

# South Hill Primary School



## SEND AND INCLUSION POLICY

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# South Hill Primary School

## *Building Character, Learning Together*

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## **2. Aims and Objectives**

South Hill Primary School is an inclusive school and we strive to develop an environment where all children can feel safe, belong and flourish.

We offer a curriculum that excites, enables and inspires children to achieve well by creating high quality learning experiences. We are committed to giving all children, every opportunity, to achieve the highest standards.

Therefore, we aim to provide the necessary support to enable individuals to gain equally from the opportunities we offer. We make this a reality through the attention we pay to the different groups of children within our school:

- children with special educational needs
- girls and boys
- children with disabilities
- children with medical needs
- children with social, emotional and mental health needs
- children who are from less affluent backgrounds and are entitled to free school meals or Pupil premium grant
- children who need support to learn English as an additional language
- and children from other vulnerable groups e.g children looked after, young carers, higher potential learners and travellers

### **We aim for all children to:**

- develop skills which enable them to have access to the curriculum
- enjoy their learning
  - experience success
- be valued as individuals
  - participate and make a positive contribution to all school activities
- be safe within the school community
- develop and maintain physical and mental health

### **Our specific objectives are:**

- to ensure that reasonable steps are taken so that all learners are able to join in with the activities of the school
- to ensure that all learners make the best possible progress and that barriers to learning are removed and their needs are met
- to ensure that there is effective communication between parents and school parents are central in discussions and informed of their child's additional needs
- to ensure that Pupils are enabled to express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate

South Hill School has one named SENCo. The SENCo is also responsible for other vulnerable groups within the school and such has the title Inclusion Manager. She holds the NASENCo (National Award for SEN Co-ordinators) and is a member of the Senior Leadership Team. The Inclusion Manager is: Jacqui Donley. To contact the Mrs Donley please call the school on 01442 402127 or contact by email: [jdonley@southhill.herts.sch.uk](mailto:jdonley@southhill.herts.sch.uk)

## **Section 1**

### **1. Special Educational Needs and Disabilities**

The 2014 SEND code of practice identifies four broad areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take (rather than fit children into specific categories). In practice, individual children often have needs that cut across all these areas and their needs may change over time.

At the centre of the Code of Practice are the views, wishes and feelings of the child or young person, and the child's parents. There is an emphasis on: - the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions; - the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

We therefore work in partnership with parents and carers and listen to children to support them with their concerns and advise them on the education and support their child needs. This increases the child's opportunity to fully develop their potential.

Teachers are responsible and accountable for the progress and development of all the Pupils in their class, including Pupils who access support from teaching assistants and/or outside professionals.

High quality teaching, differentiated for individual Pupils, is the first step in responding to Pupils who have, or may have SEN. Teachers should have high aspirations for every pupil. With advice and support from the SENCo, clear targets should be set and reviewed regularly for children with identified SEND. Teachers may ask TAs to work within the class or withdraw children to a separate area in order to implement strategies to support individuals or groups with their learning. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENCo.

All staff can access:

- the South Hill School SEN Information Report, the SEN and Inclusion Policy, the Equality Plan and the Accessibility Plan;
- Teachers' Guidance on identification of SEN and the Code of Practice 2014;
- the 'SEN' folder of practical advice, teaching strategies, and information about types of special educational needs and disabilities.

## **2. Identification, Assessment and Provision**

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. (SEN Code of Practice Sept 2014)

What we know is not SEN but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus
- Children who are looked after (CLA)
- Being a child/young person of servicemen/women
- English as an Additional Language (EAL)

At South Hill Primary School, we recognise that it is important that a child's special educational needs are identified as early as possible. When identifying a special educational need, not only attainment needs to be assessed but a child's social and emotional skills. In addition, consideration should be made as to whether a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. If a child is identified as having a special educational need then the teacher and the SENCO will agree in consultation with the parent and the Pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. If a child is making less than expected progress, despite having support and interventions

