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Osmani Primary School



Reach For The Stars

SEND and Inclusion Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the United Nations Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.
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Our Values

★ **S**triving **T**eamwork **A**ll Included **R**esponsibility **S**uccess ★

★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ All Included

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**
-

★ Responsibility

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ Success

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements**

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Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

This policy supports the school in addressing all of the UN Convention on the Rights of the Child.

Rationale:

Osmani Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Osmani has a separate SES (Single Equality Scheme) and Community Cohesion Policy that make explicit our response to statutory duties and our commitment to enabling all members of our community to be treated fairly and enabled to be included in all aspects of school life.

Osmani is committed to inclusion. The SENCO, SLT, staff and governors have a clear and ambitious vision for SEND curriculum provision and outcomes in the school based on a culture of high aspiration for all pupils. Part of the school's ongoing strategic plan for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Our Single Equality Scheme makes clear that we do not locate any barriers to learning within the child but rather we ensure that we constantly consider what reasonable adjustments we can make to our environment, curriculum and teaching to enable children to make progress. We track and observe all learners and ensure that particular groups are given appropriate attention:

- girls and boys, men and women
- minority ethnic and faith groups,
- Travellers, 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

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- those who are looked after by the local authority
- those who have medical needs
- those who are young carers
- any learners who are at risk of disaffection and exclusion
- children who have suffered a bereavement

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 prior learning and experience, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and KS1 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. We also ensure that children who are at risk of underachievement, for whatever reason, are not labelled as SEN but rather the factors causing the underachievement are identified and actions taken to address them. Similarly, we do not let socio economic factors to be used as an excuse for underachievement, but seek to address any trends to ensure children are able to progress.

At Osmani 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.

SEND Policy

The SENCO is responsible for coordinating all the support for students with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to ensure all students get consistent, high quality teaching to meet their needs in school.

SENCO: Penny Seymour

Deputyhead and member of the SLT

Contact details: deputyhead@osmani.towerhamlets.sch.uk

Completed National Award for SEN (NASENCo award)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy 2021
- Accessibility Plan 2020-2023
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

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SEND Information and Guidance

Definition of special educational needs (SEN).

- a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - i. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - ii. 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 or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**

Definition of a disability (D)

- A person has a disability if -
physical or mental impairment, and

the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.' **(Equality Act 2010 s6)**

School Vision statement:

Our purpose is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum (which is accessible to them) and to be fully included in all aspects of school life.

The SENCO, SLT, staff and governors have a clear and ambitious vision for SEND curriculum provision and outcomes in the school based on a culture of high aspiration for all pupils. All teachers must have high expectations for the progress and attainment of all pupils in their class. High quality first teaching must be the first response to meeting the needs of all children including those who have or may have SEND.

All staff must use their best endeavours to meet the needs of all children in the school including those with SEND. This includes early identification of SEND; quality first teaching targeted at their needs and evaluation of the teaching and learning to ensure progress is being made for children with SEND.

Objectives

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1. To identify and provide for pupils who have SEN and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
Approach to management and provision
3. To provide a SENCo (Special Educational Needs Coordinator who will work within the SEND policy guidelines
4. To provide support and advice for all staff working with pupils with Special Educational Need

Identification of Special Educational Needs or Disabilities.

There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Osmani we understand that behaviour is not a category for SEN. As a school we need to understand the behaviours as a response to an underlying need and identify appropriate support and provision.

We identify the needs of a child, by considering the needs of the whole child which may include, pastoral or mental health needs as well as SEN.

We will also consider what may not be a SEN but may impact on progress.

- Disability (COP 2014 outlines the reasonable adjustment duty for all schools and provided under the current Disability Equality legislation, these alone do not constitute a SEN)
- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a child who is looked after CLA or previously looked after child
- Being a child of a serviceman or servicewoman

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing at the expected rate and who may have additional needs. We also ensure that children who are at risk of under achievement, for whatever reason, are not labelled as SEN but rather the factors causing the underachievement are identified and actions taken to address them.

How children are identified as having SEND at Osmani

Step 1

All children are assessed 3 times year as part of the school assessment cycle.

