CHETWYND SPENCER ACADEMY



Special Educational Needs and Disabilities Policy and Procedures December 2024

Policy Checklist

Author:	Carrie Smith and Caroline Hallows
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Policy
1. Introduction

1.1 At Chetwynd Spencer Academy ("our Academy") our mission is 'For all our children to be kind, courageous and curious citizens, helping them to shine for a bright and happy future in our diverse world.'

1.2 We aim to achieve our mission by being inclusive, maintaining a safe and stimulating learning environment, securing outstanding learning and teaching, delivering an Irresistible Curriculum (see our Teaching and Learning Policy), following a values-based approach (STARFISH), and working with parents, carers and the wider community.

1.3 It is the intention of the Special Educational Needs and Disabilities Policy and Procedures document ("this policy") to ensure that all our children, who have special educational needs and/or disabilities ("SEND"), are identified and have their needs met within a nurturing and inclusive environment.

1.4 Our governors and staff at our Academy acknowledge their shared responsibility for making appropriate provision for all our children, including those with SEND.

1.5 Whilst many factors contribute to the challenges experienced by some of our children, we believe that much can be done to overcome these by parents, our Class Teachers (as detailed in Appendix 1) and our children working together. At our Academy, we strive for inclusion rather than integration. For us, inclusion is about how we adapt to our children's needs. It means that we focus on school organisation and culture and how we respond to diversity and celebrate difference. A child is 'included' when they are viewed as an equal partner in the school community and truly sense their own 'belonging'. It is the essence of quality first teaching, and of fostering an environment where all our children, including those with SEND, can benefit as fully as possible from their education.

1.6 Our Academy places continuing emphasis on valuing individual differences so that all our children (irrespective of their social or cultural background, disability or difficulty in learning) succeed in terms of the fulfilment of their academic, social and emotional goals. This leads to the development of positive attitudes to self and others.



1.7 While setting high expectations, when measuring progress, our Academy recognises that age-related expectations are not always appropriate for a significant proportion of our children working below the standard of the national curriculum test, many of whom have SEND that affect their rate of cognitive development or speed of learning. It is important to our Academy that these children can demonstrate both attainment and progress, and that the way we measure their progress accounts for potential differences in the way these children learn.

1.8 Our Academy will always follow Government and Department of Education and the Department of Health guidelines which may be published during any unprecedented public health events and any Trust guidance that may also be issued.

2. Policy Scope

2.1 This policy applies to all members of our Academy community (including our staff, children, volunteers, parents/carers, visitors, community users) that are involved with SEND provision.

2.2 This policy should be read in conjunction with our Academy's Feedback, Marking and Assessment Policy and Procedures, our Academy's Behaviour Policy and Procedures, our Academy's Positive Handling Policy, our Academy's Intimate Care Policy, our Academy's Teaching and Learning Policy and Procedures, the Spencer Academies Trust ("the Trust") Policy and Guidance for Child Protection, Safeguarding and Promoting the Welfare of Children, our Academy's Medical Conditions Policy and Procedures, our Academy's Accessibility Plan and our Academy's Equality Objectives and any addendum to any of these documents that may be required as a result of 1.8 above.

3. Policy Development

3.1 This policy has been developed by the Inclusion Managers in consultation with the Principal, the SEND Governor, the Governors, all our staff, our children with SEND and their parents. Please see Appendix 1 for details of the Inclusion Managers, the Principal and the SEND Governor.

3.2 This policy complies with Section 19 of the Children and Families Act 2014, Section 69 of The Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs and Disability Code of Practice 0 to 25 Year 2015 ('the 2015 Code of Practice').



4. Policy Aims

4.1 All our children with SEND and their families feel welcome.

4.2 All our children with SEND can participate fully in Academy life.

4.3 All our children with SEND can access outstanding learning experiences.

4.4 All our children with SEND to make as good progress as their peers.

4.5 All our children with SEND to receive appropriate support at our Academy.

5. Equal Opportunities

Our Academy is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout our Academy as set out in our Academy's Equality Objectives and every effort will be made to ensure compliance with these.

6. Quality Assurance

The quality of provision for our children with SEND at our Academy will be assured by:

6.1 ensuring that this policy is disseminated and adhered to.

6.2 monitoring the impact of this policy as set out in sections 11 and 19.

6.3 addressing any underperformance in a timely manner, whether it has come to light through the monitoring procedures outlined in this policy or because of any other Academy quality assurance mechanisms.

7. Roles and Responsibilities

The delivery of the appropriate support and adaptive teaching for all our children with SEND at our Academy is a collective responsibility. The following section outlines the roles and responsibilities of individuals and groups within our Academy in relation to this.



7.1 Our Governing Body and SEND Governor

7.1.1 There is a designated SEND Governor (as detailed in Appendix 1) who will support our Academy and our Inclusion Managers in approving, monitoring and reviewing the effectiveness of this policy.

7.1.2 The designated SEND Governor will review this policy on an annual basis and support our Inclusion Managers, our Principal and Senior Leaders (who are all as detailed in Appendix 1) in their implementation of the policy through termly meetings.

7.2 Our Principal and Senior Leaders

Our Principal and Senior Leaders will:

7.2.1 ensure that our Academy is inclusive and welcoming and that this policy is adhered to in line with local and national guidance and policy frameworks.

7.2.2 ensure that this policy is disseminated and is implemented fully to appropriately support our children with SEND throughout our Academy.

7.2.3 ensure that they keep up-to-date with statutory requirements and recommendations in relation to SEND provision including any guidance issued as a result of section 1.8 above.

7.2.4 support and hold to account our Inclusion Managers, our Class Teachers, our Teaching Assistants and any Support Staff (who are all as detailed in Appendix 1) in carrying out their responsibilities outlined in this policy.

7.2.5 ensure that the other policies that this policy links to are up-to-date and fully implemented.

7.2.6 report on the quality of SEND provision to our Governing Body in the Principal's report.

7.2.7 ensure that all necessary steps are taken to put in place all relevant adjustments in our Academy as referred to in section 8.5; full details of which can be found in our Academy's Accessibility Plan (available on our Academy's website).

7.2.8 oversee, monitor and review the deployment of our Teaching Assistants and any Support Staff to effectively support our children with SEND throughout our Academy.



7.2.9 strive to provide suitable resources and training to support the implementation of this policy.

7.3 Our Inclusion Managers

Our Inclusion Managers will:

7.3.1 ensure that this policy is disseminated and implemented fully to ensure and sustain high quality, appropriate provision and adaptive teaching for all our children with SEND throughout our Academy.

7.3.2 keep up-to-date with statutory requirements and recommendations, including any guidance issued as a result of section 1.8 above, in relation to SEND and communicate these in a timely manner to our Principal, Senior Leaders, Standards Leaders, Class Teachers, Teaching Assistants and any other Support Staff, as appropriate.

7.3.3 liaise with local health and social care professionals to ensure appropriate support is provided for all our children with SEND and attend any relevant meetings and provide any relevant reports and information.

7.3.4 facilitate review meetings in accordance with section 9.

7.3.5 monitor and evaluate the progress of all our children with SEND and the quality of SEND provision, as set out in sections 11 and 19, and make any recommendations for improvement to our Governing Body, Principal and Senior Leaders in a timely manner.

7.3.6 access funding, as detailed in section 12, to ensure appropriate provision and adaptive teaching is available to any of our children with SEND that meet the relevant criteria for such provision.

7.3.7 co-ordinate, with the support of our Principal, Seniors Leaders and Standards Leaders, the deployment of our Teaching Assistants and any Support Staff, as required, so as to ensure that all children with SEND are supported in accordance with their level of need or requirements.

7.3.8 ensure Class Teachers make the necessary arrangements if a child needs special consideration or access arrangements in statutory assessments.

7.3.9 provide training, as detailed in section 17, and specialist support for our Class Teachers, Teaching Assistants and all other Support Staff in our Academy so that they can help our children with SEND achieve their full potential.



7.3.10 maintain and update our Academy's SEND Register (a system for recording the SEND needs of all relevant children at our Academy).

7.3.11 review on a regular basis the Trust's Google Drive data recording system (a system for recording the progress of all our children) to ensure that all our children are making progress in line with their peers and age-related expectations and where any children are not and they are not currently on the SEND Register that these children are highlighted as concerns, discussed with all relevant staff and monitored.

7.3.12 keep and maintain up-to-date records of any child with SEND relating to their needs and progress in accordance with section 11.4 of this Policy.

7.3.13 review and revise this policy annually, as detailed in section 20, or sooner if required by changes in legislation.

7.4 **Our Standards Leaders**

Our Standards Leaders will:

7.4.1 report termly to our Inclusion Managers, Principal and Senior Leaders on the progress of all our children with SEND using a data review form or through meetings as agreed with the Principal.