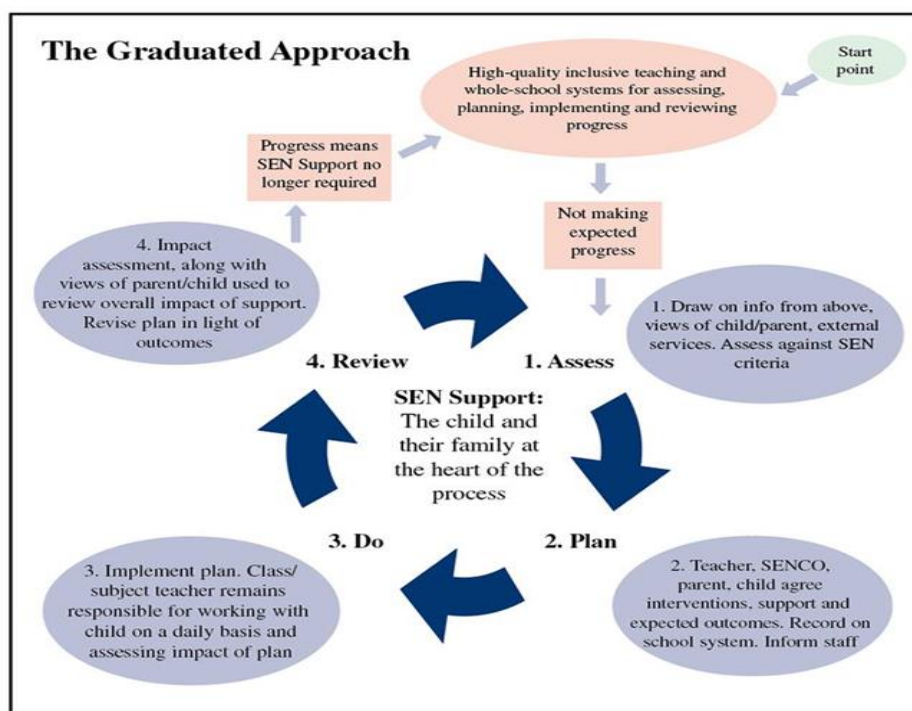
matched to the child's area of need, the school, with the support of parents or carers, may make a referral for external specialist support.

At South Hill Primary we aim to provide a high quality education on a daily basis for all children which includes adapting and differentiating the curriculum to ensure equality of provision. If a child is identified as having a special educational need then we will:

- talk to parents and the child to create a Passport to Success (PtoS – appendix 1a) and if required set clear targets through the engagement with an Individual Education Plan (IEP – appendix 1b)
- Differentiate and adjust the curriculum to enable the child to learn and feel success
- Identify appropriate interventions and strategies
- Implement interventions and strategies to enable the pupil to learn and access the curriculum, with support from external agencies if required
- Meet with parents at three times a year to review the PtoS and IEP (appendix 1a and 1b) and set new targets (or more frequently if required)

### 3. A Graduated Approach: Assess-Plan-Do-Review

At the heart of all teaching at South Hill Primary is a graduated approach; we are continually assessing, planning, implementing and reviewing our approach to teaching.



This is equally necessary for children with SEN. The child's class teacher will provide as needed: differentiated learning opportunities, intervention support and strategies that will support the child's academic progression and emotional well-being.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and where a special educational need is

Taken from: <http://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

identified, the graduated approach becomes more personalised as it responds over time to a growing understanding of the child and to gaps/barriers in learning. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the Pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the Pupil to achieve good progress and outcomes.

In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

At South Hill Primary we have a number of advisors who we work regularly with, these include, but are not limited to, the Educational Psychologist, the Speech and Language Therapist, the Communication and Autism Advisory Teacher and specialist outreach SEN teachers at Woodfield School.

#### **4. Supporting pupils with social, emotional and mental health needs (SEMH)**

SEMH is one of the four broad areas of SEN within the code of practice and as such is supported and managed as a SEN with the provision of PtoS and IEP if required (appendix 1a and 1b).

SEMH is expressed in a variety of ways – these are described in the SEND Code of Practice

*These [ways] 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

The SEND code also states that:

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.*

At South Hill Primary we aim to promote positive mental health and well-being for the whole community. Please refer to the schools Wellbeing Policy for further information, but where concerns continue the graduated approach to support will be implemented.

