



# South Molton United C of E Primary School

## Special Educational Needs & Disabilities (SEND) Policy 2021 - 22

Model Version 2014

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### Context

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This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

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Governor responsible for SEN: Mr John Cundill

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Headteacher: Mr Kevin O'Donnell

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SENDCo: Mrs Natalie Oatway

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**SENDCo Qualifications: National SENDCO Award (2015)**

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**Contact details:**

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**This policy will be reviewed annually**

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**Reviewed by APMC Committee 25<sup>th</sup> May 2021**

**Ratified by FGB 14<sup>th</sup> July 2021**

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# Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

South Molton United C of E Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of South Molton United Primary School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

***All teachers are teachers of Special Educational Needs.***

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

## School Admissions

**No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.**

# Aims and Objectives

## Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

## Objectives

The SEND Policy of the South Molton United C of E Primary school reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

# Identifying and supporting Special Educational Needs & Disabilities

## *Definition of SEN*

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. South Molton United C of E Primary School regards pupils as having a Special Educational Need if they:

- α) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- β) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- γ) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be 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.

South Molton United C of E Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

## **Areas of Special Educational Need**

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

### ***Cognition and Learning;***

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

### ***Social, Emotional and Mental Health Difficulties***

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, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### ***Communication and Interaction needs***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's 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.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### ***Sensory and/or Physical needs***

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

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. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

# A Graduated Response to SEND

## *Early Concerns*

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

## *How we identify and support pupils with SEN*

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found in **Appendix 1 – (Graduated Response Tool)**

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.



# Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set (TAC meetings) and will include the termly Pupil Progress Meetings.

## Graduated Response

### Assess

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a 'My Plan' (appendix 2). The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the 'My Plan'
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

- Parents/carers, with their child, will meet with the class teacher and or the SENCo to discuss the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the child’s ‘My Plan’ with a date to review the plan. The date for review will depend on the level of need present.
- The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. One copy of the My Plan will kept in the child’s SEND file and one copy will be sent home to the parents for their own records.

- Plan**
- So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –
  - The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
  - The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.
  - The My Plan will usually involve a contribution by the child so the My Plan also reflects pupil voice.
  - Where appropriate, the My Plan will be attached to the Early Help record on the Right for Children data base (Early Help). This will be for the purpose of multi agency collaboration and will always be with parental consent.
- The My Plan document is currently under review by the SENDCO and will be changed to a Pupil Passport later in the academic year to bring South Molton United C of E Primary school in line with other Devon schools.**

- Do**
- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
  - The SENDCo will support the class teacher in the further assessment of the pupil’s needs, in problem solving and advising on the effective implementation of support.
  - The class teacher is responsible for the daily implementation of the plan

- Review**
- There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
  - Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
  - Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the Team around the Family (TAF) meetings.
  - This review will feedback into the analysis of the pupil’s needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil’s progress and development, with decisions on any changes made in consultation with the parent and the pupil.
  - Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

The impact of individual or group SEND support will be evaluated by the school’s SENDCO in consultation with relevant members of staff. The impact and costings SEN support will be shared with SLT and the SEND Governor.

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## Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

# Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so South Molton United C of E Primary School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process. Annual Reviews will be completed through the Devon LA's school portal.

## Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Once a term the SENDCO completes an analysis of SEND progress and attainment and shares the information with SLT. Where pupils are not making sufficient progress additional information is sought and appropriate action taken.

## Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At South Molton United C of E Primary school we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENCo at least **3** times a year formally. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

The SENDCO encourages parents and carers to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

### **Children in Care:**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

### **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

### **Partnership with External Agencies**

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

### **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

## **Training and Resources**

## ***Allocation of resources***

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes (see Appendix 3).
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

## **Continuing Professional Development (CPD) for Special Educational Needs**

- Teaching staff at the school engage in regular training sessions when Quality First Teaching is addressed.
- The SENCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN.
- The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

## **Funding**

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for an Education and Health Care Plan.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used..

## **Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCO.



# Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

## ***Governing Body:***

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- ensure that the school informs parents/carers when they are making special educational provision for a child
- ensure that the school prepares an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

## ***Headteacher:***

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

## ***SENDCo:***

In collaboration with the Headteacher and governing body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils’ achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### ***All Teaching and Non-Teaching Staff:***

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

### **Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the My Plan paperwork. For those pupils with an Education, Health and

Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the school's Medical Policy for further details.***

Some children will be required to have a Health Care Plan, the SENDCO is responsible for liaising with both medical professionals and parents to write the plan. One copy of the plan will be placed in the 'useful information' file in the child's classroom, one copy will be held in the MTA's file and the master copy will be held in the SEND filings system. The plans will be reviewed at least once a year.

### **Children in Hospital**

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals\*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

\* E.g. *medical agencies, Hospital School, DPLS*

# **SEND Information Report**

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found on the school's website.