7.4.2 meet half termly with our Inclusion Managers to put in place all relevant provision and adaptive teaching for children with SEND in their Key Stage.

7.4.3 deploy any of our Teaching Assistants allocated to their Key Stage to support all our children with SEND in their Key Stage to help ensure that these children reach their full potential and make progress in line with their peers.

7.4.4 monitor SEND provision and the effectiveness of the deployment of our Teaching Assistants within their Key Stage and report back to our Inclusion Managers, Principal and Senior Leaders in the half termly reports and/or meetings.

7.4.5 feedback to our Class Teachers, Teaching Assistants within their Key Stage so that provision can, where relevant, be changed and improvements made as soon as reasonably practicable.



7.5 Our Class Teachers

Our Class Teachers will:

7.5.1 use Our Graduated Response, as set out in Appendix 2, and inform the Inclusion Managers, in a timely manner, where they are concerned that a child may not be making progress as detailed in section 8.

7.5.2 make provision for all our children with SEND in their class, including the planning and delivering of any additional help such as targeted work or additional support, to enable these children to make progress in line with their peers as set out in section 11.2 of this policy.

7.5.3 monitor the progress of all our children with SEND in their class and provide all relevant information half termly to the Standards Leaders to enable them to report on the progression of these children as detailed in section 7.4.

7.5.4 write and update SEND Support Plans in accordance with section 11 of this policy.

7.5.5 wherever possible, attend the review meetings, as detailed in section 9, to share the progress and review targets of any children in their class on our Academy's SEND Register.

7.5.6 instruct and deploy effectively any of our Teaching Assistants allocated to their class so that they can support our children with SEND to make progress not only academically but with their interpersonal and communication skills ('Soft Skills') and their social, emotional and mental health ('SEMH').

7.5.7 maintain and keep up to date a SEND folder as detailed in section 11.4.2 and Appendix 3 of this policy.

7.5.8 consult regularly with our Inclusion Managers so that they can receive all necessary support to enable them to carry out their responsibilities in relation to delivering appropriate provision for any of our children with SEND, in their class, and in accordance with this policy.

7.6 Our Teaching Assistants

Our Teaching Assistants will:



7.6.1 whenever possible, and in consultation with the relevant Class Teachers, attend review meetings as detailed in section 9 to share the progress and review targets of all our children on our Academy's SEND Register that they are allocated to.

7.6.2 deliver, as directed by and in consultation with the relevant Class Teachers and Standards Leaders, all relevant interventions for any of our children with SEND, which may also include children without SEND.

7.6.3 feedback and complete, when requested, any monitoring forms, in a timely manner, on the impact of any intervention carried out by them to the relevant Class Teachers or Standards Leaders so that this information can be reviewed and monitored by our Inclusion Managers.

7.7 **All Staff**

All our Staff, including our Support Staff, will:

7.7.1 read and familiarise themselves with the principles contained in Chapter 1 of the 2015 Code of Practice, a copy of which will be in each class SEND folder.

7.7.2 familiarise themselves with all elements of this policy and understand what is required of them, seeking clarification from our Inclusion Managers if they are unsure, and help to promote the provisions of this policy.

7.7.3 all staff will be required to sign a log, held centrally in our Academy's office, to acknowledge they have done both 7.7.1 and 7.7.2.

7.7.4 know any diagnosis or learning difficulties surrounding any of our children in any class they are responsible for, allocated to or come into contact with and seek support from our Inclusion Managers as to how to manage any specific conditions.

7.7.5 work collaboratively with our parents/carers of any of children with SEND in any class they are responsible for, allocated to or come into contact with so at to maintain effective communication with them as detailed in section 9.

7.7.6 be aware of children with learning difficulties or learning disabilities who may be experiencing bullying or need extra social support and complete any monitoring and reporting forms when a concern arises in accordance with the Trust Policy and Guidance for Child Protection, Safeguarding and Promoting the Welfare of Children, our Academy's Behaviour Policy and Procedures and the Teaching and Learning Policy and Procedures.



7.7.7 ensure that none of our children with SEND are excluded unnecessarily from activities they wish to take part in.

7.7.8 use opportunities within all areas of the curriculum and Academy life to raise our children's awareness about SEND and SEMH of all our children.

7.8 **Our Children**

Our children must:

7.8.1 try to be 'better than their best' despite any SEND.

7.8.2 remember to use their STARFISH values and to treat other children with and without SEND equally.

7.8.3 remember to follow the Home-Academy Agreement (a copy of which can be obtained from our Academy office on request), including any amended Home-Academy Agreement issued as a consequence of section 1.8 above, and the relevant E-Safety Acceptable Use Agreement as detailed in our Academy's E-Safety Policy (a copy of which can be found on our Academy's website).

7.8.4 be polite and courteous when adults from outside agencies come to our Academy.

7.9 **Our Parents/Carers**

Our parents/carers will:

7.9.1 support our children in trying to be 'better than their best' when interacting with children with SEND.

7.9.2 support our children in remembering to use their STARFISH values at all times.

7.9.3 support our Academy as outlined in the Home-Academy Agreement (and in any amended Home-Academy Agreement issued as a result of section 1.8 above) and the E-Safety Acceptable Use Agreement.

7.9.4 engage fully with all our staff, and outside professionals, if asked to do so for the benefit of their child.



7.9.5 inform our Academy of any changes to their child's condition as soon as reasonably practicable.

Procedures

8. Our approach to identification

At our Academy, all our Class Teachers are teachers of children with SEND and are expected to provide personalised and appropriate quality first teaching and identify those in need of adaptive teaching. Early identification of children with SEND is a priority and this section explains how we do this.

8.1 All our Class Teachers, alongside parents/carers, Teaching Assistants and other Support Staff, will be responsible for identifying any of our children who may have SEND and will complete the Child Requiring Support sheet in Appendix 4 and will refer them to our Inclusion Managers, as soon as reasonably possible, after a concern has been identified.

8.2 Following a referral, Inclusion Managers, in collaboration with the relevant Class Teacher, a child's parents/carers, our Teaching Assistants and any other Support Staff, will use the following to help them assess and identify as early as possible the relevant needs of the child so that support can be put in place as quickly as possible: -

8.2.1 the definition of SEND (as set out in Appendix 5).

8.2.2 the Trust's Primary Tracker data recording system (a system for recording the progress of all our children and used to regularly observe, assess and record the progress of all our children) will also be used to identify children who are not progressing satisfactorily. Through termly pupil progress meetings and senior leadership's data analysis, children will be 'flagged up' as potentially having additional needs.

8.2.3 Chetwynd's Graduated Response document, a copy of which can be found on our website.

8.3 Once a child is identified as having SEND we will follow our Graduated Response Stages of Support and Adding a Child to our Send Register (pages 2-3) as set out in Appendix 2.



8.4 Our Academy will follow our SEND framework, as set out in Appendix 6, and every effort will be made to educate them alongside their peers in a mainstream classroom setting. Where this is not possible, our Inclusion Managers and Class Teachers will consult with the child, the child's parents and relevant outside agencies, as outlined in section 13, to access the most appropriate arrangements for the child.

8.5 Our Graduated Response, as set out in Appendix 2, will be used when providing support to any child with SEND so that our Academy can assess the level of intervention being accessed and required by that child.

8.6 Our Inclusions Managers and our Principal will ensure that all relevant adjustments are made, within a reasonable time, to support the needs of any child's SEND and that our Academy's Accessibility Plan is adjusted and amended to reflect this. All staff will comply with the provisions of our Academy's Accessibility Plan.

9. Our partnering approach to involving parents/carers

At our Academy, we pride ourselves on our strong working relationship with our parent/carers of our children with SEND. We adopt a collaborative approach as we know this is conducive to helping our children with SEND meet and often exceed their potential. Parents/carers have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership. This section details how we do this.

9.1 We will work as a team with our parents/carers and encourage them to share with us any information that will enable us to meet the needs of their child, and to share any successes and concerns.

9.2 Review meetings as required, to discuss the provisions of the SEND Support Plan (please see section 11), will be held for all our children, who are on our Academy's SEND Register unless such meetings are not felt to be necessary because the child is making good progress in line with their peers. For those children with an EHC plan (see section 9.3 and section 10 below) or funding as referred to in section 12, these review meeting will often take place termly but working with professionals (if involved) and the child's family, these may be more or less frequent and based on the child's needs and/or progress being made by the child in our Academy. These meetings will be used to celebrate successes, to analyse and discuss any existing concerns and to hear from our parents/carers.



9.3 Additional annual review meetings will be held for those children who have an education, health and care plan ('EHC Plan') – details of these and when they are put in place can be found in section 10. These meetings will be used to discuss our Academy's existing provisions for their child's support and to consider any future changes to that provision.

9.4 Parent SEND 10-minute drop-in sessions will be held, throughout the year, to help create a proactive rather than a reactive climate of support and where feedback is encouraged.

