



## **WILDRIDINGS PRIMARY SCHOOL**

### **Special Educational Needs And Disability (SEND) Policy**

		<b>Signature</b>	<b>Date</b>
<b>Headteacher</b>	<b>Mr Simon Cope</b>		
<b>On behalf of the Governing Body</b>	<b>Mrs Tracey Wright</b>		

<b>Approved by FGB</b>	23 <sup>rd</sup> March 2022
<b>Next Review</b>	October 2022

## Special Educational Needs and Disability Policy

### SENCO

Mrs C Wort is the Wildridings Primary School Deputy Headteacher and Inclusion Manager who is responsible for managing the school's provision for children with SEND. Mrs Wort works alongside the SEND Manager, Mrs S Leech, to form the SEND Team at Wildridings.

In the event of queries regarding SEND support at Wildridings Primary School, Mrs Wort can be contacted at school from Monday to Wednesday, by phone (01344 425483), in person or by emailing the school office. Mrs Leech is available Monday – Friday.

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents which can be found online:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEND Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy was originally created in liaison with the SLT, the SEND Governor, all staff and a group of parents of pupils with SEND. It has subsequently been subject to annual review and is published on the school website.

### Vision and Core Values

At Wildridings Primary School we have high expectations of our children and aim to develop their full potential by providing a broad and balanced curriculum relevant to their individual needs.

We want all children to 'Be the Best that they can Be' and we aim to respond flexibly to children's special educational needs and disabilities so that the right kind of help is available at the right time.

We believe that every teacher at Wildridings is a teacher of every child or young person including those with SEND.

### Identifying Special Educational Needs

The SEND Code of Practice describes 4 broad categories of need.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Wildridings, we seek to identify the needs of pupils by operating a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.

The following areas **are not SEN** but may well impact on a child’s progress and attainment:

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

The SENCO works alongside staff, parents and pupils to ensure identification of SEN and subsequent provision at Wildridings is provided in accordance with the guidance in the SEND Code of Practice.

### **A Graduated Approach to SEN Support**

The National Curriculum is our starting point for planning teaching that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through careful planning of their next steps in learning.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Good quality personalised teaching is available to all pupils at Wildridings, and we aim to ensure that the school’s performance management programme along with regular monitoring ensure that teaching standards remain high. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Pupil progress is carefully monitored each term, and teacher assessment data is scrutinised by teachers, Team Leaders and the Senior Leadership Team. The Headteacher, Deputies and SENCO hold regular Pupil Progress Meetings. These are conducted with class teachers to ensure that expectations for progress and attainment of all pupils at Wildridings are high. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Engaging parental support is also recognised as a key factor in assuring successful progress at school, and the school encourages and greatly values the support parents and carers can give their children in all aspects of their learning. This is enabled through regular contact with parents through Parents’ Evenings, discussions with SENCO or FSA, Curriculum Workshops, Parenting Workshops, and Pastoral Support Programmes.

It may, however, be harder for some children and young people to make progress than it is for the majority of their peers. A careful and targeted approach to developing potential and raising achievement in identified key areas will be necessary in order to ensure inclusion in learning at school and success in adult life.

The class teacher and SENCO will consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. A decision may be made to make special educational provision and the child will be added to the schools SEND register. (See ‘Guide to Interventions and SEND Provision at Wildridings’ Appendix 3)

**ASSESS:** Using formative assessment tools (such as relevant maths or reading tests), and consultation with parents and the pupil themselves, a detailed picture of the pupil's needs will be developed.

**PLAN:** An Individual Education Plan (Learning Pathway) will be drawn up by the pupil's teacher in consultation with parents or carers, describing the additional personalised support that will be provided. The school may consult with outside agencies at this stage, such as Educational Psychologist (EP), Children and Adolescent Mental Health Services (CAMHS), Autism Service (AS), Speech and Language Team (SALT), Support for Learning Services (SfL), or Behaviour Support Team (BST).

**DO:** Teachers and teaching assistants will ensure that the Learning Pathway is followed. The pupil's needs may be met through additional modifications to the class teaching, provision of specialist resources, or by inclusion in additional small group or individual support lessons. Parents and carers will receive advice about how to support their child at home.