#### **5. Supporting children with disabilities**

South Hill Primary School is committed to providing an environment that allows children with disabilities full access to all areas of learning. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to nondisabled children. (See Equality Scheme)

If a child has a disability which does not impact on learning, they will not have an IEP, however if the disability required adjustments to be made, a PtoS (appendix 1a), will be used to ensure the support required is understood by all who work with the child. Reasonable adjustments will be made to ensure full access to the curriculum and school events in consultation with parents/carers. Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give

additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral and written work, or when using, for example, visual aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities.

## **6. The Educational Health Care Plan (EHCP)**

The vast majority of children and young people with SEND can be provided from our school resources and community. Where provision cannot reasonably be provided through services that are normally available, it may be necessary to apply for an EHCP needs assessment which may lead to the child receiving an EHCP.

The overall purpose of an EHCP is to make special educational provision to meet the special educational needs of a child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

A statutory assessment for an EHCP will not be the first step in the process for helping to meet the needs of a child as it will be built on coordinated work that is already happening between families, educational settings and any other health or social care services involved.

EHCPs are developed using coordinated assessments from all the services involved with the child or young person. The plan focusses on outcomes and will state how services will work together to meet the needs of the child or young person.

An EHCP is required if a child's needs are best met in a school for children with SEND. From September 2020 the authority will assess the level of support a child needs in school based upon their EHCP and will provide top up funding to the schools SEND budget, in line with the assessment to support the educational needs of the Pupil. However, the funding will not support medical, care, break or lunchtime support.

## **7. Monitoring and Evaluation of provision for Pupils with SEN**



At South Hill Pupils who are identified as having SEN will have a Passport to Success (PtoS – appendix 1a) and possibly an Individual Education Plan (IEP – appendix 1b). The PtoS provides a list of strengths, recognition of what is important to the child and also detail what helps the child to learn. Children who require an IEP require additional support in specific areas e.g. academic skills, speech and language skills or social skills. If this is the case the IEP will detail what it is the child is not yet good at, the agreed targets and detail the provision in place to support the achievement of these targets. This will be reviewed with the parents and child as often as the targets are achieved and at a minimum, 3 x a year. To support parents and children in this process a pre meeting form is sent in advance to enable parents and children to come prepared to the meeting (see appendix 2)

The majority of children and young people with SEN or disabilities will have their needs met within South Hill Primary School (as set out in the information on identification and support in Chapters 5, 6 and 7 of the Code of Practice). A few children may require an Education Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for further provision. This if necessary will be written into an Education, Health and Care Plan (EHCP).

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governing Body will, in cooperation with the Head teacher, determine the school's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements. There is a named governor for SEND who meets with the SENCo at least termly to discuss actions taken by the school. Currently the named governor for SEND is Mrs Katie Stewart. She can be contacted via the school office if required.

Governors ensure that there is an annual formal evaluation of the effectiveness of our school SEND provision and policy. The evaluation will be carried out by one of the Co-Headteachers, SENCo and SEND governor and information will be gathered from teachers, teaching assistants, parents, and Pupils. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014 in the document called the Information Report. It is on the school website and it details how South Hill Primary School aims to supports Pupils and families who have additional needs. The information report can be found at the following link:

[https://265a7172-66f0-4e01-8597-01def99b3b45.filesusr.com/ugd/62e2c0\\_a512d54a61dc49f08c17eee898d20e15.pdf](https://265a7172-66f0-4e01-8597-01def99b3b45.filesusr.com/ugd/62e2c0_a512d54a61dc49f08c17eee898d20e15.pdf)

In addition, Hertfordshire provide a one-stop shop for information, support, services and activities available for children and young people with special educational needs, and their families in Hertfordshire. It can be found at the following link:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

## **8. Criteria for exiting the SEN Support**

When a child no longer requires additional support or measures to remove barriers to learning or when specific planned provision has been successful and accelerated progress has been made so that the Pupil is working within national expectations, they should be removed from SEN Register and no longer require a PtoS or IEP. The Pupil will continue to be monitored by the school's usual monitoring cycle. If a child has been receiving external agency support, such as a Speech and Language Therapist, and they are discharged with no further strategies of support required from the school, they will be taken off the school's SEN register.

Occasionally a child will not require any additional support or measures to remove barriers to learning and they are working within national expectations, but they may still have diagnosed conditions that teachers and other adults should be aware of within school. For these children we will keep the PtoS up to date and ensure this information is shared at transition times with new class teachers or new schools as required. In this instance the child will remain on the school's SEN register.