9.5 Our staff at our Academy will signpost parents to Ask Us Nottinghamshire which supports parents and children with SEND. https://askusnotts.org.uk/

9.6 If an assessment or referral indicates that a child has additional learning needs, the parents/carers and the child will always be consulted with regards to future provision. Parents/carers will be invited to attend meetings with external agencies regarding their child and will be kept up to date and consulted on any points of action drawn up regarding the provision for their child.

10. Requesting an EHC needs assessment

10.1 If a child has lifelong or significant difficulties, they may undergo a statutory assessment process so that an education, health and care plan ('EHC Plan') can be put in place. This will usually be requested by our Academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, and to planning provision and identifying resources, is required.

10.2 The decision to make a referral for an EHC Plan will usually be made at a child's termly progress review.

10.3 The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Class Teachers
- Our Inclusion Managers
- Social Care
- Health professionals



10.4 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

10.5 Further information about EHC Plans can found via Nottinghamshire's SEND Local Offer: https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/home.page

or directly at https://www.nottinghamshire.gov.uk/care/childrens-social-care/integrated-children-s-disability-service
or by contacting the Integrated Children's Disability Service (ICDS) Assessment Team:
0115 8041275 or mail to: icdsehcBGRlocality@nottscc.gov.uk
or by contacting Ask Us Nottinghamshire on:Tel: 0800 121 7772 or
email: enquiries@askusnotts.org.uk

11. Record-keeping, monitoring progress and data management

11.1 Record-keeping: SEND Support Plans, Steps to Success and STARFISH Profiles

11.1.1 Every child with SEND will have a pupil provision map/profile ('SEND Support Plan') and Steps to Success ('Steps to Success') target sheet Some of our children, whether or not the child is on our SEND Register, may also have a STARFISH profile to ensure consistency of support from all adults in our Academy. An example of each of these can be found at Appendix 7.

11.1.2 The SEND Support Plan and Steps to Success will be developed and discussed with the child and the parents/carers and will be written in plain language.

11.1.3 The SEND Support Plan and Steps to Success will be reviewed and updated termly by our Class Teachers in consultation with all relevant Teaching Assistants, parents/carers and the child. These changes will be shared with our parents/carers.

11.1.4 Learner voice is an essential ingredient to provide effective and appropriate support. Children with SEND will be invited to their review meetings, if appropriate, and if not, they will be spoken to before or after the event to ensure their opinions are heard and their opinions are recorded on the SEND Support Plan.



11.2 Monitoring pupil progress for children with SEND

11.2.1 Pupil progress for all our children with SEND will be monitored on an individual basis at our Academy which is the same for all our children.

11.2.2 Class Teachers, with support from the relevant Standards Leader and our Inclusion Managers, will decide the action required to help each child with SEND progress.

11.2.3 Steps will be taken to understand the needs of each of our children with SEND and their progress will be monitored by tracking not only their academic achievements but also progress made with their Soft Skills (as explained in section 7.5.6) and their SEMH development. All our staff are aware that these often need to be addressed before any academic learning can be made.

11.2.4 Each of our children with SEND will be monitored in line with our Academy's use of both formative and summative assessment. Since the removal of levels and the introduction of age-related expectations, Class Teachers monitor and assess the strengths and weaknesses of our children's academic skills daily so that appropriate provision and support can be provided as quickly as possible to all our children, including those with SEND, who are identified as making little or no progress.

11.2.5 NTS Assessments (reading and maths) and GAPS (grammar, punctuation and spellings) termly tests, alongside statutory assessments for Year Six and Year Two, phonics screening in Year One and the Multiplication Tables Check in Year Four, will be used as our Academy's summative assessment tools. This data will be collated by our Academy to monitor and track the progress of each child with SEND as well as for use nationally and across the Spencer Academies Trust.

11.2.6 Where a child with SEND's academic progress is more difficult to monitor, breaking the learning into smaller steps is important so we may use BSquared, PIVATs or the Pre-Key Stage Standards. These will be updated termly by the Class Teacher, in consultation with our Teaching Assistants and, if required, our Inclusion Managers.

11.2.7 Where Soft Skills or SEMH needs of any of our children with SEND need



addressing, we will use the Boxall Profile assessment tool and the Autism Education Trust's Progression framework to ensure progress is being made. These will be completed by our Teaching Assistants in consultation with our Class Teachers and, if required, our Inclusions Managers, and updated termly.

11.3 Monitoring of support for SEND

11.3.1 Outcomes of support are monitored each half term, if not sooner, by our Inclusion Managers together with our Standards Leaders and Class Teachers. Our Inclusion Managers are report to our Principal and Senior Leaders each half term and this will be used to inform future practice.

11.3.2 Each year, book and/or planning scrutinies and/or learning walks will be carried out by our Inclusion Managers with support from our staff to ensure that the needs of all our children with SEND are met and that the quality of teaching and learning for these children is high, is appropriate for their needs and enables them to make good progress that is at least in line with their peers. In addition to these, our Principal, Seniors Leaders and Standards Leaders will monitor the teaching and learning of all our children with SEND when carrying out lesson observations, general book/planning scrutinies and learning walks.

11.4 Record-keeping: general

11.4.1 Our Inclusion Managers hold details of all SEND support records in a central location which all our staff have access to. Such documents will include early help assessment forms, EHC Plans and annual review documents and correspondence from outside agencies.

11.4.2 Class teachers keep and maintain a SEND folder, which is easily accessible by all our staff, and which contains all the relevant information and documents as set out in Appendix 3 or as updated from time to time.

11.4.3 When your child moves to another school, their records will be transferred to the new school within 15 school days of the child ceasing to be registered with us, as required under the Education (Pupil Information) (England) Regulations 2005.

12. Funding, deployment and resources

12.1 All our children with SEND have access to funding from our Academy's budget to provide high quality appropriate support which is known as the Additional Support Needs funds.



12.2 Some of our children with SEND may need to access Additional Family Needs ('AFN' funding, which is held by our Family of Schools or High Level Needs (HLN) funding from Nottinghamshire Local Authority, details of which can be found by following this link:

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/advice.page?id=EZdyTO Jmg

12.3 Our Inclusion Managers, in consultation with our Class Teachers and our Teaching Assistants write and submit each bid request for AFN funding. Our Family of Schools' SENCo (Mrs Zena Argent) co-ordinates all funding requests from these schools and the Inclusion Managers feedback the decisions to our Class Teachers. Request to the Nottinghamshire Local Authority for HLN funding can only be made once a child is receiving high level AFN funding.

12.4 Key decisions around the deployment of our Teaching Assistants, our Support Staff and SEND resources involve our Principal, Inclusion Managers, Standards Leaders and, at times, Class Teachers.

12.5 General SEND resources are stored in the Harbour and in classrooms to meet the needs of individual children. Request for resources to support specific children can be made by any member of our staff to our Inclusion Managers who will purchase them from the SEND budget but only where one is available. If a child with SEND requires specialist resources, other sources of funding/resources may be accessed if these are available e.g. pupil premium funds where the child qualifies for this or equipment provided through PDSS (Physical Disabilities Support Services) etc.

13. Working with external partners

13.1 Our Academy will invite and seeks advice and support from external agencies in the identification and assessment of, and provision for, our children with SEND. Our Inclusion Managers are the designated persons responsible for liaising with any external health, social care, educational agencies or voluntary organisation.

13.2 In cases where one of our children with SEND is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

13.3 Our Inclusion Managers will continue to build and maintain strong working relationships and links with external support services to fully support our children with SEND and aid school inclusion by attending termly 'Springboard' meetings.



13.4 Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our Academy. Any one of the support services may raise concerns about a child. This will then be brought to the attention of our Inclusion Managers who will then inform the child's parents/carers.

13.5 The following services will be involved as and when is necessary:

- Schools Families and Support Services (SFSS)
- Children and Adolescent Mental Health Services (CAMHs)
- Physical Disability Support Services (PDSS)
- Early Help Team; Personal, Social and Emotional Development Team (PSED)
- School Health; Speech and Language Therapists (SALT)
- Physiotherapists
- Occupational Therapists (OT)
- Paediatricians
- The Educational Psychology Service (EPS)

13.6 Where support is required from external agencies, parents/carers will be asked to give permission for our Academy to refer their child to the specialist professional e.g. SALT or EPS. This will then be taken to the next 'Springboard' session where it will be discussed and taken to a panel. From here, the chosen agency will decide on what support is needed and feedback.

13.7 The specialist professional will then assess the child to understand their needs and make recommendations as to the ways the child is given support. This may lead to specific group or individual work being carried out as required.

14. Supporting transition

Our Academy recognise that transitions can be a challenging time for our children with SEND and we will take steps to ensure that any transition is as smooth as possible as detailed in Appendix 8.

