the following:

- ◇ Raise achievement of pupils with poor well being
- ◇ Be seen as a working document
- ◇ Use a simple format
- ◇ Detail provision 'additional to' or 'different from' that generally available for all pupils
- ◇ Detail targets which are 'extra' or 'different' from those for most pupils
- ◇ Be jargon free
- ◇ Be comprehensible to all staff and parents
- ◇ Be distributed to all staff as necessary
- ◇ Promote effective planning
- ◇ Help pupils monitor their own progress
- ◇ Result in good planning and intervention by staff
- ◇ Result in the achievement of specified learning goals for pupils

### They will focus on

- ◇ Up to three or four key individual targets set to help meet individual needs and particular priorities
- ◇ Targets should relate to key areas: behaviour, physical skills, emotional needs and social needs
- ◇ Strengths and successes should underpin targets and strategies

# APPENDICIES

### **They will consist of**

- ◇ Short term targets set for or in collaboration with the pupil
- ◇ Teaching strategies to be used
- ◇ Provision to be put in place
- ◇ When the plan is to be reviewed
- ◇ Success and/or exit criteria
- ◇ Outcomes (recorded when IWP is reviewed)

### **When reviewed the following will be considered**

- ◇ Progress made
- ◇ Parents views
- ◇ Pupils views
- ◇ Effectiveness of the IWP
- ◇ Any specific access issues that impact on progress
- ◇ Any updated information and advice
- ◇ Future action, including changes to targets and strategies

### **As part of the process 'progress' will be defined as**

- ◇ Demonstrates improvement in self-help, social or personal skills
- ◇ Demonstrates improvements in the pupils behaviour
- ◇ Demonstrates the ability to 'cope' and 'deal' with situations that they previously struggled with

### **Purpose of I.W.P**

- ◇ To secure children's well being so that they have a readiness to learn
- ◇ To identify external initiatives as requires.
- ◇ To ensure children feel safe, secure and cared for.

- ◇ Strategies to be used in school and suggestions for parental support will be shared at this time and regular updating and review meetings organised.
- ◇ Valuing the parent's wishes for the child as paramount unless they are directly contradictory to the advice of other experts. In such circumstances the school would work to achieve a compromise position acceptable to all.

### **For Liaison with Other Schools**

- ◇ Contacting the previous school of any child with additional needs entering the school to determine how the child will be inducted and enable us to benefit from previous knowledge of the child.
- ◇ Planning meetings involving the Headteacher, SENCo, well being leader and prospective class teacher to ensure that the needs of any child entering the school with special educational needs can be met as fully as possible.
- ◇ Contacting receiving schools for all children with additional needs to ensure the process of transition is smooth and that the receiving school has all relevant information. In addition we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the continuity of a child's development.

### **Links with Other Organisations**

- ◇ Regular visits from the school nurse team, who is in contact with the Health Services.
- ◇ Periodic visits from the Community Paediatrician to see specific children as the need arises and to monitor children whose health is a cause for concern.
- ◇ Periodic meetings, where necessary between the teacher with responsibility for Children at Risk and representatives from Social Care and Health Services.
- ◇ Liaison with Inclusion and Pupil Support services including Educational Psychologist and specialist support teachers.
- ◇ Liaison with speech and language therapy, occupational therapists and physio therapists.

### **Considering Complaints**

Please refer to the Curriculum Complaints Procedures.

### **Risk Assessment**

If it is necessary to assess a level of risk referral to the Risk Assessment Policy will take place.

### **Additional Needs INSET**

- ✓ Leaders attending appropriate courses and conferences as they arise.
- ✓ Leaders attending regular local cluster group meetings and Inclusion Network meetings for SENCo's.
- ✓ Teachers and learning support assistants attending additional needs courses, which are considered appropriate and have a particular bearing on children, they are supporting.
- ✓ Regular staff meetings to address additional needs issues and to share skills and teaching techniques.
- ✓ Regular staff meetings to address additional needs issues across all curriculum areas.
- ✓ Training for all members of staff relating to new initiatives and specific needs of children in the school.