## **Section 2 - Support for other groups of vulnerable children**

Teachers are responsible and accountable for the progress and development of all the Pupils in their class, including Pupils who access support from teaching assistants and/or outside professionals.

High quality teaching, differentiated for individual Pupils, is the first step in responding to Pupils who are within the vulnerable groups identified by the school. Teachers should have high aspirations for every pupil. With advice and support from the School Leadership Team (SLT) clear targets should be set and reviewed regularly for these children. Teachers may implement whole class strategies which will support all children, they may initiate activities for specific groups of children, ask TAs to work within the class with specific group of children or withdraw children to a separate area in order to implement strategies to support either individuals or groups with their learning.

### **1. Supporting Pupils with medical conditions**

Please refer to the 'Supporting Children with Medical Conditions' Policy.

### **2. Supporting children who have English as an Additional Language (EAL)**

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. To support the children who are new to English when they begin in South Hill Primary visuals (such as diagrams and pictures) are used throughout the school to support understanding and spoken language.

Activities are supported by visuals, and aids are placed strategically around the environment to develop communicative skills. Key questions will be demonstrated using Widget (symbols to support reading) or other visuals. All resources are labelled in words

and pictures to allow the children to develop connections between both spoken and written English. Bilingual books are on offer within our school library for use at home.

We develop spoken and written English by:

- targeting support through small group intervention and in class support
- ensuring that vocabulary work covers the technical as well as the everyday meanings
- covering not just key words, but also metaphors and idioms
- explaining how spoken and written English have different usages for different purposes
- providing a range of reading materials, to exemplify the different ways in which English is used
- giving appropriate opportunities for talking, and using talking to support writing
- encourage relating one language to another
- labelling the classroom clearly, including dual language (where necessary)
- providing dual language titles on displays in communal areas
- using visual supports

We ensure their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses
- using the home or first language where appropriate.

### **3. Supporting Higher Potential Learners**

The purpose of this document is to ensure that we recognise and support the needs of all children in the school including those children who have been identified as more able. This also includes those who are high achieving but yet underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum. Exceptionally able Pupils are those who have the capacity to achieve or perform at the very highest levels. At South Hill School we aim to use the following strategies to support the higher potential learners:

- Rich questioning
- Higher order questioning and abstract thinking (e.g. handling ambiguity and paradox)
- Problem solving and enquiry
- Development of advanced language skills, to include accuracy, precision and fluency
- Independent work and self-study

- Development of metacognition
- Transfer of knowledge across disciplines
- Provision of leadership opportunities
- Curriculum enrichment

#### **4. Monitoring and Evaluation of other vulnerable learners**

We hold Pupil Progress Meetings on a termly basis and the progress and attainment of all Pupils is discussed. During Pupil Progress Meetings we consider the following: Are all our children achieve their best? Are there differences in the achievement of different groups of children? What are their barriers to learning? What are we doing for those children who we know are not achieving their best? Are our actions effective? What else could we do? The outcomes of the meeting are recorded on the class provision map (appendix 3)

South Hill School follows a provision management approach, involving the mapping of provision, monitoring, review and evaluation by:

- regularly updating the SEND, EAL, Pupil Premium grant and medical needs registers (these are held on the Schools Information Management System (SIMS);
- updating termly the class provision maps (these are held on the school staff drive, appendix 4);
- completing, at least termly, reviews of the PtoS and IEP's (these are held on the school staff drive, appendix 1a and 1b);
- completing, at least termly, Pupil Progress intervention records (these are held on the school staff drive, appendix 3);
- completing intervention records when a child or group are separated from the whole class learning (these are held by the class teacher in a folder stored in a classroom cupboard)

### **Section 3 – Families**

#### **Supporting Families**

At South Hill Primary we are keen to work in partnership with our families and wish to support them through any difficulty or concern they may have. We have a comprehensive web page on the school website for SEND and family support and the school SENCo is happy to meet with parents to discuss anything of concern. This can be found at the following link:

<https://www.southhill.herts.sch.uk/send>

South Hill Primary is also a member of the Gade Family Services Partnership. Referrals can be made to a family support worker, a SEN specialist family support worker or for a child support worker by families, teachers or a member of the SLT.

