

Ringshall School

Spring 2010

For review Spring 2011

INCLUSION POLICY

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys,
- children from the military base with a transient lifestyle
- children whose parents are on active duty.
- minority ethnic and faith groups, travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion
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Inclusion Principles

Staff and Governors of Ringshall School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all children's needs within the school. There is flexibility in approach in order to make the best provision for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping and allocation of teaching assistants to support children identified with additional needs will be part of this process.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Ringshall we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Ringshall sees the inclusion of children identified as having special educational needs as an equal opportunities issue. We aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision **we** need to make for specific children.

The SEN Coordinator takes the lead role in relation to inclusion, and as a member of the Leadership team, reports regularly to the governors on this area.

The Inclusion Governor is Graham Steward and Sam Bird is the Governor with a responsibility for military children.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To involve parents/carers at every stage in plans to meet their child's additional needs.
5. To involve the children themselves in planning and in any decision making that affects them.
6. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

7. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at **School Action** or **School Action Plus**.
8. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
9. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
10. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

Arrangements for coordinating SEN provision

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs.
2. At other times, the SENCO will be alerted to newly arising concerns by the class teacher.
3. The SENCO will discuss issues arising with the class teacher.
4. Where necessary, IEP reviews will be held more frequently than twice a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO monitors planning for SEN supports class teachers with curriculum planning.

7. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO, and the Leadership team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.
9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

This year's provision map is attached to this policy .

Identification and Assessment Arrangements, Monitoring and Review Procedures

The schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

§	EYFS profile
§	Progress measured against the objectives in the National Literacy and Numeracy Strategies
§	National Curriculum descriptors for the end of a key stage
§	Progress measured against the P level descriptors
§	Standardised screening and assessment tools
§	Observations of behavioural, emotional and social development
§	An existing Statement of SEN
§	Assessments by a specialist service, such as educational psychology, identifying additional needs
§	Another school or LEA which has identified or has provided for additional needs

Observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **School Action** provision
3. Additional support through **School Action Plus** provision

Our current criteria for **School Action** and **School Action Plus** are described in **Appendix 2**.

Differentiated Curriculum Provision- Quality first teaching

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. It may involve grouping children in ability groups and allocating Teaching assistant support for the short term. Teachers usually expect to plan for differentiation across a range of 1.5 to 2 NC levels.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. It may involve the use of Wave 2 support programmes such as ELS

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- \$ Closes the attainment gap between the child and their peers
- \$ **Prevents the attainment gap from growing wider**
- \$ Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- \$ Beters the child's previous rate of progress
- \$ Ensures full access to the curriculum
- \$ Demonstrates an improvement in self-help or social or personal skills
- \$ Demonstrates an improvement in the child's behaviour

Children needing an IEP

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

The child needs support that is different to and other than the range of differentiation that might usually expected in their class.

There has been little or no progress made with existing interventions

Additional support is required to develop literacy or numeracy skills

Additional support is required for emotional, behavioural or social development

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the **School Action** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

A child receiving support at **School Action** will have an Individual Education Plan, including a cover document. This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. We use the LA model for this purpose.(appendix 4)

Monitoring will be carried out on a weekly basis as part of the class teacher's regular planning and assessment. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. Reviews will be carried out with the child and Parents/carers who will be consulted about any further action. Copies of reviewed IEP's will be passed to the SENCO.

As part of the review process, the SENCO and class teacher, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

School Action Plus

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

A child receiving support at School Action Plus will have an Individual Education Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs. The procedures are outlined in the LA handbook.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

- § The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- § Meeting additional needs and Inclusion issues are targeted each year through the school's School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- § In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- § All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- § Support staff are encouraged to extend their own professional development and the leadership team will ensure tailor-made training where this is appropriate.

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| § | Continues to make little or no progress in the areas of concern |
| § | Continues working at National Curriculum levels at least 1 NC level below that expected of children of the same age |
| § | Continues to have difficulty in developing literacy and numeracy skills |
| § | Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning |
| § | Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service |
| § | Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning |

The use made of teachers and facilities from outside the school, including support services

The SENCO liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- § Staff and parents/carers will work together to support pupils identified as having additional needs.
- § Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- § At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- § IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- § Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- § Regular curriculum workshops are offered for parents/carers to attend.
- § Parents/ Carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- § Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

Children entering The EYFS are visited in their home by the EYFS staff. Where children transfer in at other times of the year parents are encouraged to visit the school with the children beforehand if possible. If postings to Wattisham base make this difficult parents are asked to visit the school as soon as they arrive so the Headteacher can meet them to discuss their child's needs. Previous schools are contacted immediately. In their

first week in school the class teacher will carry out a range of assessments to get a picture of the child's current level of attainment.

On transfer to Middle School the children spend a day at the school in the Summer Term. Year 4 and Year 5 staff meet, with the SENCo where appropriate to discuss the children. Current IEP's and documentation is passed on.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- § The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.
- § Social Services and the Education Welfare Service will be accessed through the Customer First or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.