# Monitoring and Accountability

## Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school has a lift which makes the second floor wheelchair accessible, and has a disabled toilet facility. South Molton United C of E Primary School work hard to develop their accessibility and the school's accessibility plan detailing how this is being developed can be accessed from the school website.

## Storing and Managing Information

Pupil SEND records will be kept in accordance with statutory guidance and best practice.

## Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

**Appendix 1: Graduated Response assessment tool (KS2). The same document is available for Ks1 and EYFS.**

# Devon Graduated Response to SEND Support: The pupil profile

The Devon Graduated Response to SEND support profile should be used as an electronic tool to support teachers and SENCO's to identify, assess and record the needs of children and young people requiring special educational provision. It supports the planning and recording of appropriate provision and provides guidance for reviewing progress.

It has been designed to help educational settings meet their duties as outlined in the SEND Code of Practice: 0-25 years (January 2015). Further information on this can be found in part two (*see below*).

It aims to ensure a graduated approach to meeting need through effective implementation of foundation levels of support before moving a child or young person onto higher levels of support by following the Assess, Plan, Do, Review cycles.

The tool is in two parts;

- This part of the tool supports schools with the **identification** of special educational needs
- This part of the tool supports schools in **planning** to meet the needs identified in part one, signposts to appropriate resources and websites and provides further guidance on meeting the SEND Code of Practice requirements.

**This is part 1** Assess, Plan, Do, Review Cycle



## What is the Devon Graduated Response Tool?

The Devon Graduated Response is an evidenced based reference tool to guide schools in meeting the needs of pupils with special educational and medical needs within Devon.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age **or**

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

[Definition of Special Educational Needs \(SEN\) from the SEND Code of Practice: 0-25 years \(July 2014\)](#)

It provides a point of reference for school staff when deciding which level of the graduated response pupils are working at

It can be used as an audit tool for individual pupils or for school practice, so that staff can check they are providing appropriate and purposeful support for pupils at different levels. It may identify gaps in provision or new ideas for working with individual pupils

It can provide clarity and transparency when explaining the provision school provides for individual pupils

It can be used by Devon Local Authority to determine whether schools are making appropriate provision to meet the needs of all pupils and to help determine whether schools have taken sufficient, relevant and purposeful action before requesting additional resources.

It aims to build on the good practice that is already evident in schools by developing robust systems and processes, and improving staff skills for responding to pupils' needs.

## The 3 levels of SEN provision within the Graduated Response

### How to use this tool electronically:-

- Use the 'Save as' command to save a copy of the document. Name the file so that it will uniquely identify the child or young person.
- There are forms to guide thinking processes and record information on each page. Teachers and SENCOs may fill them in as wished. The document has not been 'protected' so that users can modify the forms, adding their own indicators, strategies, resources and web links.  
**Warning:** *the document is divided by section breaks, deleting or amending these will affect the headers and footers and is generally a bad idea!*
- With the exception of the Quickchecker, it is suggested that dates in mm/yy style should be entered into tables. This enables the profile tool to be used over time to record information.
- Some forms have a space for comments to record actions. It is suggested that other evidence for information could be linked to by inserting hyperlinks to relevant documents (e.g. School-based My Plans, reports, assessments) saved locally or by paper documents being signposted (e.g. "see School-based My Plans dated...")
- There are three types of hyperlink in the document identified by underlined text:
  - Navigation Links** link to other parts of the tool to aid navigation and will work off-line.
  - Website Links** link to useful websites and need an internet connection. For example: <http://www.nasen.org.uk/>
  - Code of Practice Links** reference the relevant section of the SEND Code of Practice: 0-25 years (July 2014). They are designed to illustrate how the tool links to the CoP requirements. Hovering over them with the mouse will show the relevant extract. Clicking on them will link to the government website that hosts the CoP.

### How to use this as a paper document

Whilst this tool has been designed for electronic use, if users before a paper version, it should print reasonably well. Please note that some areas at the page margins may be lost. Large spaces for handwriting text into tables/forms are not a feature, if desirable spaces could be enlarged before printing.

Website links have been written in full so that they will still be accessible in print but the navigation and CoP hyperlink features will be lost in paper copies.

## Contents

Use hyperlinks to navigate the document. To return to this page at any time, double click on the footer and then Ctrl+Click on Devon Graduated Response to SEND Support.

