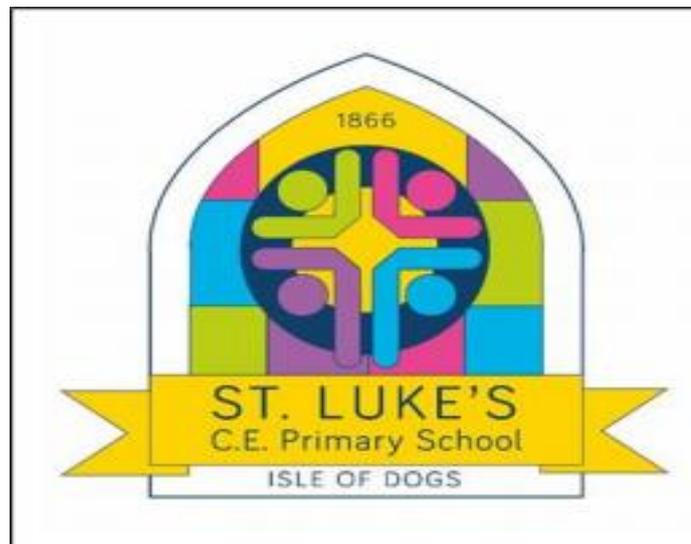


# St Luke's C of E Primary School

## SEN Policy



Approved by staff and governors: November  
2022

To be reviewed: November 2023

## **Special Educational Needs Policy**

### **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 July 2014
- Schools SEN Information Report Regulations 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Statutory guidance on Supporting Pupils at School with Medical Conditions 2014

### **Introduction**

St. Luke's is a caring Church of England Primary School that is committed to supporting our pupils to be happy, successful, generous, and fulfilled throughout their lives. We believe that each of us is unique and valued by God—all made in his image. And so we aspire to provide an outstanding education for all.

We do this by:

- Promoting the highest standards of teaching and learning, with excellent leadership
- Being inclusive, celebrating diversity including all religions, faiths, cultures and backgrounds
- Providing a rich and stimulating curriculum that will inspire and challenge all our learners
- Being a safe, healthy and happy place
- Providing excellent care, guidance and support
- Having a strong partnership between school, parents and the community

At St Luke's School we believe every child is special, that each child has strengths and needs. Every child accesses the entire curriculum, with careful differentiation and how it is access may consider differing learning styles to meet particular needs. Through careful planning and continuous assessment of their progress, we ensure each child is given work at the appropriate level in order that they achieve their full potential. This promotion of successful and effective learning contributes to inclusion of all pupils.

At St Luke's we believe that every teacher is a teacher of every child including those with special educational needs (SEN). The school aims to identify and break down possible barriers to learning and believes that diversity is an opportunity for learning not an obstacle.

Harriet Pickering is the Special Educational Needs Coordinator (SENCo.) She is a qualified teacher and has completed the National Award for SENCO's.

### **Our Aims at St Luke's for Children with SEN**

At St Luke's we value all children in the school equally. We aim to:

- ensure that all children have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities. The aims of education for children with SEN and disabilities are the same as those for all children.
- have high expectations for all children. All children are entitled to experience success. We aim to raise the aspirations of and expectations for all pupils with SEN.
- focus on outcomes for children and not just on hours of support and provision.
- help children to be autonomous individuals and as independent as possible in their learning and wider experiences.

### **Our Objectives in making Provision for Children with SEN**

- Our school community will acknowledge and draw on parental knowledge and expertise in relation to each child. The school recognises that educational provision is more effective if children and parents are fully involved with the school.
- At St Luke's we believe in the importance in making time to listen to children, seeking the views of the child and putting them at the centre of SEN processes.
- It is the responsibility of all teachers to identify and meet the needs of SEN pupils so that all children become successful learners.
- Class teachers are responsible for providing quality first inclusive teaching to ensure that all needs are met. Good special needs practice is good practice for all children.
- Consideration of the needs of pupils with SEN crosses all curriculum areas and all aspects of teaching and learning, including: academic, social, emotional, behavioural, physical and medical.
- Opportunities for students with SEN are maximised to enable them to join in with all the activities of the school.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEN Policy.

