



Special Educational Needs and Disabilities Policy 2018-2019

Vision and Ethos

At The William Hogarth School, we are committed to providing an appropriate and high quality education for all the children, so that each child has the opportunity to achieve their potential. By providing support, encouragement and challenge needed, we create a happy and caring and inclusive environment that promotes learning for all.

We respect the unique contribution every individual can make to our school community, with every teacher being a teacher for every pupil. Caring for the well-being of all pupils, including those with Special Educational needs, Learning Difficulties and Disabilities is fundamental to our school's vision and ethos; the SEND Policy sets out the way in which we do this.

Legal Compliance

The William Hogarth School's Special Educational Needs and Disabilities Policy meets the statutory requirements and reflects the recommendations of **the Special Educational Needs Code of Practice 2014: 0-25** and the **Equality Act 2010**.

This policy should be read in conjunction with our school's policies on Safeguarding, Behaviour, Attendance, Teaching and Learning and Medical needs.

We continuously review the needs of our pupils and keep up to date with legislative changes so that we proactively revise the support we have in place. We aim to meet pupils' changing needs and reflect legal requirements promptly and efficiently.

Aims and Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils, with the pupils themselves and their parents and carers.
- To provide all pupils, regardless of their particular needs, with inclusive quality first teaching which will enable them to make the best possible progress from their individual starting points and feel valued members for our whole school community.
- To work in partnership with families
- For all pupils with Special Educational Needs to meet or exceed the high expectations we set for them
- For all our pupils to become confident individuals able to make a successful transition to the next phase of their education.
- To work with outside agencies, and seek and use their expert advice and support where a child's needs require us to do so
- To deliver training and support to all staff working with pupils with SEND in order to develop our practice within the guidance set out in the **Code of Practice 2014**.

What is a Special Educational Need and Disability?

We use the definition for SEND from the SEN Code of Practice 2014 which states:

A child has **Special Educational Needs** if he or she has a learning difficulty or disability which calls for **special educational provision** to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Many children who have SEN may have a disability under the **Equality Act 2010** – that is '...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'.

Categories of SEN

The SEN Code of Practice 2014 p.60 identifies four broad areas of special educational needs;

1. Communication and Interaction

Children have difficulty in communicating with others which may be because:

- It is difficult to say what they want;
- It is difficult to understand what is being said to them;
- They are not able to use social rules;
- They cannot understand social rules.

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SENCo-Katy Luciani

For example, children with Autistic Spectrum Disorders (ASD), including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, from **Moderate Learning Difficulties** (MLD) to children with **Profound and Multiple Learning Difficulties** (PMLD). **Specific Learning Difficulties** (SpLD) such as dyslexia, dyscalculia and dyspraxia affect one or more specific aspects of learning.

3. Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD) , Attachment Disorder, or Attention Deficit Hyperactive Disorder (ADHD).

4. Sensory and / or Physical

Children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with Vision Impairment (VI), Hearing Impairment (HI), or a Multi-Sensory Impairment (MSI) will require specialist support and / or equipment to access their learning.

NB. Children are not regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught. For these children, provision will be made through the teaching of **English as an Additional Language (EAL)**. **(Please refer to the EAL Policy)**.

Some children who are **Looked After (in care)** may also have Special Educational Needs. Where this is the care, their needs will be met in the same way as other children who have Special Educational Needs. However, close collaboration will take place between the SENCO, the designated safeguarding officer and outside agencies supporting the **Looked After Child**. **(Please refer to the Safeguarding Policy)**.

Teaching and Learning (please see the **Teaching and Learning Policy**)

Every teacher is responsible and accountable for all pupils in their class wherever or with whomever the pupils are working.

At The William Hogarth School, all teachers ensure that all children's needs are met through high quality teaching. They strive to reduce or remove barriers to achievement through: assessment and ambitious target setting, differentiated approaches and lesson planning, targeted use of non-teaching support and

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involving children and parents in discussions around their learning. Teachers will set high expectations for every pupil and aim to ensure every pupil achieves and makes adequate progress.