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	<a href="#">Quickchecker summary</a>	<a href="#">Page 8</a>
<b>Assess needs and impact</b> <i>This section highlights and prioritises the area of need. Relevant assessments and reports should then support the identification of SMART desired outcomes</i>	<a href="#">Assessment checklist</a>	<a href="#">Page 9</a>
	SEND Indicators, Assessing impact and Recording for needs within: <a href="#">Communication &amp; Interaction</a>	<a href="#">Page 10</a>
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	<a href="#">Cognition &amp; Learning (upper KS2)</a>	<a href="#">Page 17</a>
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<b>Plan and Do</b> <i>This section highlights <b>strategies/interventions</b> to consider when planning provision</i>	SEND planning checklist	Please see Part 2 of the tool: Plan and Review
	Universal provision checklist, Enhanced and Specialist provision and Relevant support for SEND planning for needs within: <b>Communication &amp; Interaction</b>	
	<a href="#">Cognition &amp; Learning</a>	
	<a href="#">Social, Emotional and Mental health</a>	
	<a href="#">Sensory &amp; Physical</a>	
<b>Review</b> <i>Impact of provision must be evaluated and the plan reviewed</i>	Staff training and Environment	
	Planning a review	
	Review decision tree	

# Quickchecker

Y/N

## Communication and interaction

*There are concerns about...*

the pupil's attention and/or listening skills – their ability to engage successfully with language
the pupil's receptive language – their ability to understand spoken language
the pupil's expressive language – their ability to use language to communicate with others
the pupil's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech
the pupil's social communications – their ability to use language appropriately and successfully in social situations
the pupil's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns
the pupil's communication skills e.g. verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately
the pupil's social development e.g. capacity to 'share interest' and/or 'share attention'
the pupil's rigidity of thought e.g. ability to manage changes in routine
the pupil's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli
the pupil's cognitive development e.g. capacity to sustain concentration or self-direct their learning

## Cognition and learning

*There are concerns about...*

the pupil's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness
the pupil's performance levels i.e. they are below the level within which most pupils are expected to work
the pupil's indicative test scores are below expected levels
the pupil's attainment in underlying skills which is beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy and numeracy
the pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills
the pupil's attitude and/or approach to learning which is restricting access to the curriculum e.g. pupil is demotivated, disorganised or lacks independent learning skills

## Social, emotional and mental health

*There are concerns about...*

the pupil's learning behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum
the pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum
the pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum
the frequency with which the pupil reaches the limit of normal school sanctions

### Sensory and physical

#### Areas of concern...

the pupil presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page
the pupil present with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions
the pupil presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language
the pupil presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are reduced
the pupil's physical skills/needs are affecting their learning and/or access to the curriculum
the pupil's medical needs are affecting their learning and/or access to the curriculum

## Quickchecker Summary

Please indicate areas of concern identified by school, parents and pupil.

Area of Need	School Concern	Parent Concern	Pupil Concern
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	<i>(Date &amp; comment)</i>	<i>(Date &amp; comment)</i>	<i>(Date &amp; comment)</i>
<b>Communication &amp; Interaction</b>			
<b>Cognition &amp; Learning</b>			
<b>Social, Emotional and Mental Health</b>			
<b>Sensory &amp; Physical</b>			

At this point it is important to consider other possible contributing factors such *as EAL, poor attendance or safeguarding* issues.

If you believe the pupil may have SEN proceed to **Assess**

## Assessment checklist

In order to identify a child or young person as needing SEN support, the class or subject teacher, working with the SENCO, should establish a clear analysis of the pupil's needs (SEND Code of Practice: 0-25 years; 2014)

	Date and Comment
Discussion with the pupil's parents/carers, to establish their views and experience of the child and their needs; Signpost parents/carers to <a href="#">Devon's Local Offer</a> information and to independent parent support from <a href="#">Devon Information Advice and Support</a> ;	
Discussion with the <a href="#">child or young person</a> , where appropriate, to establish their views on what they consider their strengths and weaknesses to be;	
If applicable, discussion with any <a href="#">outside practiconers</a> from health or social care whom the pupil is already known to;	
<a href="#">Teacher assessments</a> , including teacher's knowledge and experience of the pupil;	
Analysis of progress in comparison to the pupil's peers with reference to <a href="#">school data and national data and expectations</a> .	

To review the assessment indicators, record the impact of needs and record standardised assessments proceed to Assess Needs and Impact. This covers the following areas;