Outside agencies are able to work alongside the pupil, parents and teachers to offer advice about meeting the pupil's SEND, and this advice will be reflected in the child's Individual Learning Pathway in the form of learning targets and resources.

**REVIEW:** Learning Pathways are reviewed in writing at least once a term by the class teacher, or more frequently in some cases, and the provision that is being made is adapted in light of that review. The review will include consultation between parents, pupils, and teachers. The SENCO may be involved for learners experiencing a high level of need, or who have needs in several areas of the four main areas outlined in the Code of Practice. The review process then feeds back into more assessment, and the cycle of assess, plan, do, and review is repeated.

#### **Managing Pupil Needs on the SEND Register**

- The SENCO keeps the SEND register up to date, and reports figures to the Department of Education on a termly basis through the school census.
- Information about pupils at Wildridings on the SEND register is collated through Edukey and is used to monitor progress and the impact of any interventions or additional support.
- The class teacher and SEND team record provisions that are currently being made for the pupils. This can be amended as necessary throughout the term.
- The SENCO checks the information recorded, and provides additional support or advice to teachers and parents where needed if progress and/or attainment is not in line with expectations.
- The level of provision is decided by looking at performance data over time and taking advice from outside agencies, parents and teachers.
- If the school feels that additional funding and support are needed from the Local Authority (LA) High Needs Block the SENCO will request that the LA carries out a Statutory Assessment. Further details regarding this process can be found on the Bracknell Forest website here:

<http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>

#### **Criteria for exiting the SEND Register**

The school systems described above for monitoring pupil progress will also be used when deciding that a pupil has made enough progress and no longer requires SEND support, in which case they may be removed from the SEND register. Their future attainments will continue to be monitored through the school's assessment and tracking procedures to ensure progress is maintained.

## Supporting Pupils and Families

- The Bracknell Forest LA local offer details the SEN provision that can be accessed locally, and parents should consult the Bracknell Forest website here:  
<http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>
- The Wildridings Primary School SEND local offer providing further information for parents can be found on the school website here:  
<https://www.wildridingsprimary.co.uk/send>
- School admissions are handled centrally by Bracknell Forest and details can be found on the website here:  
<http://www.bracknell-forest.gov.uk/primaryschooladmissions>
- Additionally Nursery admissions are handled by the school, and the current policy can also be accessed on the school website.
- Access to end of Key Stage tests for children with SEND is enabled through following national and local guidelines and access arrangements, and the SEND Team, Year 2 and Year 6 teachers are responsible for ensuring requirements are met.
- Transition from one class to another or from Wildridings to another school can be an uncertain time for pupils with SEND, and the school supports pupils through careful liaison meetings, visits and if necessary support group sessions.

## Supporting Pupils at School with Medical Conditions

- Wildridings Primary 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.
- Some pupils with medical conditions may also have special educational needs (SEND) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.
- Pupils with medical conditions are supported through a personal care plan, developed with parents and where necessary professional advice, which details management of their condition. The school's policy for supporting pupils with medical conditions has been developed to take into account recent guidance published by DfE (September 2014)
- The school accessibility audit and subsequent plan can be found on the school website here:  
<https://www.wildridingsprimary.co.uk/policies>

## Monitoring and Evaluation of SEND

The Senior Leadership Team and Subject Leaders regularly and carefully monitor and evaluate the quality of provision offered to all pupils through a cycle of lesson observations and learning walks, including book scrutiny and conversations with pupils. The outcomes are shared with all staff and governors, and this promotes an active process of continual review and improvement of provision for all pupils, including those with SEND.

The annual Parents and Carers questionnaire enable parents and carers to make contributions to the review process.

The SENCO meets with the SEND Governor to discuss SEND provision and impact, and this is reported to the Governing Body.

### **Training and Resources**

The school receives funding from Bracknell Forest to enable the needs of pupils with SEND to be met. For most pupils on the SEND register, the school is able to allocate appropriate resources to meet identified needs. For high needs learners with an Education, Health and Care Plan, the local authority will decide if additional funding is required by the school in order to fully meet the child's needs.