15. Pupils with medical conditions or requiring intimate care

Our Academy is an inclusive community that aims to support and welcome all pupils with medical conditions. Our Academy understands its responsibility to make our Academy welcoming, inclusive and supporting to all pupils with medical conditions and provide them



with the same opportunities as others at our Academy. Full details of how we do this can be found in our Academy's Medical Conditions Policy and Procedures and also our Academy's Intimate Care Policy and Procedures.

16. Safeguarding

Our Academy recognises its responsibilities for safeguarding all our children, including those with SEND, and protecting them from harm. We direct all parents/carers to our Trust Policy and Guidance for Child Protection, Safeguarding and Promoting the Welfare of Children, on our website, when they attend our welcome meetings. This is to ensure all are made aware of our responsibilities about child protection procedures and how we will safeguard and promote the welfare of their children.

17. Staff Training

17.1 Academy staff will be kept up to date with relevant training, developments in adaptive teaching practice and have a secure understanding of a graduated response. The Family SENCo will support with training needs and disseminate relevant information she receives from Nottinghamshire County Council.

17.2 Our Inclusion Managers will attend relevant SEND courses, Family SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all our staff. The dissemination of this information is important. This will be shared with our staff on Google Drive, email or through staff meetings. Some information will be shared on a 1:1 level where needed.

17.3 We recognise the need to train all our staff on SEND issues. Our Inclusion Managers, Principal and Senior Leaders will ensure that training opportunities are matched to our Academy's development priorities and those identified using provision management.

17.4 Performance management for all our staff will also be used to help identify training needs.

18. Complaints process

18.1 An appointment can be made with our Inclusion Managers or the relevant Class Teacher, at any time, if a parent/carer wishes to discuss their child's needs. If further discussions are needed, then our Principal or Senior Leaders may be included too.



18.2 If a Parent/Carer feels uncomfortable speaking to a member of our staff, they should put their complaint or concern in writing.

18.3 All complaints are dealt with in accordance with our Academy's complaints procedure which can be found on our Academy's website.

19. Monitoring and Evaluation

19.1 Our Governing Body is reported to by our Principal once a term via the Principal's report.

19.2 Our Inclusion Managers monitor the implementation of this policy by monitoring pupil progress and teaching and learning in accordance with the provisions of sections 11.2 and 11.3.

19.3 Staff feedback is sought throughout the year and is considered and reported on to our Principal by our Inclusion Manager and fed-back, as appropriate, to our Governing Body via our Principal's termly report.

19.4 Pupil feedback is sought via the forms referred to in Appendix 7, and this information is considered and reported on to our Principal and fed-back, as appropriate, to the Governing Body via our Principal's termly report.

19.5 Parent feedback is sought regularly through termly review meetings with those parents with children who have been identified as having SEND and this information is considered and reported on to our Principal by our Inclusion Manager and fed-back, as appropriate, to the Governing Body via our Principal's termly report.

19.6 There is an annual evaluation of the effectiveness of the SEND provision and this policy. The evaluation is carried out by our SEND Governor each year and a report submitted to our Academy's Quality and Standards' Effectiveness Sub-Committee before being presented to our full Governing Body.

19.7 All the information collected over the year is used to inform our Academy's next academic development and improvement plan.

20. Review of the Policy

20.1 The Governing Body review this policy annually.



20.2 Our Governing Body take account of our Principal's report and our SEND Governor's report as referred to in section 19 in its review of this policy.

20.3 Following the monitoring and evaluation processes set out in section 19, this policy is revised as required by our Inclusion Managers, our Principal and our Senior Leaders to ensure that it is effective.

20.4 This Policy is also revised by our Inclusion Managers to put in place any changes in regulation and statutory guidance to ensure that it is always up to date.

Appendices

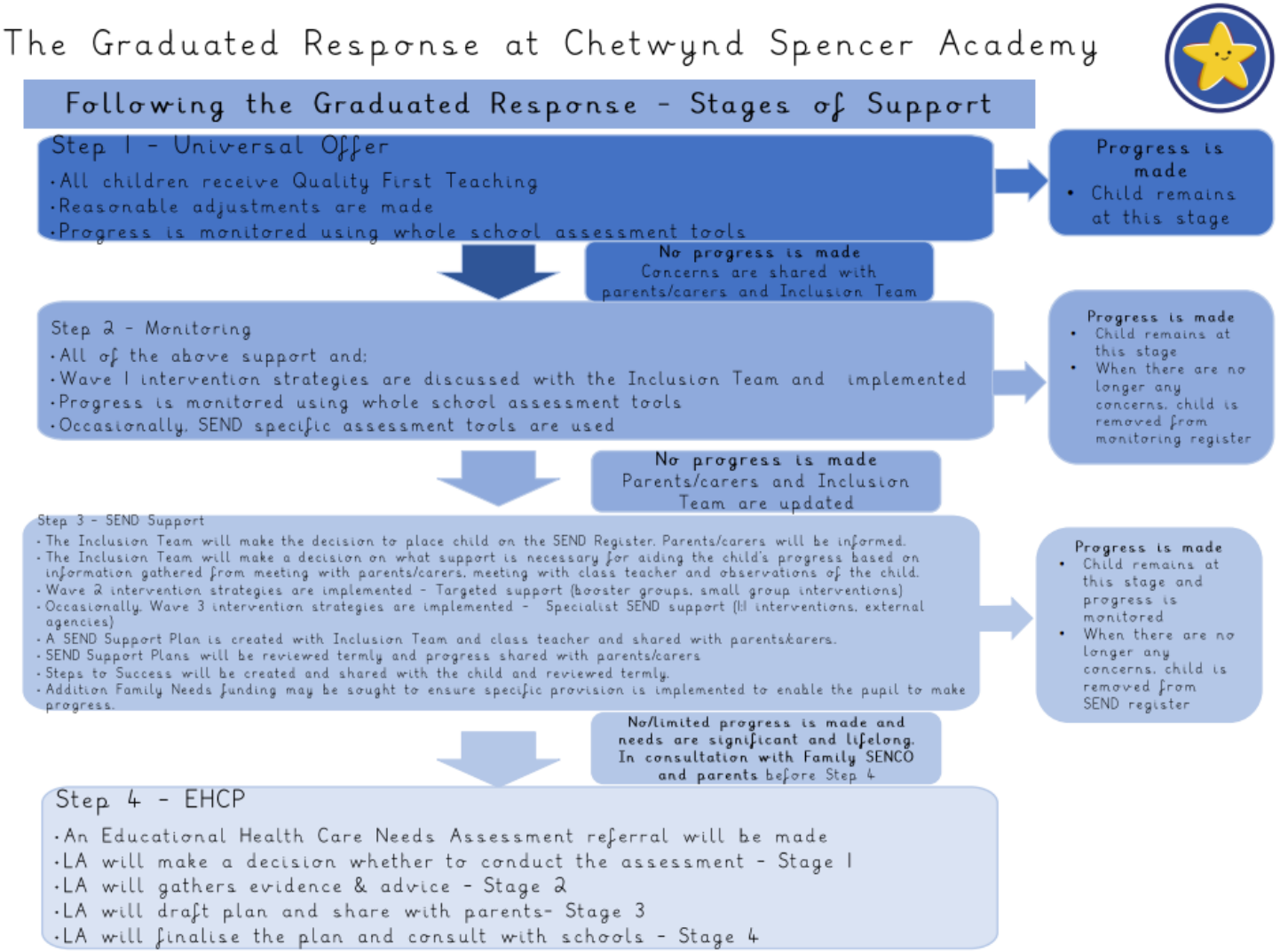
1. The SEND Team
2. Our Graduated Response
3. SEND Folder – Contents Page
4. Child Requiring Support form
5. Definition of SEND
6. Our Academy's framework for SEND
7. SEND Support Plan, Steps to Success and STARFISH Profile examples
8. Supporting Transition- Information for parents/carers