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Communication & Interaction

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	R a r e/ N e v e r	O c c a s i o n a l	F r e q u e n t l y	S p e c i a l i s t
<b>Social interaction and development</b> <i>The pupil requires support to...</i>				
develop self-confidence and establish a positive self-image				
communicate with peers e.g. shows frustration/aggression when not understood				
understand and comply with the rules of social interaction e.g. turn taking, eye contact, listening to others, participating in playground games, group work				
negotiate and problem solve				
engage in imaginative and interactive play				
share equipment e.g. will usually give up item or move away				
work or play interactively in a group and recognise the importance of involvement				

make appropriate social approaches to adults and peers e.g. lack of personal space or privacy, inappropriate touch/smelling/licking				
develop awareness and degree of control over socially inappropriate behaviour and ability to show appropriate behaviour despite difficulties e.g. develop alternative ways to manage anxiety, frustration, need for routine, (Y5-6) development of anger management and negotiation skills				
(Y5-6) develop awareness of consequences to actions e.g. hurting others				
(Y5-6) comply with requests and respond to rewards/sanctions				
respond to the needs of others e.g. finds a different friend when a peer doesn't want to play				
<b>Other:</b>				
<b>Attention and listening</b> <i>The pupil requires support to...</i>				
participate in classroom activities dependent on listening e.g. in topic discussion may be off task or disruptive				
maintain attention and work at same pace as peers in a range of learning situations				

manage transition from one activity to another easily				
demonstrate shared attention with others e.g. sharing looking at a book				
appropriately seek adult attention				
be able to ignore distractions from peers/environment and minimise self-distraction				
<b>Other:</b>				
Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	<b>R a r e/ N e v e r</b>	<b>O c c a s i o n a l</b>	<b>F r e q u e n t l y</b>	<b>S p e c i a l i s t</b>
<b>Understanding language and communication</b> <i>The pupil requires support to...</i>				
understand conversations, questions, complex sentences and instructions e.g. remembers the beginning of longer instructions retained by the majority of peers				
remember words that pupils of that age would be expected to know				

understand new vocabulary and concepts, including abstract information e.g. time, space, quantities				
answer questions following a class discussion or DVD				
avoid literal interpretation of language and understand humour and sarcasm				
interpret non-verbal language such as facial expressions, gesture and tone of voice				
apply and transfer knowledge and vocabulary/concepts across subjects or situations				
understand the difference between facts/reality and fiction/fantasy				
<b>Other:</b>				
<b>Expressive (<i>spoken</i>) language and communication</b> <i>The pupil requires support to...</i>				
consistently and correctly use pronouns, irregular past tenses, plurals and words such as <b>is/are, the ,to</b>				

retain and use specific vocabulary e.g. topic words				
make relevant contributions to class/group discussion				
use narrative e.g. tell a story and recall past events				
(Y5/6) express and discuss anxiety/other emotions e.g. related to secondary transition				
develop speaking and listening skills to access the curriculum and in line with peers				
<b>Other:</b>				
<b>Intelligibility</b> <i>The pupil requires support to...</i>				
develop more mature speech sounds in one/a few specific area e.g. avoiding simplifying consonant blends such as 'moke' for 'smoke'				
make themselves understood in all situations e.g. may use strategies other than speech to communicate				

<b>Other:</b>				
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Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	<b>R a r e / N e v e r</b>	<b>O c c a s i o n a l</b>	<b>F r e q u e n t l y</b>	<b>S p e c i a l i s t</b>
<b>Flexibility of thought</b> <i>The pupil requires support to...</i>				
follow another person's agenda/adult directed process				
manage preference for things to be the same e.g. the same seat or place for equipment				
become less reliant on obsessive objects, topics or activities				
make appropriate choices or decisions particularly at unstructured times				
manage over-arousal or frustration especially at transition times				
manage reaction to specific changes to routine or unexpected outcomes e.g. trips, Christmas play				
engage and learn in creative /open-ended tasks				

manage home-school links				
<b>Other:</b>				
<b>Sensory processing</b> <i>The pupil requires support to...</i>				
develop balanced sensitivity to sensory information – may show over/under sensitivity e.g. overwhelmed by noisy/visually stimulating room or show lack of awareness of pain				
avoid self-harm or harming others when agitated				
participate in activities dependent upon physical coordination				
vary the pace e.g. able to change quickly for PE when necessary				
develop awareness of/have strategies to manage physical reactions such as flapping, rocking, tooth grinding, tapping				
<b>Other:</b>				

### Assess Impact

Consider the following question and record priority areas of need in the summary table accessed here

[Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**





## Decide

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Cognition & Learning (*Lower KS2*)

CoP (6.23) Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Please refer to KS1 Assessment indicators, if appropriate to pupil's development

Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	R ar e / N e v er	O cc a si o n al	Fr e q u e nt ly	Sp ec ial ist
<b>Reading</b> <i>The pupil requires support to...</i>				
use language skills to support decoding				
read many of the regular and exception words from the first 100 high-frequency words				
become familiar with a wide range of stories and retell them to others				
understand reading materials as a result of continuing effortful decoding, low reading rate or limited language skills, and despite well-founded intervention to encourage comprehension strategies				
use phonic knowledge where useful				
<b>Other:</b>				
<b>Phonics</b> <i>The pupil requires support to...</i>				