Accessibility

Access to the Environment

Ringshall is a single site school, with EYFS, Key Stage 1 and Key Stage 2 departments joined by level corridors. The school is built on one level. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. There is ramp access from the playground through the rear door. Classrooms are accessed by corridors from which there is also wheelchair access.

There is currently one accessible toilet for children or adults in the Key Stage 2 area with a shower/ wet room. This is sufficient to meet the needs of a school the size of Ringshall School

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas). There is a Soundfield system in each classroom and the hall.

There is a level access parking space at the front of the school for less able drivers and blue badge holders.

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Full changing facilities are available in the easy access toilet.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- § The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- § Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- § Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- § Schemes of work and policies for each area of the curriculum are in place and are differentiated to

include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

§ Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

§ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

§ The school will ensure that the extracurricular activities are barrier free and do not exclude any pupils.

§ Where necessary Army welfare will be approached for transport. In 2009/2010 activities for all funding is used to enable children to access extra curricular activities.

Access to Information

§ All children requiring information in formats other than print have this provided.

§ We have members of staff who have received training in Makaton. BSL training is available on line. Staff are encouraged to undergo this training.

§ We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

§ We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

§ Ringshall School uses a range of assessment procedures within lessons (such as taping, role-play and drama, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

§ Details of our plan to improve access to information, with targets, are contained in the school's Learning and teaching policy (Spring term 2010)

Admission arrangements

§ Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

§ Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

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§ When parents are posted to Wattisham base at times outside the usual cycle of school admissions they are invited to visit the school prior to their child's admission and to discuss their child's need with the Head. SENCo and class teacher as appropriate.

Incorporating disability issues into the curriculum

§ The PSHE curriculum includes issues of disability, difference and valuing diversity.

§ The library resources are under review to ensure they include books that reflect the range of issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of less able persons as they become available.

- § Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.
- § Resources, rooms and cupboards are clearly labeled with pictorial labels and print. Visual timetables are available in all classrooms.

Terminology, imagery and disability equality

- § The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling.
- § Staff are encouraged to consider the impact of the language they use. As we begin to work on Building Learning Power (Guy Claxton) we aim to develop the ability of all children to be able to discuss their learning positively with staff.
- § We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.
- § We follow the SEAL programme which seeks to enable the children to discuss their feelings and thoughts in a positive, confident way.

Listening to less able pupils and those identified with additional needs

- X Ringshall encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- X We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- X The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with less able parents/carers

- X Ringshall recognises that there may be a number of disabled parents/carers of children within the school at any time, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall that is accessible.
- X When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc. We offer e-mail and telephone communication if they are preferred.

Equality and trips or out of school activities

- X Ringshall tries to make all trips inclusive by planning in advance and using accessible places.
- X All children are welcome at our afterschool activities and we try to rearrange transport as necessary.
- X Ringshall works in partnership with Thomas Wolsey School to provide joint placements for children with greater learning and health needs.

Meeting children's Emotional and Social needs

We recognize that children in our school go through periods of stress and difficulty. When they move into a new school, preparing to transfer to another school, in the case of military children when their parents are on exercises or deployed, children can feel insecure or find difficulty in forming friendships. That can lead to

challenging or inappropriate behaviour. These children are offered support in our Nurture Group. Support is tailored to meet children's needs and they have a Nurture Group Plan. There should be no more than 8 children in the group at any one time with 2 adults one of whom is a HLTA with Nurture Group training and accreditation.

Children with English as an Additional Language

Children who have English as an additional language are not identified as having SEN however they may need extra support. The class teacher is responsible for planning that support with the class LSA. Extra support for conversational English and for pre-learning of specific vocabulary can be given in the context of the Nurture Group. It is the class teachers responsibility to liaise with the Head/ Nurture group staff about appropriate placements and targets.

Evaluating the success of the Schools SEN and Inclusion Policy

- X Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - X A reduction in the percentage of children with very low attainment,
 - X An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 3 at the end of Year 4,
 - X A reduction in behaviour incidents
 - X Less incidents of children displaying worries or anxieties

- X SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

- X The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

- X Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be included in the Head's report to governors.

- X Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

- X Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve Level 2 at the end of Key Stage 1 and Level 3a at the end of Year 4.

- X The policy itself will be reviewed annually by the SENCO, SEN governor and Leadership Team..

Dealing with complaints

- X If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- X If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- X Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available, on request, from the school office.