- To provide support, advice and training for all staff working with children who have SEN.
- To work within the guidance provided in the SEND Code of Practice 2014.

### **Identification and Assessment of SEN**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice 2014 describes four categories of need:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

These four broad areas give an overview of the range of needs. At St Luke's we identify the needs of children by considering the needs of the whole child, as well as analysing the barriers to learning they may be experiencing in the classroom.

The school will use as its guide the criteria in the SEND Code 2014. Is the child making progress (learning and / or wider development or social needs) which:

- *Is significantly slower than that of their peers starting from the same baseline?*
- *Fails to match or better the child's previous rate of progress?*
- *Fails to close the attainment gap between the child and their peers?*
- *Widens the gap between the child and their peers?*

The school acknowledges that the following may impact on progress and attainment but are not considered SEN:

- disability (the Code of Practice outlines the "reasonable adjustments" under current Disability Equality legislation, but disability alone does not constitute SEN)
- attendance and punctuality
- health and welfare
- EAL
- being in receipt of pupil premium
- being a Looked After Child

Identifying behaviour is not an acceptable way of describing SEN. Any concerns relating to child's behaviour should be seen as an underlying response to a need, which we will need to identify and support accordingly.

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

At St Luke's we have worked hard to develop a clear graduated response to identifying and supporting pupils with SEN. Our systems place the class teacher at the heart of the process as they are the adult, in school, that knows the child best.

We follow the assess-plan-do-review cycle at each stage of the process.

The following table describes the steps we follow at St Luke's to identify pupils with SEN.



## **Early Identification**

Early identification is essential in ensuring that children receive the right support that they need early on. Early Years staff carry out home visits before children start school, meet with the child and parent(s) and work in partnership with parents if concerns are raised. The Early Years team carry out observations and assessments as part of their everyday practice. The Early Years Co-ordinator and SENCo meet regularly to ensure that each is aware of any concerns so that early intervention can take place.

## **High Level Needs**

Where a pupil is considered to have higher level needs we will draw on more specialised assessments from external agencies and professionals to support us in meeting the needs of the pupil. This could be a speech and language therapist, educational psychologist or a specialist teacher or practitioner.

## **Pupil Voice**

St Luke's School has a person-centred culture. Children with SEN often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education. They are encouraged to participate in all the decision-making processes, including the setting of learning targets. If a child is unable to communicate this with us due to their needs we use other resources to support them such as Talking Mats, photo sorting activities and rating scales.

The school holds pupil-centred annual reviews. Children contribute to and attend all or part of their annual reviews as appropriate to their age and learning needs. Children contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn. Progress is shared, previous targets are reviewed and new targets and actions are set with parents.

## **Parents Voice**

Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential. The school recognises that parents hold key information and have the knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with SEN will be treated as partners and supported to play an active and valued role in their child's education. The SENCo ensures that parents are fully informed and involved in decisions being made about provision for children with SEN.

## **Managing Pupils Needs on the SEN Register**

### **The process of assess-plan-do-review**

At St Luke's we hold termly pupil progress meetings for all pupils identified as having SEN. The purpose of these meetings is for the SENCO and class teacher to review whether agreed outcomes have been met and to evaluate the effectiveness of provision. New or adapted outcomes are agreed and decisions are made about actions and provision for the coming term. This is recorded on the class SEN support plan. For pupils on SEN support a one-page profile is created/updated.

Where there is input from other professionals we include their advice in the plans and where possible arrange to hold the meeting at a time that they are able to attend.

The class teacher holds ultimate responsibility for ensuring that the agreed actions are carried out and for evidencing progress according to the outcomes described in the plan.