Assess : Quickchecker

recognise syllables, alliteration and rhyme				
automatically recognise single letters and most common digraphs				
read quickly those words the pupil encounters repeatedly				
use phonic skills such as blending and segmenting despite well-founded intervention and considerable opportunity for development				
<b>Other:</b>				
<b>Recording</b> <i>The pupil requires support to...</i>				
consistently write lower and upper case letters				
develop cursive handwriting				
spell many of the regular and exception words from the first 100 high frequency words, and from statutory spelling lists for Y3/4				
write simple sentences with simple punctuation				

## Assess : Quickchecker

record ideas, using simple assistive technology				
acquire and develop simple planning strategies; e.g. use a writing frame or simple concept map				
<b>Other:</b>				

Assess : Quickchecker

Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	R a r e / N e v e r	O c c a s i o n a l	F r e q u e n t l y	S p e c i a l i s t
<b>Maths</b> <i>The pupil requires support to...</i>				
recognise the place value of each digit in two digit numbers e.g. tens, ones				
recall early number/multiplication facts quickly (e.g. number bonds to 20, 2x/5x/10x tables) with ongoing use of 'hands-on' resources				
understand that simple addition and multiplication can be carried out in any order, using 'hands-on' resources				
recognise simple fractions in diagrams and begin to understand equivalence				
compare and order quantities: weights, lengths, capacities etc				
name basic shapes and solids				
<b>Other:</b>				

Assess : Quickchecker

<b>Attitude/approach to learning</b> <i>The pupil requires support to...</i>				
maintain attention and interest on an adult directed task				
shows independence in carrying out task instructions or will seek support when unsure				
persevere with difficult tasks				
<b>Other:</b>				
<b>Recording</b> <i>The pupil requires support to...</i>				
consistently write lower and upper case letters				
develop cursive handwriting				
spell many of the regular and exception words from the first 100 high frequency words, and from statutory spelling lists for Y3/4				
write simple sentences with simple punctuation				

## Assess : Quickchecker

record ideas, using simple assistive technology				
acquire and develop simple planning strategies; e.g. use a writing frame or simple concept map				
<b>Other:</b>				

### Assess Impact

Consider the following question and record priority areas of need in the summary table accessed here

[Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**

## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant  
Assessments/Reports

Assessment/Report	Date	Chronological Age	Standard Score

**Decide**

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Cognition & Learning (*Upper KS2*)

Please refer to Lower KS2 or KS1 Assessment indicators, if appropriate to pupil's development

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	R a r e / N e v e r	O c c a s i o n a l	F r e q u e n t l y	S p e c i a l i s t
<b>Reading</b> <i>The pupil requires support to...</i>				
use language and comprehension skills to support the reading of unfamiliar words				
read the majority of the regular and exception words from the first 100 high-frequency words				
read with good accuracy and at a rate to support effective comprehension				
demonstrate independence, fluency or enthusiasm when reading				
extract meaning from a text e.g. identify the main point, make a prediction based on the text, justify their viewpoint				
read new words outside their spoken vocabulary, using a range of strategies including phonic knowledge				
<b>Other:</b>				

## Assess : Quickchecker

Recording <i>The pupil requires support to...</i>				
record ideas with reasonable accuracy				
use simple punctuation consistently				
spell most of the regular and exception words from the first 100 high-frequency words, and from the statutory spelling lists for y3/4/5				
sequence ideas (even when using learnt strategies) e.g. to order and record events within a story				
use a spelling dictionary or personal spelling support list				
<b>Other:</b>				
Maths <i>The pupil requires support to...</i>				
recognise the place value of each digit in three digit numbers (i.e. hundreds, tens, ones)				
recall number/multiplication facts (up to 10x) including with on-going use of 'hands-on' resources				

## Assess : Quickchecker

use formal written methods consistently for (columnar) addition and subtraction, when adding or subtracting three digit numbers				
carry out routine mental arithmetic				
use money in practical situations				
read and record time using 12hr/24hr analogue/digital clock				
understand and use simple fractions, using diagrams and 'hands-on' resources				
<b>Other:</b>				
<b>Attitude/approach to learning</b> <i>The pupil requires support to...</i>				
maintain positive attitude to literacy and numeracy				
maintain attention and interest on adult directed tasks				
persevere with difficult tasks				

Assess : Quickchecker

use learnt strategies e.g. mind-mapping, use of taught mnemonics, writing frames etc.				
<b>Other:</b>				

**Assess Impact**

Consider the following question and record priority areas of need in the summary table accessed here [Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**

## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant Assessments/Reports			
Assessment/Report	Date	Chronological Age	Standard Score

**Decide**

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Social, Emotional and Mental Health needs