Training needs of staff are identified and planned for through the school's performance management system or when planning provision for SEND pupils. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The Inclusion Manager (SENCO) and SEND Manager regularly attends the Bracknell Forest SENCO Forum meetings in order to keep up to date with local and national updates in SEND, and the SENCO is a member of NASEN (National Association for SEN).

The SENCO has completed the National Award for SEN Coordination (NASENCO).

The SEND Manager holds a Level 7 Diploma for teaching and assessing children with specific learning difficulties. She is a member of PATOSS and an associate member of the British Dyslexia Association.

### **Roles and Responsibilities**

- SEND Governor: Miss Margaux Barron (or other specific governor(s) subsequently appointed by the Governing Body)
- Designated Teacher with specific Safeguarding responsibility: Mr Simon Cope
- Safeguarding Governor: Mrs Kusum Trikha (or other specific governor(s) subsequently appointed by the Governing Body)
- Member of staff responsible for managing PPG/LAC funding: Miss Anna Cook
- Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Mr Simon Cope

### **Storing and Managing Information**

Documents relating to SEND are stored in accordance with the school Data policy which can be accessed on the school website here: <https://www.wildridingsprimary.co.uk/policies>

### **Bullying**

The Wildridings Behaviour and Anti-Bullying policy explains how the school has a 'duty of care' towards all pupils including those with SEND with regard to bullying. The Headteacher and staff stand in 'loco parentis' (in place of parents). This duty of care includes protecting pupils from harm from bullying. Further detail can be obtained by accessing the policy on the school website here:

<https://www.wildridingsprimary.co.uk/policies>

### **Dealing with Complaints**

Parents or carers who have concerns relating to their child's SEND are welcome to discuss them with the class teacher, SEND Team or FSA who may be able to offer support or signpost where more advice may be available. The school policy for dealing with complaints can also be found on the school website here:

<http://www.wildridingsprimary.co.uk/page/?title=Policies&pid=14>

Concerns about statutory assessments of special educational needs should be raised direct with local authority. Information for this process can be found via this link:

<https://www.bracknell-forest.gov.uk/council-and-democracy/get-touch/complaints/education-and-school-complaints>

### **Reviewing the Policy**

In line with NASEN recommendations, this policy will be reviewed annually.

### **APPENDICES**

- The annual SEND Information Report, will be published on the school website and will detail the most up to date current provision for pupils with SEND.
- Each class teacher has a SEND Inclusion Folder for their class. This details SEND routines and procedures and forms a central store for SEND information. The contents page is included here for reference. (Appendix 1)
- The school has a variety of resources usually available to a mainstream school to support children with SEND. Details of these can be found on the Whole School Provision Map included here for reference. (Appendix 2)
- The school has introduced criteria as a guide for adding children to the SEND register, and this is included here for reference. (Appendix 3)

## Inclusion file contents.

The contents of this file should be viewed alongside whole school initiatives for assessment, tracking and management of behaviour.

### Part 1 (in numbered dividers)

1. Class list (register list)
2. Class SEN summary sheet - children on SEND register and on monitoring list
3. SEN Policy and SEND Information Report
4. Whole school Provision Map
5. General records / useful information re. SEND / Inclusion

### Part 2 (in alphabetical dividers) filed according to child's name

- Assessment data sheet (overview printed from Insight) for each child in your class.
- Learning Pathways and reviews for each child on SEND register (printed from Edukey).
- Copies of Incident Record forms or Body Maps, **where these do not contain sensitive safeguarding information.**
- Copies of any letters, therapy plans etc from outside agencies or parents.

## Routines

### Learning Pathways (IEPs)

- Learning Pathways should be written and reviewed at least 3 times a year. **This should be in consultation with parents/carers and pupils and signed by all parties.** These are a vital record of SEND provision and will be required as evidence in the event of seeking further support from outside agencies.
- All children at either Education Health Care Plan or SEND Support levels **must** have an up-to-date learning pathway. Some children who are being monitored on the concern list may also require one.
- All learning pathways should be completed using the template on Edukey.
- The learning pathways are working documents and should be reviewed and updated whenever necessary but as an absolutely minimum once a term.
- Targets should be SMART: small steps, measurable, achievable, relevant and time related.
- Learning Pathways must be shared with parents and children. This should be either at Parents' Evening or at a separate meeting. As a last resort, learning pathways may be posted with a covering letter (master from SEND team) if you are unable to see parents for any reason.
- Ensure that LSAs and any other adults working with the child has a copy of the learning pathways and a full understanding of the child's needs.