Adequate progress can include progress which:

- Is similar to that of peers starting from the same baseline;
- Matches or better the child's previous rate of progress;
- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider.

It is recognised that some children, despite high-quality teaching targeted at their areas of weakness, may not make adequate progress and that this may be because the child has a significant learning difficulty. Where this is the case, provision to meet the child's special educational needs must be put in place.

'Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.'

Graduated Approach to SEND support

Identification

At The William Hogarth School, we recognise the benefits of early identification of children's special educational needs to ensure effective provision is made to improve their long-term outcomes. The purpose of identification is to work out what action the school needs to take to support the child's learning, not to fit the pupil into a category. It is also important to identify the child's full range of needs, not simply the primary need of an individual pupil.

Children with Special Educational Needs may be identified by their nursery or pre-school setting prior to arrival at The William Hogarth School. The Early Years and Foundation Stage team at The William Hogarth School ensure as much information as possible is gathered through liaison with pre-school settings, completion of admission forms, analysis of each child's 'red book' and through home visits.

It is recognised, however, that pupils admitted into the nursery or reception classes may have unidentified special needs and that children's special educational needs may change over time. Therefore, at The William Hogarth Primary School, the identification of SEN is embedded in the whole school processes we use to monitor all pupils' performance, helping us to quickly identify those pupils making less than expected progress given their age and individual circumstances. Teachers monitor and assess pupils on a daily basis through classroom observations, marking and assessment of class books and, more formally, through termly summative assessments.

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This data forms the basis of termly Pupil Progress Meetings where members of the Senior Leadership Team and each class teacher discuss progress, decide upon appropriate differentiated teaching strategies and identify suitable additional support (supported by the **Waves Menu – Appendix 1**). The school's first response is **targeted quality first teaching** by the class teacher.

Where a pupil then continues to make limited progress, the class teacher will complete a '**Cause For Concern Form**' (**Appendix 2**). This is logged into the SEN Tracking System, and the SENCo conducts a classroom review within 2 weeks to observe the pupil in context and to meet with the class teacher to obtain further information about the child's needs. At this stage, extra teaching or short-term interventions may be put in place to reduce the child's barrier to learning or to help further identify their particular needs.

The child's progress will be monitored by the SENCo over a period of six weeks to establish whether or not a Special Educational Need is present. If this interim support is effective at addressing the child's need or the SENCo identifies that the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN Register.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress and discuss appropriate teaching strategies and suitable support. The SENCO will also meet with parents and pupils to gather their views, problem solve, plan and create individual pupil targets. Where it is agreed that the support required is **different from or additional to** what is ordinarily offered by the school, the child will be placed on the SEN Register at **SEN SUPPORT (Code K)**. This information will be stored on the school's electronic systems and 'Integris', under the Single Category of SEN (code K) so that all staff are aware of the child's needs. The William Hogarth School will then seek to remove or reduce barriers to learning by putting effective special educational provision in place.

This begins a cycle of **assess, plan, do, review** with the child at the centre of the process. An individual **One Page Profile** will be started setting out their needs, academic attainment, ambitious targets for progress and details of support strategies and resources. Where appropriate, targets will be informed by assessments from outside professionals. The One Page Profile is a working document which will be updated termly as more is understood about the child's SEN, including their response to additional support and interventions. Where a child and family would benefit from co-ordinated support from more than one agency, an **Early Help Assessment (CFAN)** may be used to identify help required and to prevent needs escalating.

Where pupils have higher levels of need, in discussion with parents, further more specialist assessments may be recommended to better understand the exact nature of the child's needs. This ensures that the most appropriate strategies and resources are used to meet the specific needs of the child. With parental permission, the school may seek advice from external agencies including:

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- Educational Psychology Service
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse / Paediatric Health Team
- Occupational Therapy Service
- Physical / Sensory Support Teachers
- Social Services
- Play Therapy
- Physiotherapy Service
- Parent Support Advisor
- Education Wellbeing Practitioners

Where a child has significant needs that require considerable additional provision, all the different agencies involved in supporting the child will meet together with the parents and, where appropriate, the child to discuss the best ways of working, adopting a multi-agency approach.