The SENCO is responsible for coordinating the provision and supporting the class teacher and other adults in carrying out the actions. These actions are reviewed closely with teachers at Termly pupil progress meetings.

The SENCO is part of the school's Senior Leadership Team and therefore can feedback about regularly at Senior Leadership Team meetings to ensure there is a rigorous approach to the provision and support for these children.

### **Our Provision**

St Luke's runs a range of evidence-based interventions. These are planned and evaluated jointly by the person delivering the intervention in collaboration with the class teacher, SENCO and / or other professionals. Communication is key as the class teacher maintains overall responsibility for the learning of all children in the class.

Full details of the range of provision available to support pupils with SEN can be found in the SEN Information Report on the school's website:

<https://www.st-lukes.towerhamlets.sch.uk/send>

All provision for pupils with SEN is costed and recorded on a provision map, so that school knows exactly how much the provision for each pupil costs. This document is used to help the school identify if a pupil with higher level needs is likely to need additional funding from the local authority in the form of an Education, Health and Care Plan.

When the school identifies that a pupil needs additional funding and support from the local authority, a meeting will be held with the class teacher, parents and child (where appropriate). The process of statutory assessment is explained to parents and their views and aspirations are recorded. Parents are advised to seek support from the Parents' Advice Centre. The views of the pupil are sought and recorded. The educational psychologist will carry out a full assessment of the child as

part of this process and other professionals involved will be asked to contribute up to date assessments and reports.

The school receives additional funding for pupils with EHC Plans, which can provide additional support as required and appropriate for that child's needs. The allocation of resources within the school is based on providing the best possible provision to meet pupils' needs and to ensure that they make good progress and learn well. The details of how individual pupils receive support are recorded on their Support Plans and Annual Review documents.

### **Review and Criteria for Exiting the SEN Register**

In consultation with parents and the teacher, a child may exit the SEN Register if they have made progress in line with their peers (at the same starting point) and are no-longer a cause for concern.

When a pupil has exited the SEN register, they are carefully monitored for the following term to ensure that progress continues. Their SEN records are kept in an 'Exit File' so that they can be re-referred to in the future if needed.

## **Supporting Children and Families**

### **Parent Training and Learning Events**

The school employs a Community Cohesion Officer. They provide support to families and children with emotional and social needs. In addition to this the school also employs a Psychological Therapist who predominately works with children who are struggling to achieve their full potential as a result of a social, emotional or mental health need.

On a regular basis the school runs a number of learning events for parents. This includes learning focused workshops to help parents support their child's learning at home, parenting programmes such as Strengthening Families Strengthening Communities and a range of other community programmes such as healthy cooking courses, maths, literacy and ESOL classes. The community cohesion officer and community house also provide a lot of informal support for parents through coffee mornings and drop in sessions.

The SENCO runs SEND parent workshops at least once a term to inform parents about different types of learning needs and support available, as well as support parents with any challenges they may be experiencing.

### **Admission Arrangements and Transition**

The school complies with the Equality Act 2010. Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body follows the LEA admissions criteria. The school liaises closely with the LA SEN Section and Pupil Services to support admissions practice.

Transition can be an anxious time for both children and parents especially for some children who have SEN. As a school we recognise this and put a number of measures in place to offer support at this time. Advance planning for pupils in Year 6 is essential to allow appropriate options to be considered. Similarly, arrangements are made for children who will be joining our nursery and reception classes.

We use one-page profiles and transition social stories to support children with SEN making the transition to a new year group. We arrange additional visits to the new teacher and classroom where necessary and ensure that teachers and teaching assistants have time to share information.

### **Children Transferring To or From Other Settings and Schools**

The SENCo endeavours to visit the child's previous setting to learn more about the child, meet with key-workers and parents.

Transition planning meetings are held as early as possible prior to transfer. Parents, school staff and professionals involved with the child's educational well-being are invited to attend. The child is invited to some of this meeting as appropriate. Information is shared and actions needed.