## General

- The SEND Team consists of Chrissy Wort (SENCO) and Sally Leech (SEND Manager).
- Simon Cope is the Designated Safeguarding Lead.
- Anna Cook, Fran Tillman and Jo Bond are Deputy Safeguarding Leads
- A record of key meetings with parents, outside agencies, TAC meetings, PSP meetings, phone calls etc should be entered into the Meetings Log (Pupil Diary) on Edukey. Handwritten notes are acceptable but should be dated and signed by the person writing them, and kept in chronological order in the pupil's file.
- The SEND will be responsible for disseminating communications received from outside agencies.
- Children will only be added or removed from the SEND register following consultation with the SEND Team.
- Inclusion files should be kept by the class teacher, but readily available for the SEND Team or other members of staff as necessary - the aim is an accessible, up-to-date working file but staff should bear in mind the confidentiality of some issues. If in doubt, refer to SENCO or Head teacher.

## Wildridings Primary School SEND Provision Map 2020-21

Area of Need	Wave 1: All pupils as appropriate	Wave 2: Groups of pupils SEN Concern	Wave 3: Groups or individuals SEN Register Support (Learning Pathways)
<b><i>Cognition and Learning</i></b>  <i>Specific or general learning difficulties including Dyslexia and Dyscalculia</i>	Differentiated curriculum planning, activities, and delivery using Next Steps Planning Visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to laptop or alternative In class support from TA	Focused group work with CT Pre/Post teaching Booster groups In class support from TA Group teaching from SEND/Inclusion Team SENCo advice/assessment	Intense literacy or numeracy support Adapted Wave 2 programmes Additional phonics training Additional individual reading Precision teaching Individual support from SEND/Inclusion team SpLD Specialist teacher advice / teaching Support for Learning Core teaching (Individual)
<b><i>Assessment</i></b>	Baseline assessment Reception Phonics assessments – Sounds Write diagnostics Phonics check test year 1 (Summer) Reading Assessment Tracking against objectives on Insight for Reading, Writing and Maths (half termly) HAST Spelling test	Sandwell Maths test Salford Reading Test	Educational Psychologist advice/referral Support for Learning assessments SpLD Specialist teacher assessments
<b><i>Resources</i></b>  (IDP Dyslexia on teacher drive)	High frequency word lists. Phonic groups Dandelion readers Stile Spelling, Reading and Comprehension Reading Buddies	ELS , ALS, FLS Springboard A2Z Reading Jelly and Bean Reading scheme Code X Reading Scheme Superscripts Sounds Write (available as a resource) Year 6 Booster classes 121 Tuition Targeted Reading/Writing support Snap On! Maths Shine! Maths Securing Level 3 and 4	Wave 2 resources and: Beat Dyslexia/Active Literacy Programme Language and Literacy referral/teaching (LAL) Teaching & Support Service referral/teaching (TASS) Wave 3 Maths Numbers Count 2 Toe by Toe Plus One; The Power of Two Better Reading Partners Moon Dogs Phonic Reading books Set 1 and 2 CVC words plus workbooks.