In addition, at The William Hogarth School, we recognise and value the importance of parents' specific and detailed knowledge of their child. As such, any parent or carer who has a concern regarding their child's progress is very welcome to make an appointment to discuss their concerns with the class teacher or the Special Educational Needs Co-Ordinator. This appointment may trigger a Cause for Concern to be raised.

In addition to assessment of pupils' academic progress, teachers also monitor their social and emotional well-being. Where there are any concerns regarding these areas, the same process of assess, plan, do, review (as outlined above) will be implemented, drawing on the additional expertise of the Parent Support Adviser and outside agencies as appropriate.

Medical Needs

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including enrichment activities and trips, and physical education.

Parents complete a medical questionnaire on admission (or as it becomes available) and this information is added to the pupil's school record for general staff information. Pupils with medical needs will not necessarily be considered as having SEN and / or Disability, but may need some additional provision to accommodate their medical conditions. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the **Equality Act 2010**. **Reasonable adjustments** will always be made to promote access to all areas of the school curriculums for pupils with a disability, e.g. An extra adult to accompany a child on a residential trip.

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A Care Plan will be drawn up for pupils with ongoing medical conditions that require reasonable adjustments to be made, or for those for whom specialist First Aid training for staff might be required. Care Plans are drawn up by medical professionals and will be displayed in the medical room, staff room and attached to pupils' school records. First Aiders in the school will be informed of all Care Plans and any changes to them. The school Welfare Officer is responsible for the administration of medicines and health care plans and protocols. Specific staff will receive training to support particular needs, e.g. Technical training to maintain auxiliary aids and equipment.

The Four Part Cycle

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

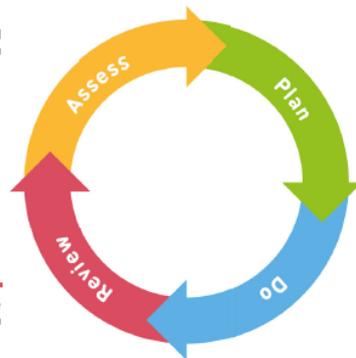
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

SEN provision

Provision and support for children with identified SEN can take many forms including:

- Adult supported small group work within the classroom
- Withdrawal groups
- Individual support within the class for specific lessons
- Individual withdrawal support
- Evidence based interventions
- Extra help from a teacher or teaching assistant
- Supervised break / lunch
- Individualised resources eg. Visual timetable, visual aids, social stories
- Therapeutic interventions delivered individually or in small groups, eg. Nurturing, Speech and Language, Occupational Therapy or Physiotherapy Programmes
- Experiential learning

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- Reward charts, behaviour logs
- Home-school communication journals

Each pupil with SEN is an individual and their plan is tailored to meet their particular needs. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget. The provision for SEN children is accurately recorded and regularly tracked to identify impact and progress against targets.

Education, Health and Care Plans

Education and Health Care Plans (**EHCPs**) are designed to put children, young people and families at the centre of the assessment and planning process. (At The William Hogarth School, we endeavour to do this for all children with SEN as well as those SEN children with an ECHP). This is called person centred planning and is all about increasing parents' and children's choices about the support provision they receive and will detail how progress towards targets will be achieved.

An Education and Health Care Plan (**EHCP**) is for children and young people from birth to age 25 with special educational needs and disabilities that are complex and long term. These children require additional support to that available as SEN Support from the school's resources. For these pupils, a request will be made to the local authority to conduct an assessment of the pupil's education, health and social care needs. (Statutory Assessment Request) This may result in an EHCP being provided that brings together the child's health and social care needs, as well as their special educational needs. All EHCPs will be reviewed annually. In addition, termly meetings will be held with relevant school staff, outside agencies, parents and children.

More information can be found on the London Borough of Hounslow Website: http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=2341_2

Statements

EHCPs replace what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHCP. The school is following Hounslow's transition guidance and timetable to ensure that all statements become EHCPs by 2018. Parents will have the opportunity to discuss this process with the SENCO.