### **For Partnership with Parents**

- ◇ Ensuring that all parents are aware of the schools arrangements for additional needs, including the opportunities for meetings between parents and teachers, by outlining these arrangements in the school brochure.
- ◇ Informing parents, and gaining their consent, when a child is identified as having a additional need and is placed on the special needs register and also offering an opportunity for informal discussions and exchange of information in order to clarify parents understanding of procedures.
- ◇ Formal consultations consisting of termly reviews and parents evenings between the teacher and parents (following the Code of Practice) to discuss the child's needs and strategies for addressing them including highlighting strengths as well as areas of additional need.

### **Specific information for English as an Additional Language**

Children are identified in teachers planning unless there is a specific language need. In this instance, the English as an Additional Language leader is Julie Knight. Work will be completed in class and support given by Julie Knight for different resources to use and how to access different resources. The SENCo will monitor the progress of these children on a regular basis.

### **Specific information for Gifted and Talented children**

Gifted and Talented children are identified in teachers planning. At the end of each study unit this is reviewed to chart the progress made. The leader for Gifted and Talented provision shares the progress of all pupils within the school regularly with all members of staff highlighting work that can be completed with specific children if necessary.

### **Resources**

- ◇ Learning Support Assistant time is spread to meet the needs of all children including children identified as having additional needs.
- ◇ A special needs resource area (the group room) is used as a central storage for special educational need materials and a quiet work base for small groups of children or individual work. A stand alone computer is located within the group room loaded with relevant and specific software.
- ◇ The Well being room contains resources for all staff to use with children on an IWP to support their development.
- ◇ Resources should reflect the range of additional needs identified and should be age appropriate. Relevant special educational needs websites and software are identified and can be accessed by staff for information and materials.
- ◇ The additional educational needs budget is set taking into account the allocation through the schools annual special educational needs census.
- ◇ Gifted and Talented resources are kept in the staff room and in all curriculum areas to extend the children as needed.
- ◇ English as an Additional Language resources are kept in the group room, with curriculum resources and with the leader for E.A.L. Julie Knight. Resources are also available on the school computer system. Staff can go and collect relevant materials to support the learning of children in their class with E.A.L.

## **Identification, Assessment and Review Procedures**

In accordance with the Special Educational Needs Code of Practice and the Northamptonshire Local Education Authority, the procedures for monitoring and reviewing the provision for children with special educational needs, follows a staged approach.

- ◇ Early identification is crucial. Data from Pre School and previous school records are used to inform planning for individual children.
- ◇ An initial concern is expressed by the class teacher, parent, health or social services professional.
- ◇ Being proactive when there is a slight change in a child's behaviour and not only reacting when there is a major cause for concern.
- ◇ The commitment of all class teachers to making an initial response to a child's needs, calling upon other staff, the SENCo or the Headteacher for support where necessary and collecting any relevant information.

### **Evidence to support a concern should include:-**

- ◇ Information from parents.
- ◇ Information from the school nurse team or any already involved professionals.
- ◇ School assessment and records.
- ◇ Observations about the child's behaviour.
- ◇ Provision Map

## **Curriculum Access and Integration**

Children with additional needs require a differentiated curriculum to meet their needs. We provide this (with reference to our Inclusion Policy) by:-

- ◇ Teaching special educational needs pupils primarily in mainstream classes with support in class by the class teacher or learning support assistant.
- ◇ Individual targets and work programmes to meet the child's individual needs.

- ◇ Small step approach to aid achievement in areas of difficulty.
- ◇ Reinforcement of activities to develop understanding and confidence.
- ◇ Additional instructions or simplifying verbal instructions.
- ◇ By outcome.
- ◇ By withdrawing children for short sessions to focus on individual targets and work programmes.
- ◇ Provision of mechanical and technological aids to support learning.
- ◇ Adaption of materials presented to a group within a class.
- ◇ Behaviour support plans.
- ◇ Personal Educational Plans (for Looked After Children).
- ◇ Completion of the provision map to show the interventions that the children have access to across the school day.

## **Evaluating Success**

The schools additional needs policy will be achieving its aims if:-

- ◇ All additional needs are identified promptly and addressed by the appropriate application of the staged approach.
- ◇ The targets set for individual education programmes are achieved in at least 80% of cases.
- ◇ There is fluid movement of individual children between stages, where appropriate.
- ◇ Parent / Carers have full knowledge of, and confidence in, the schools procedures and express satisfaction with the outcome for their children.
- ◇ All staff are fully committed to the school policy.
- ◇ Children make relevant progress which enables them to no longer need a written formal IEP but to just be targeted within the class.