- Data and information is gathered through: teacher assessment, standardised tests, observations, parent consultations, pupil discussions, work scrutinies.
 - The data is then rigorously analysed in Pupil Progress Meetings (PPMs) with CTs and SLT.
 - Children who have not made progress or are not at age expected levels are identified for further discussion.
- Parents may raise any concerns about their child's progress with their class teacher or SENCo
- The SENCO may be alerted to newly arising concerns outside the assessment cycle meetings, through the SEN Referral Form. This form will be completed by the class teacher and must include evidence of both the concern and what strategies have already been put in place to support the child. It will be discussed within a week.

Step 2

For some children further action is needed.

- For any pupil identified as not making the expected progress or not meeting the age related expectations, their results are analysed at Strategy Meeting with SLT, Core TLLs and the Interventions Manager.
- Provision for these children is identified and the class teachers must provide high quality teaching targeted at their areas of weakness, a differentiated curriculum and appropriate aids and resources. Some out-of-class targeted and time bound 'Catch up' intervention may be put in place.
- Pastoral care support may be identified for children who have barriers to their learning.

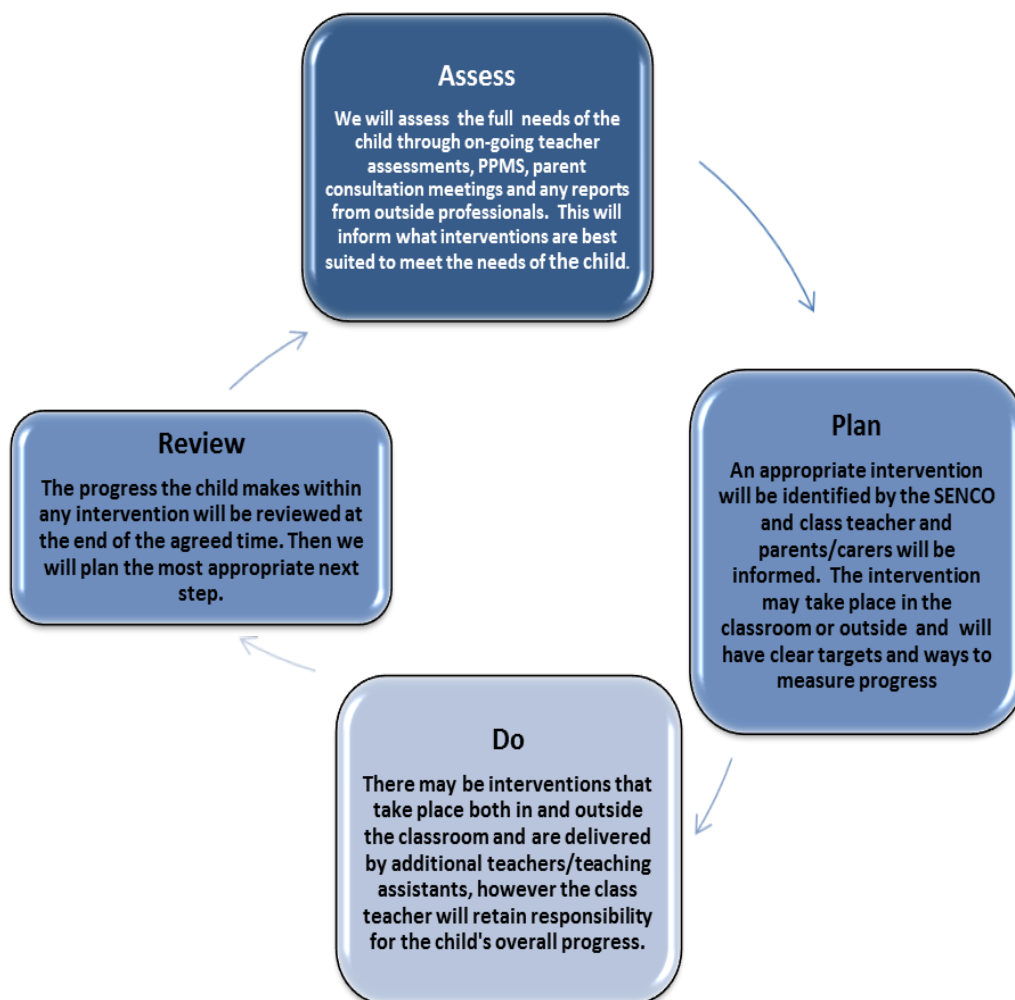
Step 3

For a few children

- Where a pupil continues to make inadequate progress despite; high quality teaching targeted at their areas of weakness, differentiated curriculum, appropriate aids and resources, then the class teacher working with the SENCO and external agencies, will assess whether the child has a **significant learning difficulty**.
- If there is an agreement about SEN support- at this point the child would be placed on the SEN register. The school will consider whether they have provision in school or whether to seek advice, assessment or support from external agencies to ensure appropriate provision is put in place.
- A child will go straight on to the SEN register if prior to the child attending school, SEND has been identified. The school will seek advice from external agencies to ensure apt provision is put in place.
- If the child is identified as underachieving, further investigations will be made.
- SEN and CTs meet termly to review the progress and attainment levels of all children on the SEND register and plan further provision.
- If the child is identified as underachieving, further investigations will be made.