Parent/Carer Involvement

Parents / carers of pupils with an EHCP or Statement of SEN will be invited to attend an annual review with their child to discuss achievements for the year and aspirations for the future. This will also provide an opportunity for parents and pupils to contribute to the planned provision and target setting process.

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Removing Pupils from the SEN register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN Register. The SENCO will continue to closely monitor pupils recently removed from the SEN Register to ensure good progress is maintained. The SENCO will meet with both pupils and parents prior to a child being removed from the SEN Register.

Extra activities and School trips

Children with SEN are encouraged to participate in all clubs, trips, visits and 'special' days (in-school experiences). We always endeavour to put appropriate support in place to enable them to do so.

Transitions

The importance of transitional stages is recognised. Nursery staff will hold events for prospective parents and children, as well as carrying out home visits and allowing 'soft starts' where parents are able to stay with their children to help them settle in.

Towards the end of the summer term each year, a 'transition' day is held where the children get to meet their new class teacher. Hand-over meetings are also held between staff in order to pass on key information and to discuss the individual provision maps.

Written information is passed to the receiving secondary school for all pupils with SEN. For those with EHCPs and other pupils with high level SEN, individual transition processes will be carried out. This will usually begin with a multi-agency meeting attended by parents, the pupil and staff from the receiving school. Staff from the receiving school may make observations of the pupil. We will endeavour to facilitate a series of supported visits by the pupil to the new school. Every effort is made to ensure that parents, children and colleagues have all the information they need in order to effect a smooth and successful transition to secondary school.

For pupils with SEN joining The William Hogarth Primary School mid-year, electronic and paper files will be accessed from the child's previous school. The SENCO will request a meeting with the parents and child in order to discuss the nature of the child's SEN and to find out what support the child has benefitted from previously. In some cases, in order to make the transition process as smooth and successful as possible, a

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phased entry may be put in place, with the child attending part-time initially and building to full-time as soon as it is appropriate.

Training and development

Programmes of in service training for both class teachers and support staff are planned in advance to meet the current and expected needs of all pupils, including those with SEN and to continue the professional development of staff. These training sessions may be delivered by school staff or by outside professionals with specialist skills and knowledge.

Staff are trained to be effective in meeting the needs of the children currently on the SEN Register. Identified school staff may receive specific training and expertise in speech and language, occupational therapy, phonics, literacy and numeracy interventions, and supporting children with visual or hearing impairment, ASD, dyslexic tendencies, and behaviour strategies, including restraint training.

The SENCO attends network meetings to share good practice with their colleagues in the school's quadrant group, as well as across the wider borough of Hounslow. The SENCO will keep up to date with SEND developments. The SENCO and head teacher have undertaken the National Accreditation for SENCOs.

It is the responsibility of the Inclusion Team that all staff are kept up to date with any new legislation.

Storing and managing information

We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. Pupil SEN files are stored in the Inclusion Office. Information about SEN pupils may also be stored on the staff computer server. This server is password protected to ensure only The William Hogarth Primary School staff can access the information. Likewise, information stored on Integris can only be accessed by staff with Integris access. Where information about pupils is shared electronically with external agencies, this will be encrypted and sent via Egress Switch. Individual SEN files are transferred to receiving schools when pupils leave The William Hogarth School.

Monitoring and Evaluating SEND

The Head Teacher and the SENDCo regularly monitor the quality of provision for SEN pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN Register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data

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- Progress based on pupils' ages and individual starting points
- Intervention baseline and exit data
- Progress against individual targets
- Pupil work scrutiny
- Pupil voice interviews
- Parental feedback

The SENCOs map provision for each child and class, and cost provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and, if necessary, make changes to our provision.