The SENCo will liaise with the SENCo's of the receiving secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. Any additional training needs for staff at St Luke's are put in place. The child and parents are invited to attend Open Days and visits.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

In compliance with the statutory requirement to publish the School SEN Information Report, parents are able to access this on the school website.

### **Supporting Children at School with Medical Conditions**

Pupils at St Luke's with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school follows the statutory guidance, Supporting Pupils at school with Medical Conditions 2014. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The SEND Code of Practice 2014 is followed as some children may have an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision.

The school works in partnership with healthcare professionals to provide the appropriate support for children who have medical conditions. St Luke's has an allocated school nurse who visits regularly to write and review care plans for children who are aged 5 and above.

Specific training is provided by healthcare professionals for a team of school staff who support children with complex medical conditions. As part of the transition process, medical training for staff

takes place prior to the child starting and continues until staff are competent and confident. The school values the knowledge that parents bring about their child's needs and ensures that they are fully involved in the process.

The school's policy on supporting pupils with medical needs can be found here:

<http://www.st-lukes.towerhamlets.sch.uk/policies/>

### **Monitoring and Evaluation of SEND**

The quality of SEND is monitored through whole school evaluation procedures which include observations, Local Authority visits, learning walks, evaluation of interventions, SEN Governor visits, School Self Evaluation, parent forums and pupil views. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **Training and Resources**

Monies from the Government to the Local Authority provide the school with funding in its budget towards meeting the needs of pupils with SEN. The school plans and provides for pupils with SEN from its delegated budget. This includes Pupil Premium funding. The school spends this money on:

- Training for all teachers and teaching assistants so they can meet pupil's needs more effectively.
- There is a team of teaching assistants.
- A speech and language therapist that works one day a week.
- Additional time from an Educational Psychologist.
- Special books, equipment and adaptations to the school grounds and environment.
- Interventions for all children who need additional support.

The details of how individual pupils receive support are recorded on their Class Support Plans and Annual Review documents.

The school receives additional funding for pupils with EHC Plans which can provide additional support as required and appropriate for that child's needs.

The allocation of resources within the school is based on providing the best possible provision to meet pupils' needs and to ensure that they make good progress and learn well. The impact is measured by key school staff at pupil progress meetings and at Annual Reviews

All teachers and support staff undertake induction on taking up a post. This includes a meeting with either the head teacher or 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 school works closely with local authority support services to provide staff training and dual placements. The school also makes full use of the local outreach programmes, as called for by individual children's EHC plans.

The SENCo attends forums with other local SENCOs as well as the London Diocese's SENCO forum.

## **Roles and Responsibilities**

### **Governing Body**

The school governors have the following legal responsibilities to:

- Do their best to ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that children's needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEN.
- Consult the Local Authority (LA) and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with SEN joins in the activities of the school together with children who do not have SEN. This should be both reasonably practical and compatible with the needs of the child and the efficient education of the pupils with whom they are educated.
- Ensure that parents are consulted about decisions by the school that SEN provision is being made for their child.

In doing so Governors will have regard to SEND Code 2014. One member of the Governing Body has a designated responsibility for SEN and inclusion and takes responsibility for monitoring that aspect of the school's work and policy and reporting to the full Governing Body.

It is important that there is good liaison between the SENCo and the Governing Body in order that the members are fully aware of SEN issues and provision within the school.

### **The Executive Head Teacher**

The Executive Head Teacher, Rebecca Abrahams, keeps the governing body fully informed. The Executive Head Teacher works closely with the SENCo to ensure provision is outstanding for our high need children.

### **The Senior Leadership Team**

The Senior Leadership Team all champion inclusion. All of the Senior Leadership Team seek out and share best practice in SEN provision while carrying out routine monitoring and evaluation. The SENCo is part of the Senior Leadership Team and works closely with other members of the Senior Leadership Team to discuss progress of children on the SEN register.