1. APPENDIX One - SEND TEAM

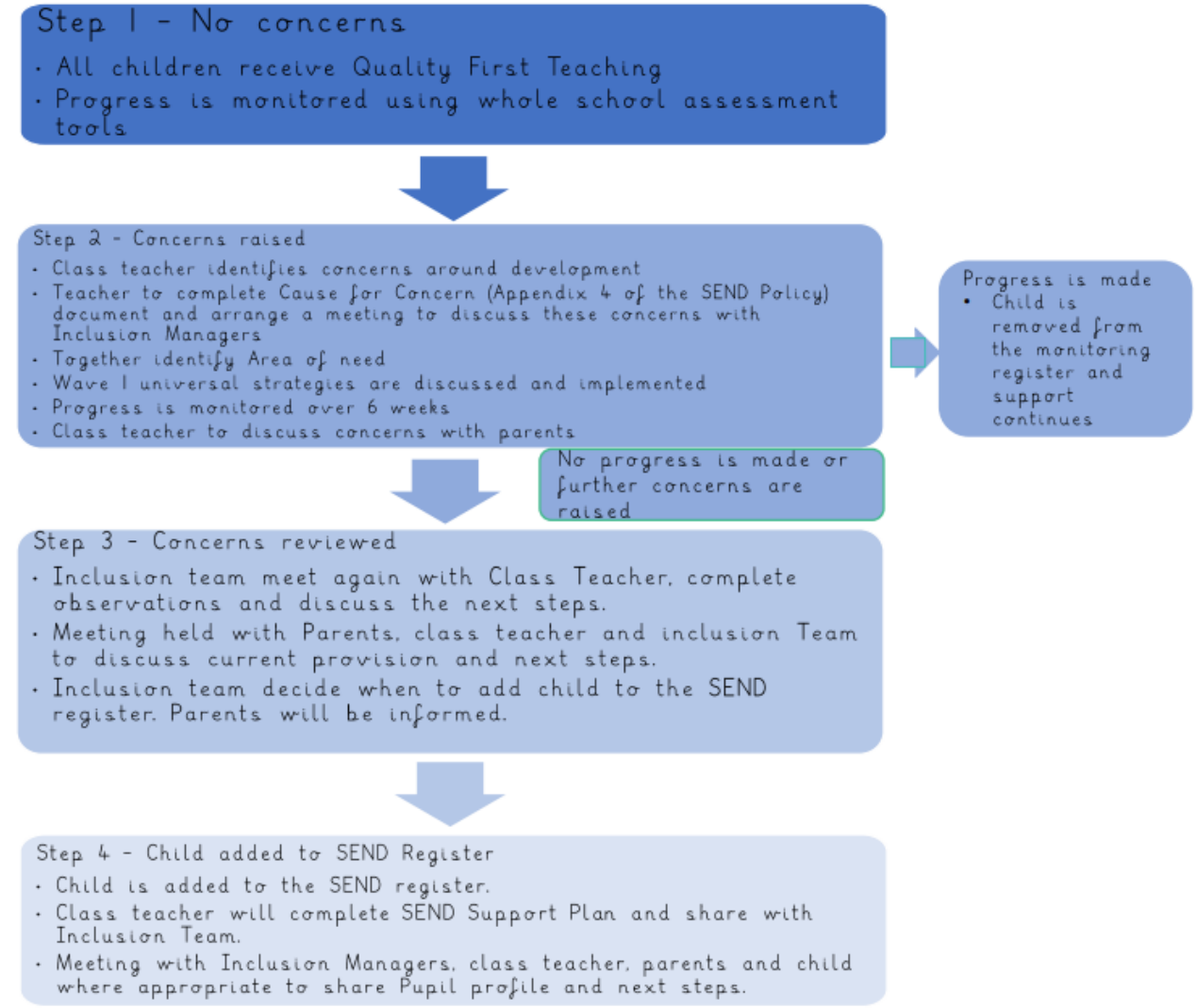
Role	Name
Principal	Lorraine Jackson
Inclusion Managers	Carrie Smith Caroline Hallows
SEND Governor	Laura Richmond
Senior Leaders	Tracey West Katherine Bullied Lewis Horsley
Standards Leaders	Hatty Wraith Lewis Horsley Tom Challen Becky Dunn/Emma Kane
Class Teachers	See www.chetwyndprimaryacademy.co.uk for full list of staff.
Teaching Assistants	See www.chetwyndprimaryacademy.co.uk for full list of staff.
Support Staff	Office Staff Lunchtime Supervisors Outside providers: French and Music Before School Club staff After School Club staff

APPENDIX Two – Our Graduated Response



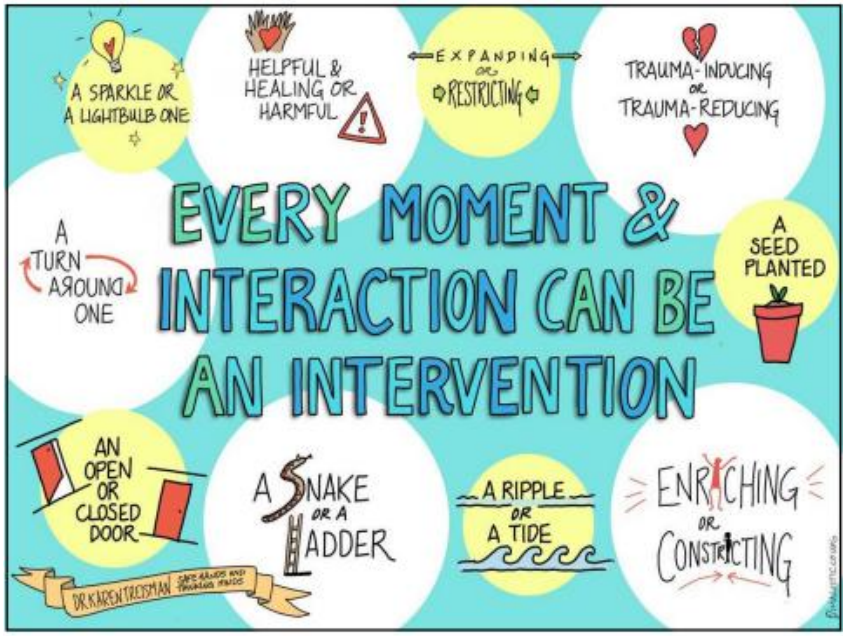
The Graduated Response at Chetwynd Spencer Academy

Adding a Child to the SEND Register



APPENDIX Three – SEND Folder Contents Page

- SEND Policy
- Intimate Care Policy
- Medical Needs Policy
- Chapter 1 of the 2015 SEND Code of Practice
- SEND Register – See Primary Tracker
- Education, Health and Care Plans ("EHCPs")
- AFN/HLN blank bid/AFN/HLN Guidance 2024-2025
- Successful Additional Family Needs ("AFN) Funding and High Level Needs (HLN) Funding bids
- SEND Support Plans
- Steps to Success target sheets
- Starfish Profiles
- Risk Assessments and Behaviour plans
- Outside agencies - advice and guidance
- Child Requiring Support form (see Appendix Four)
- Termly Pupil Progress data sheets and reports



APPENDIX Four – Child Requiring Support form

Appendix Four - Child Requiring Support form

'Helping our children to shine for a bright and happy future in our diverse world'

Learner's Name:	DOB:	Year Group/Class:	Teacher:	Armed Forces:	EAL/Home language:

Difficulties			
SEND Support:	Wave 1 Quality First Teaching Strategies	Wave 2 SEND Support	Wave 3 Targeted Interventions
	•	•	•
Resources:	*List equipment or Add a picture of child's resources*		

Appendix Four - Child Requiring Support form

'Helping our children to shine for a bright and happy future in our diverse world'

Assessment data (Data over time) ***See last page for key***											
Previous Term's data			Autumn 20[ ]			Spring 20 [ ]			Summer [ ]		
Reading	Writing	Maths	Reading	Maths	Writing	Reading	Maths	Writing	Reading	Maths	Writing
Additional Data used to measure progress (Boxall Profiles/AET etc) ***See last page for key***											

Graduated Response	**Autumn**	**Spring**	**Summer**
Assess (Barriers)	• *Barrier 1*	• *Barrier 1*	• *Barrier 1*
	• *Barrier 2*	• *Barrier 2*	• *Barrier 2*
	• *Barrier 3*	• *Barrier 3*	• *Barrier 3*

Appendix Four - Child Requiring Support form

'Helping our children to shine for a bright and happy future in our diverse world'

Graduated Response	Autumn	Spring	Summer
Plan (Targets)	*Maximum 3 SMART targets* • Target 1 (linked to Barrier 1)	*Maximum 3 SMART targets* • Target 1 (linked to Barrier 1)	*Maximum 3 SMART targets* • Target 1 (linked to Barrier 1)
	• Target 2 (linked to Barrier 2)	• Target 2 (linked to Barrier 2)	• Target 2 (linked to Barrier 2)
	• Target 3 (linked to Barrier 3)	• Target 3 (linked to Barrier 3)	• Target 3 (linked to Barrier 3)
Do (Provision)	•	•	•
Outcome (Impact):	•	•	•

Appendix Four - Child Requiring Support form

'Helping our children to shine for a bright and happy future in our diverse world'