Where a child is identified as having SEN, SEN support in school is provided through a **Graduated Approach Cycle** that is based on four types of action; Assess, Plan, Do, Review.

Graduated Approach Cycle



This four part cycle ensures earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what supports the child to attain well and make good progress.

Recording the Plan for children on the SEND register

Actions and targets agreed during the planning part of the Graduated Approach Cycle will be recorded on a child's page on EDUKEY Provision Map platform. These are written by the class teacher and the SENCO and external agencies e.g. SALT, in consultation with parents and the child. The targets are time bound and measurable.

Managing children on the SEND register

Once a child has been identified as having SEND, the school will put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.

For children identified with SEN and with high levels of need, and where provision cannot be provided by the school, we will draw on the expertise of outside agencies to further assess, identify and plan provision for the children's special educational needs.

- The Educational Psychologist visits the school regularly following discussion with the SENCO as

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to the purpose of each visit.

- The Support for Learning Service is accessed by the SENCo when a need for assessment, additional support, advice as been identified. Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, Specific Literacy Difficulties.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without EHCPs, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to Annual Reviews and targets for the child's SEN plan recorded on EDUKEY Provision Map platform.
- The SENCo liaises frequently with a number of other outside agencies and will refer when the school is unable to meet the provision.
- Additional support is given by the HSLO and Learning Mentor to complete the referral forms, eHAs etc. in order to access the services of the
 - School Nurse
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Educational Psychologist
 - Language and Communication teachers
 - Behaviour Support team
 - CAMHs
 - Social Services
 - Education Welfare Service
 - UP therapeutic team therapists

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

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at Tier 2 and 3, (see below) and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make an Education Health and Care Plan. (EHCP)

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

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

Statement of Special Educational Needs or EHC Plan

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their EHC plan.

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Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan (EHCP) and will ensure that all prerequisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2014) and with LEA policy and guidance - particularly with regard to the timescales set out within the process.

Provision for children with SEND

How children with SEND access the curriculum.

All children in Osmani will be provided with Tier One provision which consists of high quality first teaching in the classroom targeted at children's needs. All children in the class use resources such as class visual timetable, numbered success criteria, language structures and Communication in Print (widgit) word banks.

There is strong evidence to show that improving high quality teaching for all pupils will improve outcomes for children with SEND.

Children with SEND may require additional targeted support in class to enable them to access the curriculum. Support may include; scaffolding, explicit instruction, flexible focus groups, cognitive & metacognitive strategies such as chunking work and support to organise their tasks. Pre-teaching concepts and vocabulary in small groups, simplified instructions, overlearning, repeated modelling of the task, simplified word banks, number lines and concrete objects, now and next boards/task schedules, the use of technology all support children to access our broad and balanced curriculum.

We believe high quality first teaching is the first step in responding to pupils who have or may have SEN. At Osmani staff working in the class have high expectations for the progress and attainment of all children, including those with SEND. Class teachers are responsible for the progress of all children in their class, including children with SEND.

Some children may receive **Tier 2** interventions where the child is just below their expected levels and require a catch up programme in order to plug any gaps they may have in their learning. Interventions are predominantly focused on children in Early Years and KS1 as we believe early interventions are effective in narrowing the attainment gap between disadvantaged children and their peers. Sometimes these take place in the classroom or outside the classroom e.g. 1st Class at Numbers, Early Literacy Support, (ELS) The progress children make in interventions is expected to be rapid and accelerated. Progress is monitored by the Class teacher, the adult leading the intervention and SLT, during Pupil Progress Meetings. If emotional, social or mental health issues are identified, children may be referred for support from the Pastoral Care team. This support may be in-class support, outside of class with the learning mentor.