- CoP (6.21) Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- It is important that schools identify special educational needs in terms of their **primary** needs. An unmet SEN such as a learning need will most likely result in an additional social, emotional or even a mental health (SEMH) need.
- Certain individuals or groups are more at risk of developing SEMH needs than others. Risks can relate to the child/Young person, family or to their community or life events. This tool should be considered alongside other information known about the child/young person and family in order to identify needs holistically. This information may be drawn from a range of professionals including other school staff i.e. it may be that the primary need is environmental and the child/young person needs safeguarding. It is recommended that schools use the assessment triangle where appropriate and consult with (social care) **Early Help** for further advice, where required.
- Schools **must not** diagnose mental illness (this is a medical diagnosis reached by medical professionals). Assessment tools such as SDQ, Thrive, Boxall profile etc. will highlight individual need and support schools to identify suitable support and provision.
- The **presentation of poor behaviour** does not necessarily mean that a child/young person has a behavioural problem, mental health difficulty or a SEN. For example;
  - Impolite to an adult may merely be an indication of a relationship fall out as opposed to SEN
  - Display of anxious behaviour may be linked with particular events in and outside of school that can pass with time i.e. family separation, school exams etc.
- It is recommended that when completing this section schools are mindful of the extent to which environmental and familial factors are thought to be influencing the presentation of behaviour seen.

Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	R a r e/ N e v e r	O c c a s i o n a l	F r e q u e n t l y	S p e c i a l i s t
<b>Social development</b> <i>The pupil requires support to...</i>				
form and maintain basic relationships				

## Assess: Communication & Interaction

respect another's personal space				
accept friendly approaches from other pupils				
be polite towards adults				
be calm and considerate to others				
help other pupils when they are upset				
await their turn in a group				
share equipment or adults with other pupils				
take part in an adult led group activity				
ask for, or accept help appropriately				
accept direction without argument				

## Assess: Communication & Interaction

Other:				
Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	R a r e/ N e v e r	O c c a s i o n a l	F r e q u e n t l y	S p e c i a l i s t
<b>Emotional development and mental health</b> <i>The pupil requires support to...</i>				
think about another's feelings				
discuss concerns with staff when upset				
accept responsibility for good/poor choices				
allow other class members to feel safe in their presence				
be aware of behaviour that puts self or others at risk				
avoid self-harming behaviours				

## Assess: Communication & Interaction

show happiness when appropriate e.g. receiving praise				
try things that are difficult				
accept the sensitive correction of mistakes				
identify in self and others basic feelings beyond happy/sad/angry such as excited, surprised or disappointed				
to make links between basic feelings and causative events				
to communicate their feelings to others e.g. say they feel sad because of a broken toy				
<b>Other:</b>				

## Assess: Communication & Interaction

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	<b>R a r e/ N e v e r</b>	<b>O c c a s i o n a l</b>	<b>F r e q u e n t l y</b>	<b>S p e c i a l i s t</b>
<b>Self-regulation</b> <i>The pupil requires support to...</i>				
calm themselves after being upset				
control angry feelings e.g. inhibit physical aggression towards pupils/adults				
avoid being overwhelmed by excited feelings				
avoid being overwhelmed by worried/anxious feelings				
attend school consistently				

## Assess: Communication & Interaction

stay on school site				
focus or concentrate on an activity				
give attention to adults				
start adult directed activities				
make safe, appropriate and purposeful use of materials provided				
work alongside other pupils without interfering with them or causing a disturbance				
think things through before acting				
avoid calling out or singing at inappropriate times				
<b>Other:</b>				

### Assess Impact

Consider the following question and record priority areas of need in the summary table accessed here

Assess: Communication & Interaction

[Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**

## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant  
Assessments/Reports

Assessment/Report	Date	Chronological Age	Standard Score

## Assess: Communication & Interaction

### Decide

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Sensory Needs

This section has been sub-divided into:

**Sensory needs**

Physical needs

Medical needs

Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	<b>Rare/Never</b>	<b>Occasional</b>	<b>Frequently</b>	<b>Specialist</b>
<b>Visual impairment</b> <i>Behaviours noticed...</i>				
does the pupil hold books very close or at an unusual angle?				
does the pupil fail to respond to non-verbal instructions e.g. facial expressions?				
do they lose their place when reading, skip lines or struggle to find text on a page?				
do they have difficulty finding dropped items?				

## Assess: Cognition & Learning

do they close or cover one eye when reading or working on near/close activities?				
do they show hesitancy when walking?				
do they show lack of confidence in group activities?				
do they have a short attention span when reading or writing?				
do they have a poor or unusual sitting posture when reading?				
does the pupil tilt their head excessively to one side up, or down?				
do they make excessive head movements when reading?				
does the pupil squint or frown to see the board clearly?				
do they close or cover one eye when reading or working on near/close activities?				