### **The SENCO**

Harriet Pickering is currently the SENCO. She is responsible for overseeing the day-to-day operation of the school's SEN policy, coordinating provision for children with SEN, working with the Head

Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The SENCO's key roles also include:

- advising on the graduated approach to providing SEN support.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with parents of pupils with SEN.
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- ensuring that the school keeps the records of all pupils with SEN up to date.

### **Accessibility**

The school caters for all areas of SEN within a mainstream context. The school **does not** have an additionally resourced provision. The school welcomes applications for admission from the parents of children with mobility difficulties most of our building is suitable for wheelchair access.

Children attend trips with their peers as part of the curriculum offer. Class teachers will consider and make accessibility arrangements and complete risk assessments when planning school trips.

Children with SEN will have the same opportunity to attend activities outside of the school day in the same way as all children. The After School Clubs Co-ordinator will consider accessibility for children with special educational needs when planning clubs. Children will be actively encouraged to attend clubs and these will be monitored by Co-ordinator for equal opportunities.

The governors will make every effort to accommodate a pupil's particular needs and work with the Local Authority to improve facilities.

### **Bullying**

The school has an Anti-Bullying Policy. All staff have a responsibility to foster an inclusive learning environment, be aware of the signs of bullying, mitigate risk of bullying of vulnerable learners and ensure that action is taken and correct procedure is followed.

### **Dealing with Complaints**

If a parent wishes to make a complaint they are able to make an appointment to speak with the Head Teacher or put their complaint in writing. The head teacher will do all that she can to resolve the matter. If a parent remains dissatisfied in the way in which their complaint has been handled, they are able to write to the Chair of Governors. All complaints will be dealt with under the terms of the Complaints Policy. A copy of this can be requested from the school office.

Under The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an Educational Health Care Plan with the Local Authority (LA) through the Disagreement Resolution Service or Mediation Service. The school will make further information about this process available on request.

### **Reviewing the Policy**

Our offer to children with special educational needs and disabilities was created in June 2019 by the SENCO. Members of the school community were involved in contributing to this policy in the spirit of current reform. The policy was reviewed in November 2020, and September 2022.

## **Appendices**

1. SEN assessment toolkit
2. One-page profile
3. SEN referral form
4. Class Support Plan
5. Individual support plan example

**St Luke's C of E Primary: Toolkit for the identification of SEN**

<b>Main area of need ( as identified on possible indicators sheet)</b>	<b>Further assessments to be carried out by class teacher:</b>	<b>Further assessments to be carried out by SENCO / Inclusion lead</b>
Speech, language and communication needs.	Universally Speaking RAG checklist	Renfrew Action Picture test (RAPT)- expressive language  TALC – receptive language
Autistic Spectrum Disorder	ASDAS School observation schedule.	CAST/ MCHAT with teacher and parent.
Literacy Needs ( including dyslexia)	St Luke's Literacy screening toolkit.  Dyslexia checklist  Benchmarking reading assessment.	LUCID Rapid dyslexia screener?  Auditory processing tool.
Numeracy Needs ( including dyscalculia)	Bradford numeracy screening tool	Sandwell Test
Social, emotional and mental health needs.	Strengths and difficulties Questionnaire. ( SDQ)	Strengths and difficulties questionnaire with parent.(SDQ)  Rob Long's Dimensions screening tool.
Motor skills difficulties (including dyspraxia)	Motor skills checklist	
Visual /hearing difficulties	Referral for eye test/ hearing test	

PRIVATE AND CONFIDENTIAL



### I AM GOOD AT

- Writing / counting numbers.
- Recognising phonics characters across resources, e.g. posters, books and song.

### I FIND DIFFICULT



- Changes in routine.
- Waiting/ sitting still
- Loud noises ( hand drier, classroom, dinner hall).

## YEAR 2

### ESSENTIAL INFORMATION

I work at my best by following a regular routine where I know exactly what is happening and what is coming next.  
Any changes to my routine can have a detrimental effect on the remainder of my day.