We believe early intervention is the key to success and we run the majority of interventions in Early Years and KS1. Research shows early interventions are effective in narrowing the attainment gap between disadvantaged children and their peers and that pupils are then able to access the broad and balanced curriculum at Key Stage 2. Interventions in KS2 are targeted for children with EHCPs or pupils receiving support from external agencies, e.g. Speech and language therapist.

If a pupil has not made the required progress then the appropriate referral will be made to outside professional support. The class teacher is responsible for the progress of all children in the class, even those who are receiving interventions outside of the class with a support CT or TA.

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A few children may receive **Tier 3** interventions. These are for children who are significantly below their expected age levels and require specialist provision. This could be from specialist teachers in school e.g. Reading Recovery, Numberscount, or from external agencies for example the Support for Learning service, Occupational Therapists or Speech Therapists or where there are barriers to learning, from the UP therapy team. These specialists may work one to one with the child, in small groups or may train up members of staff to run the programmes. Some children with complex special needs who are significantly below their peers, will have a more personalised programme of provision within school and may have 1:1 support of an LSA. The class teacher is responsible for the progress of all children in the class, even those who are receiving interventions outside of the class or those who have 1:1 LSA support in class.

Engagement Model

In order to provide a broad balanced and adapted curriculum for children with complex SEN, working below the level of the national curriculum and who are not engaged in subject-specific study have Individual planning to ensure all their provision needs are met.

The engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study.

- The model has 5 areas: exploration, realisation, anticipation, persistence and initiation.
- Currently we are trialling an assessment model from Phoenix School and using Tapestry online journal to record assessments.

The school regularly assesses and reviews the teaching in the school to ensure teaching is of high quality and targets the needs of all children. The review of teaching is carried out through formal observations three times a year, weekly drop ins from HOPs and Phase Managers, learning walks undertaken by TLLs and whole school book scrutinies. Through the reviewing process, SLT will identify where improvements are needed including; developing teachers' understanding of strategies to identify and support vulnerable children, and their knowledge of the most common SEN.

Provision Mapping

All Tier 2 and Tier 3 provision is listed on the school's provision map. Data is gathered from SEN reviews and Pupil Progress meetings and is analysed by the SENCo and Interventions Manager. This enables the school to identify where the greatest areas of need are and to offer the best provision to meet the needs.

Appropriate and effective provision is bought in from specialist services where school staff are unable to offer this, e.g. Specialist Literacy teacher.

SEN Plans on EDUKEY Provision Map platform

All children on the SEND register have a SEN learning plan recorded on the EDUKEY Provision Map platform.

- SEN Learning plans are created for children with SEND, with input from the child and parent. They provide a summary of who the child is, their strengths and areas of need and the targets and most effective strategies. The plans are used to share information between home and school to ensure that the child gets the right support in order to achieve well.

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- The EDUKEY page for the child also includes; current interventions , summary from professional's reports and a summary of the SEND review with professionals and teachers.
- Children with EHCPs have SEN plans recorded on the EDUKEY Provision Map platform that include their Annual review targets.

Learning Passports

All children with complex SEND and an LSA have a 'learning passport' on the EDUKEY platform to ensure consistency for adults supporting and teaching these children.

Criteria for exiting the SEN register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, and the child no longer receives 'additional to and different from' provision then the child will be removed from the SEN register. Their name will remain on the EDUKEY Provision Map- under the category 'Monitoring' for year to ensure the progress is sustained. The child's progress will continued to be reviewed at SEN reviews for the following year.

Supporting Pupils and families

The school aims to work in partnership with parents and carers. We do so by:

- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have
- Guiding our parents towards our SEND school information report (Website and Appendices) and to the LEA Local offer.
- Giving parents and carers opportunities to play an active and valued role in their child's education and instilling confidence that the school will listen and act appropriately
- involving parents in the drawing-up and monitoring progress against the child's targets
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Parents/carers meet with the class teacher three times a year. Where a child has SEND, parents receive additional time to discuss the learning plan. These meetings will provide regular opportunities to discuss concerns and progress and to update further information from home -SEN Plans - in order to support the child more effectively.
- Parents/carers are able to make other appointments on request with the class teacher or SENCo. .
- keeping parents and carers informed and giving support during assessment and any related decision-making process (**Parents with children with EHCPs can make a double appointment for Parents Evenings.**)
- Working effectively with all other agencies supporting children and their parents
- making parents and carers aware of the SENDIASS services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

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- Make parents aware they are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce a EHC Plan.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions in discussions about the best way to support them. All pupils are involved in monitoring and reviewing their progress through peer and self-assessment in class and through conferencing with their teacher, 3 times a year where they talk through their target sheets.