## Assess: Cognition & Learning

do they rub their eyes frequently?				
do they peer at distant objects?				
do they bump into things or knock things over?				
does the pupil have an obvious tendency to favour one eye?				
do they have poor performance or show lack of interest in sports/outdoor activities, poor hand/eye co-ordination?				
do they have poor memory and concentration?				
is the pupil nervous, irritable, tense or restless after maintaining visual concentration?				
does the pupil make errors in copying at near or from a distance?				
<b>Other:</b>				

## Assess: Cognition & Learning

*does the pupil also have an identified hearing impairment (see below)  
If **Yes**; do they require assessing as a multi-sensory impaired learner?*

## Assess: Cognition & Learning

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Hearing impairment</b> <i>Behaviours noticed...</i>				
do they tell you or do you know when their hearing aid isn't working?				
does the pupil tell you when they haven't heard/understood what you have said?				
do they ask you to repeat instructions?				
does the pupil have issues with friendship groups or issues with socialising with peers?				

## Assess: Cognition & Learning

how often does the pupil become distracted/ lose focus in comparison to peers?				
after instruction, does the pupil have difficulty in starting the task (e.g. looks at other pupils or asks for help)?				
does the pupil complain about/become upset by loud sounds?				
in a quiet place do they respond to a familiar voice or to their name the first time you call when they can't see your face? E.g. do they turn their head and smile, look up, respond verbally?				
do they have difficulty expressing their needs clearly?				
are they difficult to understand if the context is not known?				

## Assess: Cognition & Learning

do they use alternative means to speech to try and express themselves e.g. gestures, taking and pointing				
do they withdraw from social situations?				
is their speech grammatically immature? i.e. 'me want car'				
is their language non-specific i.e. 'that one', 'over there'				
are they very quiet in group situations?				
are they making less than expected progress in phonics?				
do they have difficulty joining in appropriately with playground games?				
<b>Other:</b>				
<p><i>does the pupil also have an identified visual impairment (see above)</i>  <i>If Yes; do they require assessing as a multi-sensory impaired learner?</i></p>				

### Assess Impact

Consider the following question and record priority areas of need in the summary table accessed here [Assess Impact: Summary of Priority Areas of Need](#)

### What is the key barrier for access to learning for this pupil?

### Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant Assessments/Reports	Assessment/Report	Date	Chronological Age	Standard Score

**Decide**

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Physical Needs

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	R a r e / N e v e r	O c c a s i o n a l	F r e q u e n t l y	S p e c i a l i s t
<b>Fine motor skill development</b> <i>The pupil requires support to...</i>				
display pre-writing skills required prior to beginning formal handwriting i.e.        + \        / X				
record work by writing with a pen or pencil e.g. poor letter formation, slow speed of recording, difficulty recording ideas				
record work by using an ordinary keyboard because they have poor keyboard skills or limited dexterity to access the keys				
control the mouse using a standard mouse or glidepad				
manipulate tools e.g. scissors, rulers, mathematical equipment, construction equipment				

## Assess: Social, Emotional and Mental Health Needs

managing two handed tasks e.g. holding a book and turning a page, cutting with scissors, using a knife and fork, doing up buttons				
be accurate due to fatigue				
complete tasks of daily living e.g. dressing, wiping their face, eating				
complete tasks that they used to be able to do because their fine motor skills are deteriorating				
complete tasks as it takes significantly longer than their peers				
<b>Other:</b>				
<b>Gross motor development</b> <i>The pupil requires support to...</i>				
maintain sitting balance				

## Assess: Social, Emotional and Mental Health Needs

maintain functional working position in the seat provided				
sit still				
maintain standing balance				
move between equipment e.g. chair to standing, chair to floor				
walk				
carry items whilst walking e.g. tray at dinner time				
engage with tasks/activities at certain times of the day as physical skills may fluctuate or deteriorate				
complete tasks that they used to be able to do because their gross motor skills are deteriorating				

## Assess: Social, Emotional and Mental Health Needs

carry out prescribed physiotherapy activities in school				
complete tasks that require sustained strength				
access activities involving throwing and catching or using a bat and ball				
participate in PE lessons				
Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	<b>R a r e / N e v e r</b>	<b>O c c a s i o n a l</b>	<b>F r e q u e n t l y</b>	<b>S p e c i a l i s t</b>
<b>Energy levels</b> <i>The pupil requires support to...</i>				
combat fatigue linked to the condition/ medication/ pain levels and poor sleep patterns /lack of sleep				
maintain full time attendance at school				

## Assess: Social, Emotional and Mental Health Needs

manage the impact of fatigue levels on the ability to concentrate and keep up with school work, whilst in school				
pace themselves throughout the day and week				
manage the impact of fatigue levels on the ability to socialise or do school work outside of school				
<b>Other:</b>				