### TOP TIPS



- I need to follow a set structured routine.
- If the class is too loud or noisy it could risk triggering me.
- I rely on my visual now/next cards so that I can be prepared for what is coming next.

**I WOULD LIKE YOU TO KNOW THAT..**  
I need to follow a set routine.



### COMMUNICATION

- Communication is difficult but getting a little bit better.
- Sometimes I need a prompt from Sarah/ Lee e.g. "I want.. "And I may tell them what I want.

### SOCIAL



- My friends are : Bertie, Ava and Leanne.
- I will play around the other children in my year group but not usually with them.

### SENSORY



- Things that calm me:
- Lights and tent to help calm me.
- Sound—likes nursery rhymes.
- Fidgets and playdough.



- I LIKE**
- Lights and tent.
  - Rugby ball.
  - P.E.
  - Playdough
  - Salt dough.



- I DON'T LIKE**
- Loud noises—classroom/ hand drier/ lunch hall.
  - Loud trucks—rubbish collection.
  - Waiting around too long.

This is correct at time of writing but staff need to be aware that changes are likely to occur as time goes by.

### MY SPECIAL TARGETS

WHAT?	HOW?	How did I do?
<b>I will</b>	Work on turn taking and waiting my turn.	• Continue with daily bucket time to develop social skills.
<b>I will</b>	Work on focusing on a task for a set period of time and to look at what I am being asked to do.	• Sand timer
Help at home:		

SIGNED : PUPIL  
& DATED

PARENT/CARER

TEACHING STAFF

REVIEW DATE: DECEMBER 2022

**ST LUKE'S C OF E PRIMARY SCHOOL SEN REFERRAL FORM**

**Name:**

**Date:**

**Communication and Interaction**

**Speech, Language and Communication Needs (SLCN)**

- Reluctant to speak.
- Reliance on non-verbal communication e.g., pointing/tugging on arm to get attention
- Not following instructions.
- Poor interaction with peers/friendship difficulties.
- Inappropriate volume
- Hard to understand
- Inappropriate intonation when speaking.
- Repeats the last thing they hear. (echolalia)
- Not understanding conventions of conversation
- Not able to articulate certain sounds correctly.
- Difficulties in language based quizzes lessons e.g. word problems.
- Slow to respond to instructions.
- Unclear of tasks even after a clear explanation.
- Watches what others are doing and copies.
- Finds language based quizzes activities difficult e.g. word problems

**Autistic Spectrum Disorders (ASD)**

- High levels of anxiety/stress
- Not managing changes, especially last minute ones.
- Rigid behaviours / routines
- Attachments or obsessions about certain objects or topics of interest.
- Lack of empathy
- Sensitivity to environment e.g. noise/ heat/lighting
- Sensory behaviours e.g. rocking/ hand flapping/spinning/walking on tip toe
- Vulnerable to being teased or bullied.
- Poor social skills.
- Not developing friendships
- Literal interpretations
- Finds inference and deduction difficult.

**Cognition and Learning**

**Basic Literacy Needs**

- Poor progress in reading /writing
- Poor oral blending / segmenting/phonics
- Poor spelling
- Not using a range of reading strategies eg phonics/sight words/picture and context clues.
- Poor reading behaviours e.g. not reading at home/avoiding
- Difficulties with concepts about print e.g. difference between word/letter/sentence, directionality

**Basic Numeracy Needs**

- Poor progress in quizzes
- Poor understanding of place value.
- Gives random and 'impossible' answers without showing an awareness that the answer can't be right.
- Always goes back to 1 to add numbers together.
- Using fingers still (KS2)
- Lack of confidence in quizzes / not participating in that lesson – different from other subjects.
- Difficulties spotting patterns.
- Poor sequencing skills.

**Specific learning Difficulties (SpLD) (Dyslexia, Dyspraxia, Dyscalculia)**

- Achievement doesn't match ability.
- Poor working memory. (the ability to hold info in head long enough to use it)
- Disorganized
- Poor task planning skills. E.g. not able to think through the steps of how to complete a task.
- Reluctant to record ideas.
- Tires easily.
- Disparity between oral responses and written responses.