		Wordshark and Numbershark SALT groups 1 <sup>st</sup> Class Number (KS1) Success at Arithmetic (KS2) Rapid Maths Rapid Phonics Snip Literacy	Moon Dogs vowel spelling Reading Books plus workbooks
<b>Area of Need</b>	<b>Wave 1: All pupils as appropriate</b>	<b>Wave 2: Groups of pupils SEN Concern</b>	<b>Wave 3: Groups or individuals SEN Register Support (IEP)</b>
<b>Communication and Interaction</b>  <i>Speech, Language and/or communication difficulties, including Autistic Spectrum Disorder (ASD)</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Good sitting/Good listening (Archie) Increased visual aids / modelling etc Visual timetables Help cards Structured school and class routines Repeated and small stepped instructions Labelled resources and displays Circle Time and SEAL	In class support from TA with some focus on supporting speech and language eg. Pre-teaching lesson vocabulary Vocabulary activities, e.g. picture/photo cards School SALT group	Speech and Language support from SALT, followed up in school Individual/group support from Autism Support Service (AS)
<b>Assessment</b>	Classroom observation Speechlink Infant Language Link baseline assessment in Reception and Junior Language Link Year 4 baseline Autumn Term CYPIT checklists	Early Years Language Team School SALT group observations SALT team Speechlink follow on assessments. CYPIT checklists and advice	Educational Psychologist advice/referral CAMHS Autism Support Service (AS)
<b>Resources</b>  (IDP ASD on teacher drive)	Speaking Listening and Understanding Resource book School SALT team programmes Lunchtime clubs Speechlink groups CYPIT resources	Speaking Listening and Understanding Resource book Advice from Autism Support Service (AS) School SALT team programmes Language games Listen and Do activities Language for Thinking programme (group) Chatterbox Social Stories 5 point scales Comic Strip Conversations	Wave 2 resources and: Language for Thinking programme (individual) Earlybird Parent programme (Behaviour Support Team)

		Pastoral Support Programme Speechlink groups CYPIT resource	
<b>Area of Need</b>	<b>Wave 1: All pupils as appropriate</b>	<b>Wave 2: Groups of pupils SEN Concern</b>	<b>Wave 3: Groups or individuals SEN Register Support (IEP)</b>
<b>Social, Emotional and Mental Health</b>  <i>including Attention Deficit Hyperactivity Disorder (ADHD) and vulnerable groups (FSM)</i>	Whole school behaviour policy Whole school / class rules/Golden Time BEST tickets Specific seating arrangements Worry boxes 'Go to' person Careful seating and grouping for collaboration.	Small group Circle Time Group reward system Support for unstructured times	Individual counselling Individual reward system Anger management training Peer mentoring Social skills training
<b>Assessment</b>	Boxall Profile	CAF Behaviour Support team for advice Boxall Profile	CAF Behaviour Support team Educational Psychologist CAMHS Educational Welfare Officer
<b>Resources</b>  (IDP BESD on teacher drive Whole staff TeamTeach training)	Class reward and sanctions systems Celebration assemblies, medals and certificates Circle Time FSA Team	Home/School link books Behaviour Support team for advice Pastoral Support Plan (led by SENCo/FSA) SALT programmes FSA resource bank Behaviour targets and charts FSA/SENCo involvement with parents/carers Parent groups- Webster Stratton, Pyramid for Parents Boxall Profile follow on ideas.	Wave 2 resources and: Individual work stations Behaviour Support team involvement Circle of Friends Pastoral Support Plan (led by BST) Looked After Children Service Child Protection and Core groups Nurture Group
<b>Area of Need</b>	<b>Wave 1: All pupils as appropriate</b>	<b>Wave 2: Groups of pupils SEN Concern</b>	<b>Wave 3: Groups or individuals SEN Register Support (IEP)</b>