## **Section 4 – Further Information**

### **1. The role of the Inclusion Manager**



Mrs Jacqui Donley is our school Inclusion Manager. She is a member of the Senior Leadership Team and is accountable for the overall progress and development of children with SEND, children with medical needs, children with EAL, children who are in receipt of the PPG and any other vulnerable group identified within the school. The Inclusion Manager also monitors attendance, is the mental health lead, is a designated senior person for child protection and supports families.

The Inclusion Manager will:

- work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- liaise with designated teacher where a Looked after Child has SEND;
- advise on the graduated approach to SEND Support;
- advise on the use of delegated budget/ other resources including deployment of learning support assistants (employed specifically to work with Pupils who have SEN);
- liaise with parents of children with additional needs;
- link with other education settings and outside agencies;
- liaise with potential next providers of education;
- ensure that SEN records are up to date;
- take a strategic role in developing, monitoring and reviewing the SEND and Inclusion Policy and the School's Information Report (School Offer);
- oversee the identification of children needing intervention;
- liaise with the governors responsible for SEN, Pupil wellbeing and Pupil premium;
- Implement training for teachers and Teaching Assistants (TAs) to ensure an effective and consistent approach to planning for learning and teaching.

### **2. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to one of the Co-Headteachers or Inclusion Manager, who will do what they can to respond appropriately to the concern raised. If however, this does not resolve the issue they shall be able to advise on formal procedures for complaint.

Please refer to the school's Complaints Policy for further information which can be found on the school website.

### 3. Further information

Further information about SEND at South Hill Primary can be found in the School's Information Report that which is also accessible on the school's website.

This policy should be read in conjunction with other school documents including:

- Behaviour Policy
- Attendance Policy
- Anti – bullying policy
- Equal Opportunities policy
- Equality Scheme
- English as an Additional Language Policy
- Personal, Social, Health, Education and Citizenship Policy
- Social, Moral, Spiritual and Cultural (SMSC) policy
- Supporting Children with Medical Conditions policy
- Teaching and Learning Policy
- Complaints Policy

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice September 2014
- School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005 September 2018
- Equality Act 2010
- Mental health and behaviour in schools 2018

This policy shall be reviewed every three years.

The next review will be in May 2023.

## **Section 5 – Appendices**

4. a. Passport to Success Proforma (PtoS)
1. b. Individual Education Plan (IEP)
5. Pre- support plan meeting form for parents and children
6. Class Provision Map Template
7. **Glossary of Abbreviations** - SEND Jargon Buster Explaining special educational needs or disabilities (SEND) acronyms, abbreviations and jargon (Published by Hertfordshire County Council)






# Appendix 1a



## My Passport to Success

Record of the Asses, Plan, Do, Review Cycle

<b>MY NAME:</b>  <b>MY DATE OF BIRTH:</b>		<b>My Year group:</b>  <b>My Class:</b>  <b>My Teacher/s:</b>  <b>My TA support:</b>		<b>MY PHOTO:</b>	
				<b>THIS YEARS ATTENDANCE:</b>	
<b>PLANNING MEETING</b>  <b>DATE</b>	<b>PARENT SIGNATURE</b>	<b>CHILD'S SIGNATURE</b>	<b>TEACHER'S SIGNATURE</b>		
<b>REVIEW MEETING DATE</b>	<b>PARENT SIGNATURE</b>	<b>CHILD'S SIGNATURE</b>	<b>TEACHER'S SIGNATURE</b>		
 <b>GREAT THINGS ABOUT ME:</b> <ul style="list-style-type: none"> <li>•</li> </ul>		 <b>THESE THINGS ARE IMPORTANT TO ME:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
 <b>THESE THINGS MAKE IT TRICKY FOR ME:</b> <ul style="list-style-type: none"> <li>•</li> </ul>		 <b>THESE PEOPLE HELP ME (INCLUDING EXTERNAL ADVICE RECEIVED):</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
 <b>WHAT YOU NEED TO KNOW TO HELP ME (INCLUDING HOW TO HELP ME DURING ASSESSMENTS):</b> <ul style="list-style-type: none"> <li>•</li> </ul>					