DATA - Assessment Key

EYFS	**Development Matters (DM)*** Guidance for the Early Years and Foundation Stage	DM 0-3 A (O-6 months) DM 0-3 B (6-12 months)	DM 0-3 C (12-18 months) DM 0-3 D (18-24 months)	DM 0-3 E (24-30 months) DM 0-3 F (30-34 months)
		DM 3-4 A (emerging)	DM 3-4 B (developing)	DM 3-4 C (expected)
		Rec A (developing)	Rec B (expected)	REC – (reception) ***Good Level of Development***
	PIVATS P Scale Milestones 1- 8 Bridge Milestone	P Scale Milestones 1-3 contain very early developmental criteria. Therefore, there is no subject-specific content. P Scale Milestones 4-6 begin to introduce subject specific criteria, but this is below the developmental level of school age children. P Scale Milestones 7-8 reflect a developmental level which is approximately equivalent to F2. Bridge Milestone approximately reflects a developmental level equivalent to the end of F2/Early Learning Goals.			
Y1, Y2, Y3 Y4, Y5, Y6	**YEAR GROUP OBJECTIVE Y1 – Y6**	1- emerging	2- developing	3- expected
		The data will be presented with a year group followed by a number e.g. Y1 – 1, Y1 – 2, Y1 – 3 through to Y6 – 1, Y6 – 2, Y6– 3 This shows the year group objectives that your child is working at and if they are emerging, developing or expected at this level.		
	Development Matters (DM)	May be used with some children during the Autumn Term in Year One.		
	Pre- Key Stage Standards (PKS) KS1 PKS 1, 2, 3 and 4	**KS1 PKS 1-4** Pre-key Stage Standards are used to make statutory teacher assessment judgements. They focus on certain key aspects of reading, writing and maths. The standards are not a formative assessment tool, we use **PIVATS 5** to measure small-step progress.		
	KS2 PKS 1, 2, 3, 4, 5 and 6	**KS2 PKS 1-6** Pre-key Stage Standards are used to make statutory teacher assessment judgements. They focus on certain key aspects of reading, writing and maths. The standards are not a formative assessment tool, we use **PIVATS 5** to measure small-step progress.		
	PIVATS5 P Scale Milestones 1- 8 Bridge Milestone Milestones 1-4	*Raising standards of achievement within an inclusive education system is an essential expectation. Our children should achieve their full potential, regardless of their special educational needs or disabilities and their achievements should be recognised. Assessing small steps of attainment, setting challenging but realistic targets and tracking this achievements/progress is essential. We use PIVATS 5 to enable us do this.* P Scale Milestones 1-3 contain very early developmental criteria. Therefore, there is no subject-specific content. P Scale Milestones 4-6 begin to introduce subject specific criteria, but this is below the developmental level of school age children. P Scale Milestones 7-8 reflect a developmental level which is approximately equivalent to F2. Bridge Milestone approximately reflects a developmental level equivalent to the end of F2/Early Learning Goals. Milestones 1-4 reflect the developmental level of the corresponding year group i.e. Milestone 1 – equivalent to Y1 expectation. Milestone 2 – Y2. Milestone 3 – Y3 etc		



APPENDIX Five - Definition of SEND

According to the Special Educational Needs and Disability Code of Practice 0 to 25 Year 2015 ('the 2015 Code of Practice'), a child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

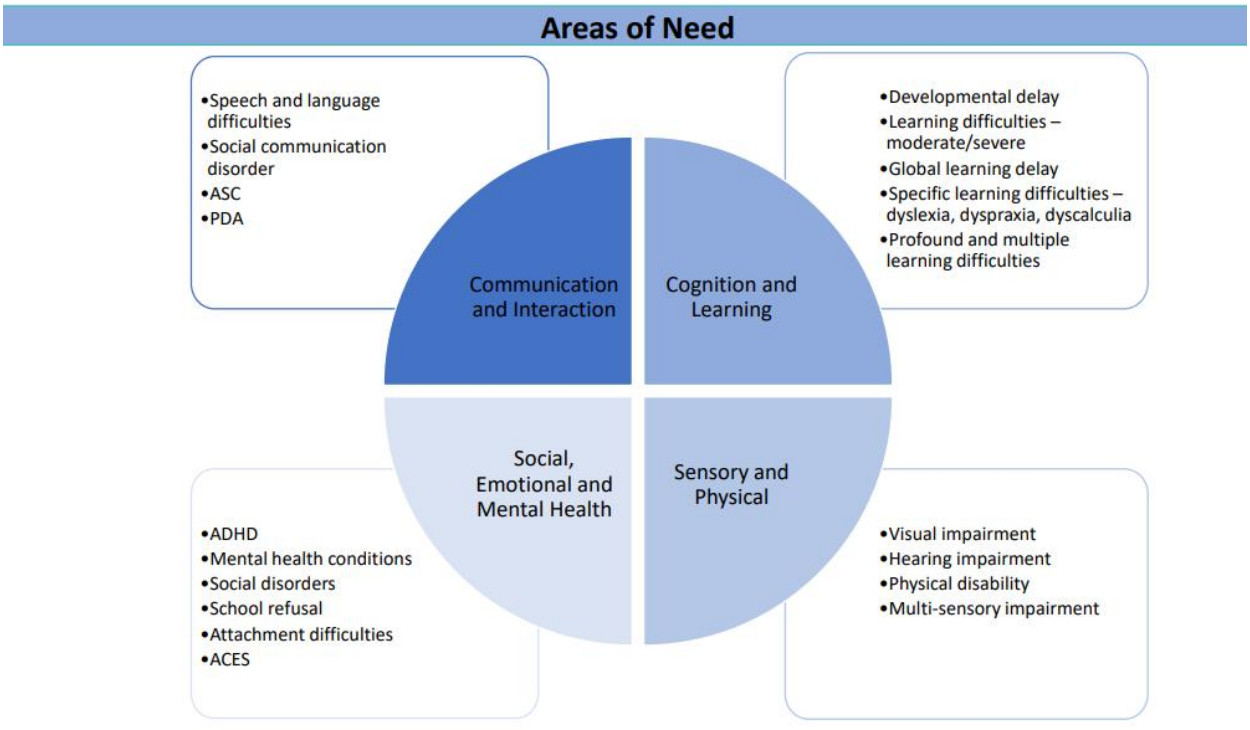
In compliance with this Code, we believe a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

In addition, many children who have SEN may also have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

The SEND Code of Practice sets out 4 areas of need:





Communicating and interacting – Children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – Children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or maths.

Social, emotional and mental health difficulties – Children have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing.

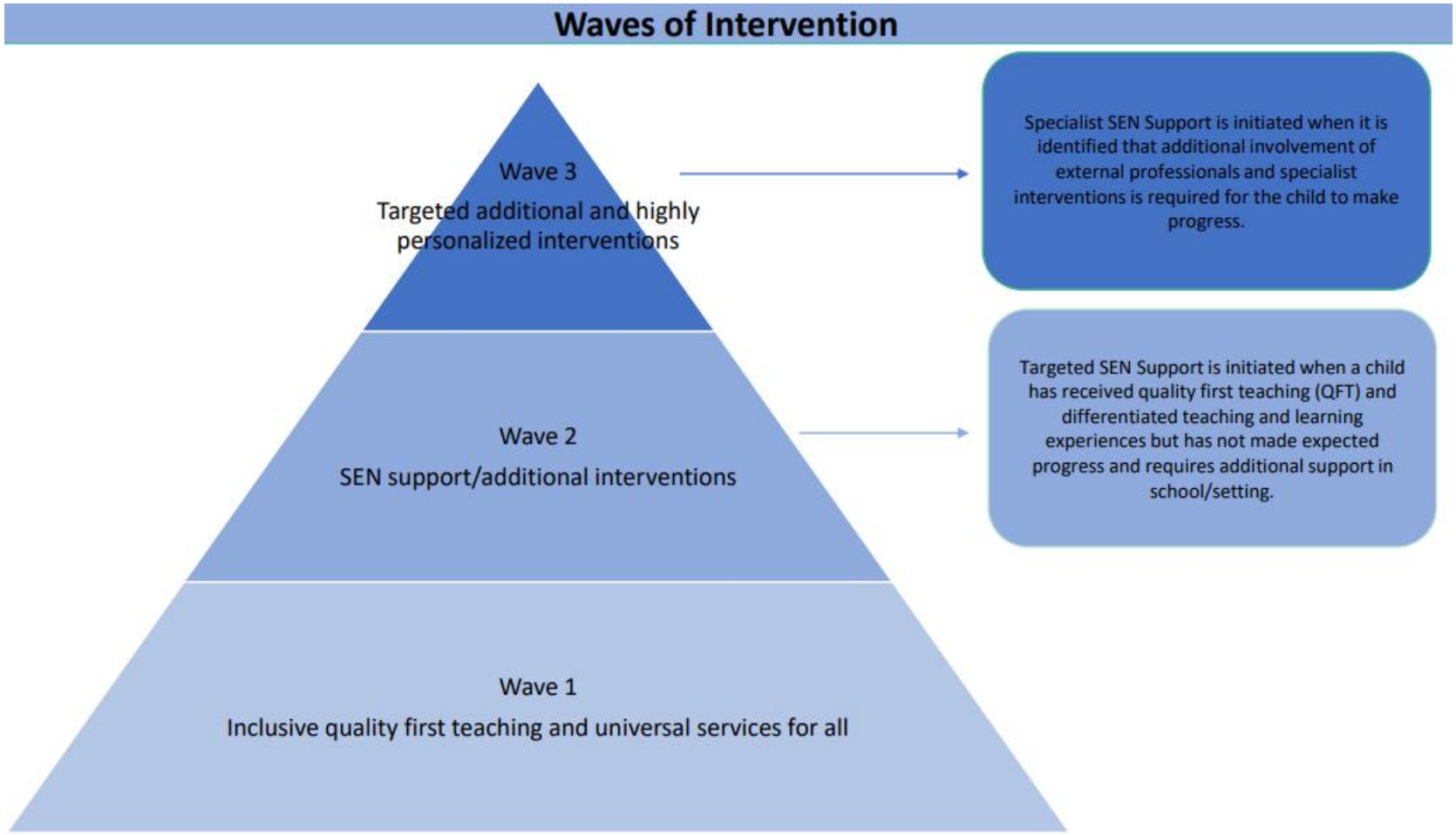
Sensory and/or physical needs – Children with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children may have special educational needs that cover more than one of these areas.