Roles and responsibilities

Class Teachers

- Progress and development of all pupils, including those with SEN
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults in the classroom
- Effective differentiation to meet the needs of the children, including those with SEN
- Identifying on class planning, the provision they are making for children with SEN
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEN
- Compiling the One Page profile for those children on the Special Educational Needs register as SEN Support (code K)

Teaching Assistants

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes accurately
- Following advice from specialists
- Record keeping
- Maintaining specialist equipment
- Regular communication with the class teacher and SENCO

Special Educational Needs Disability Co-ordinator (SENDCO)

Head Teacher-Avril Stockley
 SEND Governor-Andy Rooney
 SENCo-Katy Luciani

- Must be a fully qualified teacher
- Is a member of the Senior Leadership Team
- Must have National SENCO Accreditation (or be prepared to train)
- Oversees day to day operation of the SEN Policy
- Co-ordinates provision for children with SEN
- Updates the SEN Register and maintains individual pupil records
- Monitors the quality of provision and impact of interventions
- Attends network meetings
- Makes referrals to and liaises with outside agencies including schools, early years providers, specialists
- Advises on a graduated approach to SEN Support
- Liaises with parents of children with SEN
- Manages transitions to ensure parents and pupils feel confident
- Line managing support staff with responsibility for SEN
- CO-ordinating annual reviews
- Mapping provision throughout the school
- Working with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensures SEN provision is an integral part of the school improvement plan
- Preparing SEN Policy
- Preparing SEN Report

Head teacher

- Informs the Governing Body and head teacher about SEN issues
- Monitors the operation of the SEN team in school
- Ensures implementation of this policy and reports to governors and the head teacher
- Leadership of all aspects of the school's work concerning provision for pupils with SEN
- Advises on deployment of the school's delegated budget for SEN and other resources to meet pupils' needs effectively

The SEN Governor

- Monitors effective implementation of the SEN Policy
- Liaises regularly with the SENCO and Headteacher
- Reports to the governing body on SEN
- Ensures that pupils with SEN participate fully in school activities
- Monitors that the necessary provision is being made for pupils with SEN
- Monitors the inclusion of SEN provision in the school development plan
- Supports appropriate staffing and funding arrangements

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Complaints

Please see **the Complaints Policy**.

We urge parents and carers with any concerns regarding the SEN Policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents / carers feel that their child's needs are still not being met they should make an appointment to see the Deputy (Inclusion). If concerns are still unresolved, an appointment should be made with the head teacher. Parents may wish to engage with the school complaints procedure, contacting the Governor for SEN.

Helpful Contacts

- SENCO – Mrs K Luciani
- Deputy – Miss K Rees
- Head teacher – Ms Stockley
- SEN Governor – Mr A Rooney
- Governing Body Chair – Mr J Donovan
- London Borough of Hounslow SEND Information, Support and advice **Telephone** 020 8583 2607
Email SENDIASS@hounslow.gov.uk

Monitoring and reviewing the SEND Policy

This policy will be reviewed annually by the governing body.

Date of review: September 2018

Next review: September 2019

Access to the Policy

You can get a copy of the policy in a number of ways:

- The school website
- A hard copy can be requested at the school office

Please let us know if you need this policy to be made available in a different format, eg. Enlarged print

Head Teacher-Avril Stockley
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SENCo-Katy Luciani

Signed _____ [Name]
(Headteacher)

Date _____

Signed _____ [Name]
(SENCo)

Date _____

Signed _____ [Name]
(SEN Governor)

Date _____

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Appendix 1

Head Teacher-Avril Stockley
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	Wave 1-Classroom Teaching	Wave 2-Interventions	Wave 3-Specialist agencies/EHCP
Communication and interaction	Class Visual timetables Clear classroom routines Teacher voice Teacher modelling Visual cues Visual prompts Supported communication Cued articulation Signals Makaton Key words and Labels displayed in the classroom Simple steps, 1 part instructions-short sharp Asking a child to repeat back instructions Standing near a child, at their level, 1:1 Appropriate place on carpet or at tables Individual work Paired work Small group work Talk partners Board games Thinking time Planned Seating plans Use a child's name or signal to get their attention before instructions Model Active listening Praise good listening	Individual visual timetable PECs Small group games Social Communication groups Refer to Speech and Language School Age service Time to Talk Colourful semantics Social Stories One Page Profiles	Spot Commission Speech and Language Assessments, Programmes and advice TEACCH PECs Objects of Reference Cardinal Road Language Unit EP 'Language for Thinking' Special School Advice
Cognition and learning	Word banks Key vocab boards Sentence starters Teacher Modelled Shared Writing Talk rewards Maths equipment Laptop for Writing frames Mindmaps Brainstorm before a story-draw or write Teacher scribe ideas-display Small group work Pair work Reinforcing concepts groups Placement in class-access to adult help Differentiated tasks Word/vocab books	Colourful semantics for expanding sentences Precision Teaching Paired Reading Reciprocal Reading Running Records Monitoring Mathematics Clicker Phonic groups Fisher's Family Trust Reading One:one reading in Assembly Targetted group reading Literacy Catch UP Numeracy Catch UP One Page Profiles	EP SEND Reading Consultants assessment and Advice