## Appendix 1b

### My Individual Education Plan

SPECIFIC AREA OF LEARNING	ASSESSMENT: WHAT I FIND TRICKY	SMART TARGET/S WHAT WILL I BE ABLE TO DO THAT I CAN'T DO NOW?	PLAN: ACTION/ STRATEGIES/ RESOURCES/ SUPPORT	DO: WHEN/ WHERE/ WHOM/ HOW OFTEN?	REVIEW: OUTCOMES WHAT ARE MY TEACHERS LOOKING FOR? WHAT WILL I HAVE ACHIEVED? WHAT CAN I DO NOW?	TARGETS MET/NOT MET/PARTIALLY MET – WHAT HELPED / WHAT DID NOT HELP?
Parents / Carers : (What support is needed at home)			Child comment: (What can you do to help yourself?)		Teacher comment: (If appropriate)	



## SEND Passport to Success Meeting Parent and Child Preparation Sheet

I am great because: (think about in school and out of school)

(e.g. I have a wonderful imagination, I know how to do a flip on a trampoline)

These things are really important to me:

(e.g. I love my cats called Salt and Pepper, A quiet space to go when I am upset)

I find it is easier to learn when these things happen in school:

(e.g. I have a pencil grip on my pen, when I know how long I have got to do my work)

(Look at your most recent Passport to Success) - is it

**working?** (Have you made good progress? Have you met your targets - if so - well done - what helped you to meet this target? If not, what could have been differently?)

Please put  
a photo  
here.

Child's name

In the next few months I would like to improve on these things that I find tricky:

(e.g. how to count my pocket money, how to make up with friends I fall out with)

## 1. Appendix 3 - Class Provision Map Template

Class Provision Map						
Class _____	Teacher _____			Term _____		
	Children in receipt of Pupil Premium	Children with SEND	Children who have EAL	Children with medical needs	Children who are below AR (but not in a vulnerable group)	Other Needs (e.g. attendance / welfare)
<b>Universal Support</b> (Good Quality Teaching)						
<b>Targetted Support</b> (Wave 2) (detailed in PPM forms or SEND Pts or record a brief note)						
<b>Specialist Support</b> (Wave 3) (detailed in PPM forms or SEND Pts or record a brief note)						

Special Features of this cohort: (e.g. imbalance of boys and girls / summer born / mobility)

## ALPHABETICALLY - ACRONYMS AND A BIT OF EXPLANATION

### **ADD**

Attention Deficit Disorder

### **ADHD**

Attention Deficit Hyperactivity Disorder

### **ASD**

Autistic Spectrum Disorder and sometimes called Autistic Spectrum Continuum (ASC)

### **BME**

Black and Multi-Ethnic

### **CLA**

Children Looked After - children in care

### **The “C & F Act 2014” or “CAFA”**

The Children and Families Act 2014.

### **CAF** and e-CAF

Common Assessment Framework

### **CAMHS**

Child and Adolescent Mental Health Services.

### **CIN**

Child in Need - a term for children requiring support, sits below Child Protection in social work terminology

### **CCG**

Clinical Commissioning Group. This is an NHS organisation which brings together local GPs and health professionals to take on commissioning responsibilities for local health services. A CCG plans and arranges the delivery of the health care provision for people in its area.

### **“Code” or “CoP”**

The Special Educational Needs and Disability Code of Practice 2015. This contains statutory

guidance on the Children and Families Act 2014.

**CP**

Child Protection

**CSDPA**

The Chronically Sick and Disabled Persons Act 1970. This is one of the main Acts of Parliament which entitle disabled people to social care

**DfE**

Department for Education.

**DSPL**

Delivering Special Provision Locally: 9 districts in Hertfordshire to support local areas with SEND

**EA 1996**

Education Act 1996.

**EAL**

English as an Additional Language

**EBD** - *now called SEMH*

Emotional Behaviour Difficulties

**EFA**

Education Funding Agency, An arm of the Department for Education. It allocates funding to local authorities for maintained schools and voluntary aided schools. It is also responsible for funding and monitoring academies.

**EHC needs assessment**

An assessment of the education, health care and social care needs of a child or young person conducted by a local authority under the Children and Families Act 2014.