<b>Sensory and/or Physical</b> <i>including Motor Co-ordination difficulties (Dyspraxia)</i>	Flexible teaching arrangements Staff aware of implications of physical impairment Medical support	Additional keyboard skills Additional handwriting practice Fine motor practice e.g. pegboard games, tracing, threading beads etc. Visual perceptual activities, e.g. Spot the Difference, Complete the picture. Tactile activities e.g. plasticine, finger painting.	Motor skills programme for small group Individual support in class during PE Physiotherapy programme Access to ICT e.g. PC with switch
<b>Assessment</b>	Classroom observations PE observation. CYPIT checklists	SENCo informal checklists Support for learning (motor control) for advice Sensory Consortium for advice Occupational Therapy (OT) for advice Visual Stress Assessment Pack Jimbo Fun assessment Jimbo Fun programme	Support for Learning (motor control) Sensory Consortium Occupational Therapy (OT): involvement in programme planning and delivery Jimbo Fun programme
<b>Resources</b>  (Sensory Processing/Dyspraxia on teacher drive)	School handwriting policy; cursive handwriting style Letter Join handwriting programme. CYPIT resources	Access to equipment e.g. writing slopes Pencil grips, triangular pencils, left handed scissors, angled pens/pencils. Theraputty, Roll'n'write CYPIT resources Morrells handwriting programme	Handwriting Rescue Scheme Teodorescu Perceptuo Motor Programme: Write from the Start Books 1 and 2 Jimbo Fun programme
<b>Area of Need</b>	<b>Wave 1: All pupils as appropriate</b>	<b>Wave 2: Groups of pupils SEN Concern</b>	<b>Wave 3: Groups or individuals SEN Register Support (IEP)</b>
<b>English as an Additional Language (EAL)</b>	Resource box held by EAL subject leader Welcome resources available in class Peer buddy to aid transition	Resource box held by EAL subject leader Support individually or in a group from TA/Inclusion team.	Resource box held by EAL subject leader Direct teaching from EAL team, with follow up in school
<b>Assessment</b>	Headteacher initial conversations with families on admission Classroom observation BFBC initial assessment materials	BFBC initial assessment materials Assessment by BFBC EAL team	Assessment by BFBC EAL team Other agencies involved according to need
<b>Resources</b>	BFBC EAL handbook Website: <a href="http://www.bfinclusion.org">www.bfinclusion.org</a> Resources on teacher drive	BFBC EAL handbook Website: <a href="http://www.bfinclusion.org">www.bfinclusion.org</a> Resources on teacher drive Resources provided by EAL team	Wave 2 resources and: EAL team teaching programme Other agencies involved according to need

Appendix 3

A Guide to Interventions and SEND support at Wildridings Primary School using The Graduated Approach



<u>Over two years below ARE</u>	<u>Over one year below ARE and limited progress being made</u>	<u>Below ARE with gaps in learning identified and slow progress being made</u>	<u>Just below ARE</u>	<u>ARE</u>
<p>These children will be known by SENCo. They will follow programmes and advice provided by external agencies and specialists.</p> <p>Parents should be working closely with the teacher and SENCo to monitor and review the <b>Learning Pathway</b>.</p> <p>The same rate of progress is expected as their peers.</p>	<p>These children will be placed on the SEN register and teachers will be liaising closely with the SENCo and SEN TAs to meet the individual needs of these children, initially through the <b>SEN Concern sheet</b>.</p> <p>Parents should be working closely with the teacher and SENCo to develop the <b>Learning Pathway</b>.</p> <p>Referrals may be made to outside agency.</p> <p>The same rate of progress is expected as their peers.</p>	<p>Children will be placed in an intervention group with the aim that they are ARE after the 6-12 week intervention programme.</p> <p>A meeting must be held between the class teacher, parents and child to discuss SEN support. The aim of the meeting is to create a secure partnership with home to plan out a strategy to enable accelerated learning to take place.</p> <p>If children do not make the required progress after the intervention they should be considered for SEN support via SENCO.</p>	<p>Children here are falling behind. They may need to be in an intervention group if they have been in this box for over a term.</p> <p>If they have recently appeared in this box then they can be boosted back up by normal classroom practice.</p> <p>Parents should be informed at scheduled parent meetings about their child's progress.</p>	<p>Children here are 'ON Track' and working at ARE (Age Related Expectation)</p>
<p><b>Wave 3</b></p> <ul style="list-style-type: none"> <li>• Outside Agency advice and programmes followed</li> <li>• SENCO involved</li> <li>• <b>Learning Pathway reviewed and adapted</b></li> </ul>	<p><b>Wave 3/ Wave 2</b></p> <ul style="list-style-type: none"> <li>• Inform SENCO by filling in <b>SEN Concern sheet</b></li> <li>• <b>Learning Pathway Written</b></li> <li>• Placed on SEN register</li> <li>• Referrals may be made to outside agency</li> </ul>	<p><b>Wave 2</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Difficulties</b> sheet completed with parents</li> <li>• Intervention group</li> <li>• <b>Intervention Tracking</b> sheet filled in</li> <li>• End data reviewed for impact</li> </ul>	<p><b>Quality First Teaching</b></p> <ul style="list-style-type: none"> <li>• Review Quality First Teaching and adjust accordingly</li> </ul>	<p><b>Quality First Teaching</b></p>