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APPENDIX Six - Our Academy's Framework for SEND.





Wave 1 – Inclusive Quality First Teaching for all.

- All our teaching staff at our Academy are expected to have knowledge of high incidence needs and apply Quality First Teaching strategies in line with Academy and cohort needs.

- Any children, who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, will be monitored.

- Once a child has been identified as *possibly* having SEND, they will be closely monitored by our staff in order to gauge their level of learning and possible difficulties.

- The child's Class Teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the Class Teacher to better understand the provision and teaching style that needs to be applied. Our Inclusion Managers will be consulted, as needed, for support and advice and may observe the pupil in class.

- Through the previous steps, it can be determined which level of provision the child will need going forward.

- If a child has recently been removed from the SEND list, they may also fall into this category as continued monitoring will still be necessary.

- An individual SEND Support Plan may be written at this stage to provide small achievable targets for the child. This will be shared with the parents.

- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with our Academy.



- The child is formally recorded by our Academy as being under observation due to concern by parent or teacher, but this does not place the child on our Academy's SEND list. Parents are given this information. It is recorded by our Academy as an aid to further progression and for future reference.

- Pupil Progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

- Please refer to our Academy's Local Offer (available on our Academy's website) to see examples of current provision for children with SEND.

Wave 2 - Targeted Support

- This will take place where Quality First Teaching is not quite enough for one of 3 reasons:

1. A Gap in learning - needing an accelerated learning opportunity.
2. A Developmental Delay with a positive trajectory - behind but milestones are in order.
3. General Low attainment. The child still does not necessarily class as SEND, but is very much in need of a targeted intervention to ensure progress and attainment.

- It is the responsibility of each Class Teacher to put this **Wave 2 Targeted Support** in place, in consultation with our Inclusion Managers.

- Again, an individual SEND Support Plan may be written at this stage to provide small achievable targets for the child. This will be shared with the parents, and the child will continue to be closely monitored, parents informed and SEND Support Plan meetings used to monitor and assess progress as indicated in Wave 1 above.



Wave 3 – Specialised SEND Support

- Where it is determined that a child does have SEND, parents/carers will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a child with SEND is to help our Academy ensure that effective provision is put in place and so remove barriers to learning.

- The support provided consists of a four – part process:

    - Assess
    - Plan
    - Do
    - Review

- This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

- This involves analysing the child's needs using our Class Teacher's, Teaching Assistant's and any Support Staff's daily assessments and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and (where relevant) advice from external support services will also be considered. Any parental concerns will be noted and compared with our Academy's information and assessment data on how the child is progressing.

- This will be regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are



already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

- Planning will involve consultation between the relevant Class Teacher, Teaching Assistants, our Inclusion Managers and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

  Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

- All those working with the child, including our Support Staff, will be informed of a child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought either by our Inclusion Managers if a child is new to our Academy or as part of the transition process at the end of each academic year.

Do

- Each Class Teacher will remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main Class Teacher. They will work closely with their Key Stages' Teaching Assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by our Inclusion Managers.

Review

- Reviews will be undertaken termly in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. Each Class Teacher, in conjunction with our Inclusion Managers, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.



- Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Individual SEND Support Plans and Steps to Success target sheets will be written at this stage to provide small achievable targets for the child. This will be shared with the parents, and the child will continue to be closely monitored, parents informed, and meetings used to monitor and assess progress as indicated in Wave 1 above.

Following the Graduated Response - A,P,D,R

Once concerns have been raised about a pupil's progress, we begin a cycle of Assess, Plan, Do and Review.

Assess – identify the pupil's strengths and needs
Plan – plan targets and support needed for the pupil to make progress
Do – implement the support
Review – analyse the effectiveness of the plan and either; set new targets, amend the support, consult with external professionals
Repeat the process.





Appendix Seven – example SEND Support Plan

SEND Support Plan

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Learner's Name:	DOB:	Year Group/Class:	Teacher:	Armed Forces:	EAL/Home language:
CURRENT PHOTO	Primary Area of Need: Cognition and Learning (C&L) Communication and Interaction (C&I) Social Emotional and Mental Health (SEMH) Sensory, Medical and Physical (PD)	Diagnosis:	EHCP: Yes ☐ No ☐ Stage: Date issued: Annual Review Date:	Social Care: LAC ☐ PLAC ☐ Adopted: Y/N Special Guardianship: Y/N	Funding: Place: ☐ Low: ☐ Medium: ☐ High: ☐ HLN: ☐ PP: ☐ Service PP: ☐ PP Plus: ☐

Additional Plans				
Risk Assessment:	Intimate Care Plan:	Manual Handling:	Behaviour Plan:	Individual Health Care Plan (IHCP):
Date: Date reviewed:	Date: Date reviewed:	Date: Date reviewed:	Date: Date reviewed:	Date: Date reviewed:

Important Information to know about me	
Summary of need and historic information:	•
Agency Involvement	•
Summary of Agency Involvement	•

SEND Support Plan

'Helping our children to shine for a bright and happy future in our diverse world'

All about me:	What I am good at:	What helps me thrive:	What doesn't help me:
To be completed with the child – pupil voice	*To be completed with the child – pupil voice*	*To be completed with the child – pupil voice*	*To be completed with the child – pupil voice*

Who helps me:	*To be completed with the child – pupil voice*		
SEND Support:	Wave 1 Quality First Teaching Strategies	Wave 2 SEND Support	Wave 3 Targeted Interventions
	•	•	•
Resources:	*List equipment or Add a picture of child's resources*		

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SEND Support Plan

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Add Class Timetable

Required for all children to show level of support required – needs to match SEND Support

SEND Support Plan

'Helping our children to shine for a bright and happy future in our diverse world'

Assessment data (Data over time) *See last page for key*											
Previous Term's data			Autumn 20[ ]			Spring 20[ ]			Summer [ ]		
Reading	Writing	Maths	Reading	Maths	Writing	Reading	Maths	Writing	Reading	Maths	Writing
Additional Data used to measure progress (Boxall Profiles/AET etc) *See last page for key*											

Graduated Response	Autumn	Spring	Summer
Assess (Barriers)	• *Barrier 1*	• *Barrier 1*	• *Barrier 1*
	• *Barrier 2*	• *Barrier 2*	• *Barrier 2*
	• *Barrier 3*	• *Barrier 3*	• *Barrier 3*
Plan (Targets)	*Maximum 3 SMART targets* • Target 1 (linked to Barrier 1)	*Maximum 3 SMART targets* • Target 1 (linked to Barrier 1)	*Maximum 3 SMART targets* • Target 1 (linked to Barrier 1)



SEND Support Plan

'Helping our children to shine for a bright and happy future in our diverse world'

	• Target 2 (linked to Barrier 2) • Target 3 (linked to Barrier 3)	• Target 2 (linked to Barrier 2) • Target 3 (linked to Barrier 3)	• Target 2 (linked to Barrier 2) • Target 3 (linked to Barrier 3)
Do (Provision)	•	•	•
Outcome (Impact):	•	•	•

SEND Support Plan

'Helping our children to shine for a bright and happy future in our diverse world'

Reviews	Autumn 20[ ]	Spring 20[ ]	Summer 20[ ]
Date: Present:	School: •	School: •	School: •
Date: Present:	Parent/Carer: •	Parent/Carer: •	Parent/Carer: •
Date: Present:	Learner: • 	Learner: • 	Learner: • 
Additional Reviews - Notes	•	•	•
Actions/Next Steps:	•	•	•