**EHCP**

An education, health and care plan as defined in section 37 (2) of the Children and Families Act 2014.

**EHE**

Elective Home Education - parents choosing to home-school their child

**EP/ Ed Psych**

Education Psychologist - professional who works with schools and families to support them with strategies and testing to ensure the correct type of provision

**EqA or EQA**

The Equality Act 2010.

**EYFS**

Early Years Foundation Stage - Children in Reception

**ESC**

Education Support Centre - nationally known as PRUs - Pupil Referral Units for children with complex behaviours and unable to access mainstream schooling

**FAS**

Foetal Alcohol Syndrome

**FE**

Further Education. The FE sector in England includes further education colleges, sixth form colleges, specialist colleges and adult education institutes. It does not include universities.

**FGB**

Full Governing Body

**HI**

Hearing Impairment

**HLTA**

Higher Level Teaching Assistant

**HNF**

High Needs Funding - accessible to mainstream schools for support of children with SEND

**ICMP**

Individual Crisis Management Plan

**IEP**

Individual Education Plan – South Hill’s record of the assess, plan, do, review cycle for individual children who require support with their academic learning or social skills

**LA**

A local authority in England.

**LAC**

Looked After Children (Hertfordshire uses the term CLA)

**LD**

Learning Difficulties/ Disabilities

**LDD**

Learning Difficulties and Disabilities

**LDA**

A learning difficulty assessment under section 139A Learning and Skills Act 2000.

**LSA**

Learning Support Assistant, also sometimes called Teaching Assistant (“TA”).

**Makaton**

Signing words to accompany speech; visualising language

**MLD**

Moderate Learning Disabilities/ Difficulties

**MLT**

Middle Leadership Team

**MSA**

Midday Supervisor Assistant

**MSI**

Multi Sensory Impairment

**Neurodiverse/ Neurodiversity**

A term to identify people with different ways of thinking, promoting the benefits of difference

**Neurotypical**

An abbreviation of Neurologically Typical - referring originally to people who are not ASD

**ODD**

Oppositional Defiance Disorder

**Ofsted**

Office for Standards in Education, Children’s Services and Skills. This is the body which inspects and regulates services which care for children and young people and those providing education and skills for learners of all ages.

**OT**

Occupational Therapy, sometimes used to refer to the occupational therapist.

**PBP**

Positive Behaviour Plan - personalized document to support individuals with strategies for improving behaviours

**PDA**

Pathological Demand Avoidance

**PD**

Physical Difficulties/ Disabilities

**PE**

Physical Education

**PECS**

Picture Exchange System - a visual symbols strategy to help pre-verbal and, early speech

**PEP (and ePEP)**

Personal Education Plan and Electronic Personal Education Plan

**Personal Budget**

A Personal Budget is the notional amount of money which an LA has identified as necessary to secure the special educational provision in an EHC plan.

**PtoS**

Passport to Success - South Hill’s documentation that records a profile of a child with SEND

**PMLD**

Profound and Multiple Learning Disabilities

**PRU**

Pupil Referral Unit - for children who need to be educated out of school, often because they have been excluded.

**PSB**

Primary Support Base - in mainstream schools to support children with SEMH

**PSP**

Pastoral Support Plan

**PTA**

Parent Teacher Association

**RAMP**

Risk Assessment Management Plan

**RE**

Religious Education

**RB**

The responsible body of a school.

**RPI**

Restrictive Physical Intervention

**S&L**

Speech and Language

**SALT**

Speech and Language Therapist

**SEMH**

Social, Emotional and Mental Health

**SEN**

Special educational needs.

**SENCO**

Special Educational Needs Co-ordinator – the teacher with responsibility for co-ordinating special help for children with SEN at their school.

**SEND**

Special educational needs and Disabilities

**SLCN**

Speech and Language Communication Needs

**SLD**

Severe Learning Disabilities/Difficulties

**SLT**

Senior Leadership Team in school - The Headteacher, Assistant Heads and, the Governing Body

**SLT** or **SALT**

Speech and Language Therapy, sometimes used to refer to the Speech and Language Therapist.

**SRE**

Sex and Relationships Education

**TA**

Teaching Assistant also sometimes called Learning Support Assistant (**LSA**).

**VI**

Visual Impairment