## Assess: Social, Emotional and Mental Health Needs

Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	R a r e / N e v e r	O c c a s i o n a l	F r e q u e n t l y	S p e c i a l i s t
<b>Sensory / Perception</b> <i>The pupil requires support to...</i>				
access activities involving shape, size and position e.g. puzzles, tables, graphs				
organise themselves to be ready to complete a task				
be aware of others who may be in their physical space (as they may unknowingly knock into them)				
learn new physical skills				
follow age appropriate instructions				

## Assess: Social, Emotional and Mental Health Needs

concentrate on the task in hand				
<b>Other:</b>				
<b>Social and emotional</b> <i>The pupil requires support to...</i>				
develop and maintain social relationships that may be compromised by repeated or prolonged absence				
take part in some classroom or social activities due to restricted mobility e.g. a wheelchair user whose peers play football at lunchtime, a child who walks with a frame so cannot run around the playground with their peers				
maintain self-esteem				
enhance verbal communication as they have difficulty using gesture, facial expression and body language				

## Assess: Social, Emotional and Mental Health Needs

interpret gesture, facial expression and body language which support verbal communication				
understand and cope with their emotional needs relating to their condition				
<b>Other:</b>				

### SEND Indicators: Medical Needs

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	R a r e / N e v e r	O c c a s i o n a l	F r e q u e n t l y	S p e c i a l i s t
<b>Independence and participation</b> <i>The pupil requires support to...</i>				
participate in aspects of school life e.g. playtime, lunch clubs, PE etc.				
learn how to be as independent as possible				
carry out age-appropriate self-care e.g. dressing				
change for PE				
carry out age-appropriate self-care e.g. feeding				
eat because of difficulties with chewing and swallowing				
drink because of difficulties with swallowing				

## Assess: Social, Emotional and Mental Health Needs

carry out age-appropriate self-care e.g. toileting				
be aware of toileting needs				
achieve continence				
manage constipation				
manage medication/ medical procedures				
<b>Other:</b>				
<b>Safety</b> <i>The pupil requires support to...</i>				
avoid contact with any known triggers e.g. allergic reactions to known substances such as peanuts or lactose				
access curriculum activities by having staff adapt them to accommodate physical needs e.g. having a practical assistant in practical lessons				
ensure safety when driving a powered chair				

## Assess: Social, Emotional and Mental Health Needs

access curriculum activities by having staff adapt them to accommodate their medical needs e.g. a science experiment, making it safe for a pupil using oxygen				
manage medical needs with adult on hand to monitor condition				
fully access the curriculum ( <i>N.B: a risk assessment and handling plan must be in place if moving and handling is required</i> )				
evacuate a building in the event of an emergency ( <i>N.B: a personal emergency evacuation plan (peep) must be in place</i> )				
<b>Other:</b>				

### Assess Impact

Consider the following question and record priority areas of need in the summary table accessed here

[Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**

## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant Assessments/Reports			
Assessment/Report	Date	Chronological Age	Standard Score

## Assess: Social, Emotional and Mental Health Needs

### Decide

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## Assess Impact: Summary of Priority Areas of Need

- It is recommended that when completing this section schools are mindful of the extent to which environmental or familial factors are thought to be influencing the presentation of behaviours seen.
- Prioritise the areas of specific need identified in each section. These will become the focus areas for the planning stage.
- Identify which of the highlighted needs are key to moving the pupil on in their learning. These needs should form the basis of the next set of **Desired Outcomes** on the pupils **school based plan**.

Area of need	Specific area of need identified	Comments on impact on learning	Priority rating (1=low impact, 5 high impact)
Communication & Interaction			
Cognition & Learning			
Social, Emotional and Mental Health			
Sensory			
Physical & Medical			

## Assess: Sensory Needs

## Appendix 2: 'My Plan'.

Assess: Sensory Needs

My Plan Appendix 2

My Targets (What)	What do I need to do? (How)	Who is going to help me? When?	How will I know that I can do it? (Success Criteria)	 How well did I do? (Outcome)
Things I would like to get better at:		My role as the class teacher will be to:	My role as a parent will be to	

South Molton C of E Junior School

## Appendix 3 Provision Map

## Assess: Sensory Needs

### Quality First Teaching Strategies

High expectations of all learners  
 Universal Provision checklist  
 Inclusive Learning Environment  
 Visual Timetable  
 Word mats  
 Additional processing time  
 THRASS  
 Group support  
 Writing Frames  
 Reward System  
 Sandtimer  
 Task boards  
 SNIP/ Nesy/Truggs  
 Small group guided reading  
 Writing slope  
 Wobble Cushion

		Targeted Provision	
Provision/ Intervention	Names of children involved.	Outcomes and impact	
<i>Example: Speech and language link.</i>		<i>Example: To improve speech and pronunciation of target sounds.</i>	

## Assess: Sensory Needs

Specialist Provision	
Pupil	Agency
	<i>Example: CAMHS</i>