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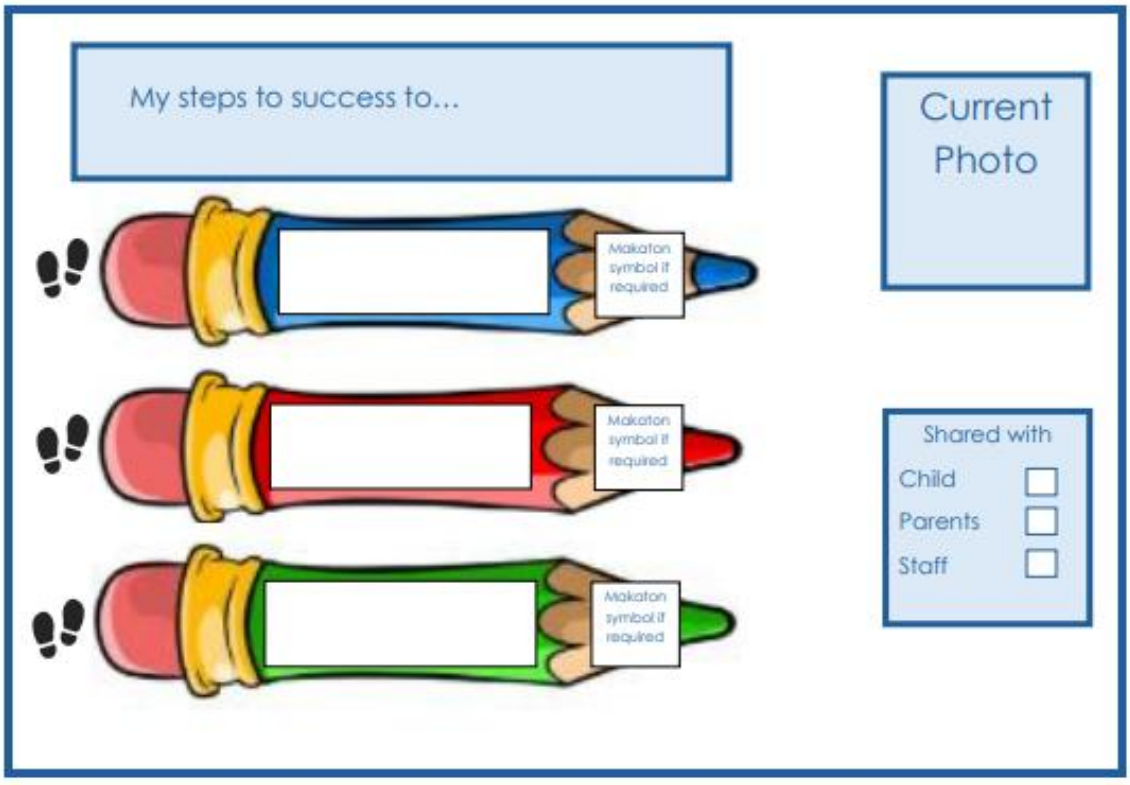
SEND Support Plan

'Helping our children to shine for a bright and happy future in our diverse world'

DATA - Assessment Key

EYFS	**Development Matters (DM)*** Guidance for the Early Years and Foundation Stage	DM 0-3 A (O-6 months) DM 0-3 B (6-12 months)	DM 0-3 C (12-18 months) DM 0-3 D (18-24 months)	DM 0-3 E (24-30 months) DM 0-3 F (30-34 months)
		DM 3-4 A (emerging)	DM 3-4 B (developing)	DM 3-4 C (expected)
		Rec A (developing)	Rec B (expected)	REC – (reception) ***Good Level of Development***
	PIVATS P Scale Milestones 1- 8 Bridge Milestone	P Scale Milestones 1-3 contain very early developmental criteria. Therefore, there is no subject-specific content. P Scale Milestones 4-6 begin to introduce subject specific criteria, but this is below the developmental level of school age children. P Scale Milestones 7-8 reflect a developmental level which is approximately equivalent to F2. Bridge Milestone approximately reflects a developmental level equivalent to the end of F2/Early Learning Goals.		
Y1, Y2, Y3 Y4, Y5, Y6	**YEAR GROUP OBJECTIVE Y1 – Y6**	1- emerging	2- developing	3- expected
		The data will be presented with a year group followed by a number e.g. Y1 – 1, Y1 – 2, Y1 – 3 through to Y6 – 1, Y6 – 2, Y6– 3 This shows the year group objectives that your child is working at and if they are emerging, developing or expected at this level.		
	Development Matters (DM)	May be used with some children during the Autumn Term in Year One.		
	Pre- Key Stage Standards (PKS) KS1 PKS 1, 2, 3 and 4	**KS1 PKS 1-4** Pre-key Stage Standards are used to make statutory teacher assessment judgements. They focus on certain key aspects of reading, writing and maths. The standards are not a formative assessment tool, we use **PIVATS 5** to measure small-step progress.		
	KS2 PKS 1, 2, 3, 4, 5 and 6	**KS2 PKS 1-6** Pre-key Stage Standards are used to make statutory teacher assessment judgements. They focus on certain key aspects of reading, writing and maths. The standards are not a formative assessment tool, we use **PIVATS 5** to measure small-step progress.		
	PIVATS5 P Scale Milestones 1- 8 Bridge Milestone Milestones 1-4	*Raising standards of achievement within an inclusive education system is an essential expectation. Our children should achieve their full potential, regardless of their special educational needs or disabilities and their achievements should be recognised. Assessing small steps of attainment, setting challenging but realistic targets and tracking this achievements/progress is essential. We use PIVATS 5 to enable us do this.* P Scale Milestones 1-3 contain very early developmental criteria. Therefore, there is no subject-specific content. P Scale Milestones 4-6 begin to introduce subject specific criteria, but this is below the developmental level of school age children. P Scale Milestones 7-8 reflect a developmental level which is approximately equivalent to F2. Bridge Milestone approximately reflects a developmental level equivalent to the end of F2/Early Learning Goals. Milestones 1-4 reflect the developmental level of the corresponding year group i.e. Milestone 1 – equivalent to Y1 expectation. Milestone 2 – Y2. Milestone 3 – Y3 etc		

Example Steps to Success



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Example STARFISH Profile

Name of child – STARFISH PROFILE

CURRENT PHOTO

Birthday:
Year Group:
Class:
Term:

All about me

How long been in school
Army – My Daddy/mummy works in the army
EAL – I speak – state languages
I am new to school
My friends are

Who helps me in school

Name teachers, support staff and key adults in school who help the children

What helps me

- Regular breaks during the day help to give me time to think
- Give me 2 choices
- To be with a friend to help me make good choices and to model good behaviour
- Time in the reading shed during lunch and breaks
- Reward system to encourage behaviour – state what it is

What I find tricky

- Use positive language.
- I can also find it hard to …
- When you are talking to me, please don't ask me to make eye contact as I can find this hard to do. You can ask me a question to check I am listening.
- I can find it hard to sit still and concentrate.



Appendix Eight -
Supporting Transition - Information for parents/carers

1. If your child is joining us from another school

1.1 Our Class Teacher, Standard Leaders or Inclusion Managers will speak to the previous school where appropriate.

1.2 If your child would be helped by a book/passport to support them then one will be made with them.

1.3 Your child will be invited to visit our Academy with their parents/carers, meet the staff and be shown around our Academy and introduced to key staff who will be working closely with him/her.

2. If your child is moving to another school

2.1 We will contact the new school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child, where possible a planning meeting will take place with the SENCo from the new school.

2.2 If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.

2.3 We will make sure that all records about your child are passed on as soon as possible.

3. When moving classes in school

3.1 Information will be passed on to the new teaching team in advance and planning meetings will take place with the new teaching teams to discuss SEND Support Plans, positive handing plans etc.

3.2 If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.



4. In Year Six

4.1 Advanced planning for children in Year Six is essential to allow appropriate options to be considered. Our Inclusion Managers will liaise with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support children before and at the time of transfer.

4.2 Our Inclusion Managers will discuss the specific needs of your child with the SENCo of your child's secondary school. In some cases, a transition review meeting, to which you will be invited, will take place with the SENCo from the new school. During the transition meeting, a transition plan will be developed.

4.3 Your child will participate in focussed learning-related aspects of transition to support their understanding of the changes ahead.

4.4 Where possible, your child will visit their new school on several occasions. In some cases, staff from their new school will visit your child in this school.

4.5 If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.

5. End of year transition

5.1 Teaching teams will meet in the Summer Term to share SEND Support Plans, provision history and outcomes, EHC Plans (where relevant) and individual health care plans (IHCPs) with the upcoming teaching teams.

5.2 Our Inclusion Managers will ensure that training needs are planned for and that information regarding needs is passed to the new Class Teachers through the class SEND folder.

5.3 An annual transition week will be held for children to spend time in their new classes with their new teachers. This will allow staff to support with any anxieties and to be proactive to issues that may arise in the new academic year.

5.4 If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.