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<p>Social, emotional and mental health difficulties</p>	<p>Worry box Class rules and consequences House points Clouds/rainbows/ Thinking chair "Keeping in mind" Personal Welcoming and farewelling Class Rewards-Marble jar etc Personal rewards Carpet Spot Thinking Space Freedom pass Praise and encouragement Describing appropriate behaviour Feedback on appropriate behaviour Modelling appropriate language PSHE Mindfulness Meditation Take up time Vary seating options Personalised work station Visual timetable Home -school communication book Yoga Breathing/Calming techniques Green and Red thoughts "Fill My Bucket" Social groupings</p>	<p>Friends For Life Nurture Groups Personal Mentoring Blob People Play leaders TAMHs CAMHs Tier 2 Social Stories One Page Profiles</p>	<p>Play therapy CAMHS CAMHS education EP Behavioural Teachers Referrals and advice Special School Advice- The Bridge</p>
<p>Sensory and/or physical needs.</p>	<p>Height adjusted chair Fidget tool box Chewy toys Move and sit cushion Sloping desk Privacy screen Ear defenders Theraband Theraputty Coloured Overlays Screen Background colour Enlarging text Laptops Clicker Teacher Microphone Set Hearing aids for children Stair rails Steps Cued Articulation Makaton Sensory Diet Pencil grips Sloping desks</p>	<p>Physical Disability Advisory teacher advice Hearing Impaired advisory teacher advice Visually Impaired Advisory teacher advice Refer to Occupational Therapy School Service Refer to Physiotherapy School Service Ask parents to get hearing/vision tested Fine Motor Skills Group Handwriting Group Gross Motor Skills Group One Page Profiles</p>	<p>Spot Commission Occupational Therapy assessment, programme, advice EP Professional Medical Advice</p>

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Appendix 2

SEND CONCERN FORM: The William Hogarth School		
To be completed by Class teacher and handed to SENCo		
Pupil:	Year and Class:	Teacher:
DoB:	Please circle if relevant: EAL/PP/LAC	Attendance to date: %
Primary Concern:		
Recent Assessments and dates:		
Accelerated Reader Level:		Book band level:
Literacy:		Spelling Age:
Numeracy:		
Attitude to learning observations:		
Previous Discussions/meetings about the child: (who, any reports received)		
What do you want to change?		

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Pupil Strengths:		
Strategies used to date, resources used and class interventions used: (Have you looked at the waves menu and adapted your Quality First Teaching?)		
Any Known Medical conditions or health issues? (Hearing, Vision tested? Include dates of tests)		
Other agency involvement: (Social Care, SALT, CAMHS)		
Have you spoken to Deputy Head or Head, KS Leader?		
Have you raised your concerns with the child's parents? (Yes/No) Circle as appropriate Date of when concern was discussed with parents: Parents views: Attach copy of notes:		
Please attach an appropriate sample piece of work.		
Completed by:		Date:
COMPLETED BY SENCo		
Observation by SENCo within first 2 weeks	√	Comments:
Assessments/checklists conducted by SENCo with CT:		
Onward referrals: SLT, CFAN, EP, SEN Plan, CAMHS		
SENCO discussion with parents: (Outcomes)		
Recommendations: (interventions, additional Support, resources)		

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Feedback to CT:		
Child to be placed on SEN register: Child to be monitored: No further action:		
Senco Signature:		Date:

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Head Teacher-Avril Stockley
SEND Governor-Andy Rooney
SENCo-Katy Luciani