APPENDIX 1

Allocation of Resources to and amongst pupils – There are a range of resources and Games in the Additional Resources Cupboard

Year	Differentiated curriculum provision	School Action and School Action Plus provision	Additional provision made at School Action Plus
Nursery	<p>Nursery Nurse support for/using:</p> <p>X Daily language support based around regular nursery activities</p> <p>X Circle Time focused on social emotional skill needs identified through assessment</p> <p>X Makaton symbols used to label all activity areas if needed</p> <p>X Pictorial labels</p> <p>X Letters and sounds</p> <p>X Peer support and collaborative learning</p>	<p>X Daily speaking and listening programme following Speech and Language Service advise if necessary</p> <p>X 1:1 support EYFS funded</p> <p>X Teaching to individual targets based on developmental model of assessment and intervention</p> <p>X HLTA support in Nursery for involvement in assessment during Autumn and Summer terms</p> <p>X Individualised behaviour support</p>	<p>X Speech and Language Therapy assessment, and input to planning, monitoring and reviewing</p> <p>X EYFS advisory teacher support/advice to staff team</p>
Reception	<p>X TA support for: Group work within literacy and numeracy hours. Handwriting: Roll and write activities. Pencil grips, Finger gym</p> <p>Brain Gym</p> <p>Phonics/reading Letters and Sounds groups daily</p> <p>Shared Reading Small group Guided</p>	<p>X TA support for: Specific group teaching to targets outside the literacy/ numeracy hours. Specific 1:1 teaching to targets. Story sack language work</p> <p>X SENCO assessment</p> <p>X Social curriculum. Individualised behaviour</p>	<p>X Speech and Language Therapy 1:1/group direct work. Input to planning, monitoring and reviewing</p> <p>X TA language group - materials provided by Sp and L Therapist</p> <p>X BSS input to planning, monitoring and reviewing of IEPs</p>

	<p>reading Small group work with adult support.</p> <p>X Peer support and collaborative learning</p>	<p>programme. Time out lunchtime support Social Stories</p>	
Year 1/2	<p>X TA support for: Early Literacy Support Programme (ELS, Y1)</p> <p>X Finger gym X Gym Trail</p> <p>Group work within literacy and numeracy hours using - Letters and Sounds Guided reading Shared Reading Guided work in Maths X Peer support and collaborative learning</p>	<p>X TA support for: Specific 1:1 teaching to targets Time out lunchtime support Individualised behaviour programme Gym Trail</p> <p>X HLTA supported small group teaching to targets</p>	<p>X Speech and Language Therapy 1:1/group work.</p> <p>X Input to IEPs X BSS input to planning, monitoring and reviewing of IEPs</p> <p>X FFT Wave 3 interventions-HLTA</p> <p>X Nurture Group Social Stories</p>
Year 3/4	<p>TA support for:</p> <p>Additional Literacy Support Programme (ALS)</p> <p>Springboard Maths 3</p> <p>Groupwork within the literacy/ numeracy hours</p> <p>X Paired reading X Guided work</p> <p>X Peer support and collaborative learning</p>	<p>TA support for groups using:</p> <p>Time out lunchtime support Lunchtime Activity Room</p> <p>TA follow-up work to S&L therapy provision</p> <p>SENCO assessment</p>	<p>X Speech and Language Therapy 1:1/group work</p> <p>X BSS input to planning, monitoring and reviewing of IEPs</p> <p>X Nurture Groups Social Stories</p> <p>X Wave 3 interventions-HLTA</p>
Year 3/4 (cont)	<p>TA support for: X Further Literacy Support Programme</p>	<p>TA support for: X Small group and 1:1 teaching</p>	<p>X BSS input to planning, monitoring and reviewing of IEPs</p>

APPENDIX 2

GUIDELINES FOR IDENTIFICATION OF SEN AT SCHOOL ACTION/SCHOOL ACTION PLUS

	Language and Literacy	Mathematics	Personal and Social Development (see attached descriptors for P levels)		
			Interacting & working with others	Independent & organisational skills	Attention
YR Term 1			Less than level P5	Less than level P5	Less than level P6
Y1 Term 1	X Less than 10 high frequency words X Less than 10 sounds to symbol knowledge X Reading: at or below P6 Writing: at or below P level 6 X Speaking/expression: below P level 6 X Listening/comprehension: below P level 6	Number: below P level 6	Less than level P6 Less than level P6 Less than level P7 Behaviour that restricts access to the curriculum on a daily basis Needing and Individual Behavior Plan		
Y2 Term 1	X Reading: below 1b Writing: below level 1C X Speaking/listening: below 1B	Number: below level 1C	Less than level P7 Less than level P7 Less than level P8 Reaching final sanctions in school behaviour plan. Behaviour that restricts own/others access to the curriculum on a daily basis.		
Y3 Term 1	X KS1 SATs - at or below level 1 for reading and writing X Speaking/listening: below 1B	KS1 SATs - at or below level 1	Less than level P8	Less than level P8	Less than level P9

The criteria map is a guide, for the purpose of making clear to parents/carers, children and school staff, about the levels at which children might be considered for extra help. The actual decisions, however, will depend on

assessment of the child's rate of progress, as set out in the *Code of Practice*.

Are the child's parents aware of your concerns?
Have the child's parents raised their concerns with you?

Class teacher;-