**Social, Emotional and Mental Health Difficulties**

**Emotional Needs**

- Withdrawn/ not participating.
- Oversensitive/overreacts.
- Poor attendance.
- Playtime incidents are frequent.
- Friendship difficulties.
- Fear of making mistakes / getting things wrong.
- Attention seeking behavior.
- Over attachment to adults.
- Low self-esteem; can't talk about what they are good at.
- Issues with eating.
- Frequent complaints about ailments e.g. tummy aches
- Not managing anger/ becomes easily frustrated.

**Social Skills Needs**

- Finds group work challenging.
- Conflicts/ Incident s at playtimes.
- Lonely / isolated with no real friendship group.
- Not following class routines/ calls out etc.
- Not able to share / take turns.
- Lack of awareness of personal space.
- Not able to manage negotiations in a positive way.
- Finds compromise difficult.

**Sensory/ Physical Needs**

**Visual impairment/difficulties**

- Copying inaccuracies.
- Squinting
- Headaches.
- Poor hand / eye coordination.
- Misses objects when trying to pick them up / grab them.
- Clumsy / bumps into things.
- Not recognising colours.

**Hearing impairment/difficulties**

- Not tuning when name called.
- Appears to 'ignore' what you say.
- Watches and follows others.
- Unusual volume of speech.
- Looks at your lips when you are talking
- Difficulties with phonics.
- Poor speech / articulation.

**Physical/Motor Skills**

- Lack of body/spatial awareness.
- Clumsy.
- Poor pencil grip / awkward writing style.
- Tires easily.
- Lack of tone / poor posture.
- Unusual walking / running style
- Poor skills in PE.
- Poor self-care skills e.g. dressing / doing up buttons.

What strategies/support have you tried with this pupil and how successful have they been?

Current attainment data?

Reading:  
Writing:  
Maths:

Have you discussed your concerns with parents/carers? What are their views?

Have you discussed your concerns with the pupil? What are their views?

Outcomes of referral/ Comments by SENCO/Inclusion lead:



Autumn Term 2019	Support Plan	(Child's name) Y3
Targeted Interventions	Focus	Amount/Frequency/ Setting
TA support in Literacy	To engage in a range of stories, rhymes and songs to capture interest in reading.  To develop pre-reading skills.	5 x 1 hour a week 1:1 Differentiated curriculum planned by SENCO
TA support for Reading	To increase comprehension skills.  To read for meaning and be able to self-correct errors.	3 x 30 mins a week 1:1
TA support for Numeracy skills	To gain an understanding of manipulating numbers from 0-10.	5 x 1 hour a week 1:1 Differentiated curriculum planned by SENCO
Learning Behaviours	To engage with other children in a structured environment.  To develop attention skills.  To support in following instructions from peers and adults.	Blended into Literacy, Reading, Numeracy and structured play sessions.
TA Support in structured play sessions	To engage in a range of structured play activities. Eg. water and sand, small world, role play, construction.  To interact with peers in a structured environment to develop turn-taking and sharing skills.	3 x 30 mins sessions 1:1 differentiated curriculum Planned by SENCO
TA support for in-class activities (Reading, story time, PE, ICT, art, DT, Topic, library, Music, PSHE, French, RE, Science)	To ensure can engage with her peer group and participate in whole class learning experiences.	8 hours 1:1 support to participate in class/whole school routines
TA support at lunchtime	To ensure can eat a healthy range of foods safely.  To support in peer interaction at lunchtime.	5 x 30 minutes a week
Speech and Language Therapy	For to develop her social and communication skills through Musical Interaction.	5 x 30 minutes a week Max group size 3
SENCO assessment and support	To assess and plan an appropriately differentiated curriculum.	1 hour a week Planning and observations within setting.