We endeavour to fully involve all pupils by encouraging and supporting them to:

- identify their own learning needs
- share in individual target setting so that they understand what their targets are and why they have them,
- self-review their progress and set new targets with their class teacher during pupil conferences (3times a year)
- for children with EHCPs - to monitor and celebrate their success at their Annual Reviews and to contribute to their new targets.

Supporting Pupils at School with Medical Conditions (See separate Medical Needs and Medical Administration Policy)

Monitoring and Evaluation of SEND

The progress of children with SEND will be assessed and reviewed through:

- 1:1 conferences with classteachers during the 3 assessments points during the year which form part of the school's assessment cycle (Pupil voice)
- Rigorous analysis of pupil data on attainment and progress in Pupil Progress Meetings (PPMs) with CTs and SLT.
- Evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil) at the end point of each intervention and at the three assessments points in the year.
- Results are analysed at Strategy Meeting with SLT, Core TLLs and the Interventions Manager and effectiveness of each intervention is analysed.
- Termly evaluation during SEN reviews between the classteacher and SENCo, as to whether children on the SEND register are meeting their individual targets on their SEN plans recorded on the EDUKEY Provision Map platform.
- Annual review of EHCP s/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

Monitoring of policy

This policy will be monitored through; planning, book scrutiny with external consultants, lesson observations, moderation meetings, drop in by the SLT, learning walks, focus groups, end of unit assessments as well as keeping abreast of national policy changes.

Training and resources

SEND provisions are funded through, Notional SEND budget to provide high quality provision for SEND children. In additional school receives top up funding for children with EHCPs and Pupil Premium.

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The Headteacher, SENCo and governing body establish a clear strategic plan for SEN funding based on the needs of the children in the school identified through the Provision map.

- Training needs of staff and the school are identified through the School Development Plan, the Appraisal Cycle and Individual Pupil Needs for example, a Teaching Assistant trained to deliver sensory activities for children with Autism.
- All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school
- The SENCo will liaise with the Assistant head for CPD who coordinates SEND CPD for staff where necessary.
- The SENCo will continue accessing the training from the Local Authority, Nasen and Whole School SEND
- The school has links with many agencies e.g. Phoenix Outreach Service for children with Autism, and works closely with the Educational Psychologists who provide a consultative model and can support training.

Roles and responsibilities

Class teacher

- Must have high expectations for the progress and attainment of all children in their class including those with SEND.
- Ensures all children, including those with SEND, have access to a broad and balanced curriculum differentiated to meet their needs.
- Provides high quality differentiated teaching in the classroom targeted at children's needs.
- Provides challenging work for higher achievers.
- Is responsible for the progress of all children in their class including children with SEND who may be receiving interventions within or outside the classroom.
- Ensures there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".
- Ensures effective deployment of additional adults and of resources to maximise outcomes for all groups of vulnerable learners.
- Assess children 3 times a year and identify those making slow progress or those below age expectations
- Identify children with the most common SENs and alert the SENCo via the SEN referral form.
- Liaise with the intervention TAs and teachers on a regular basis
- Liaise with LSAs in the last 30 mins of their PPA to discuss planning for children with complex SEND

Where children are in PODS and sets, class teachers will:

- have overall accountability for the progress and attainment of these children in their class
- plan Big Write and Big Maths activities for all the children in their class, including those going out for interventions in PODs and sets.
- as the literacy and maths activities may differ from class texts/maths activities, class teachers must liaise with the POD and set teacher so they are aware of the text/numeracy tasks they have been learning
- .write the Friday planning for the POD/SET children on the weekly maths and literacy flips so they can be accessed by the HOPS/supplyCTs/additional staff.

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- as PODs and sets run for 4 days only, on Fridays, children from PODs and sets must be in the teachers' focus groups- this includes children with 1:1 TAS.
- direct the 1:1 LSAs to work with other groups, while class teachers are working with the POD and set children on Fridays.

Where children have a 1:1 LSA class teachers will:

- have overall accountability for the progress and attainment of these children in their class
- know the levels these children are working at and plan to meet their individual needs
- prioritise the children's planning during PPA and take on board the SALT, SPLD or Autism outreach teacher's recommendations and add these to their planning
- plan targeted support and resourcing that meets their needs, e.g. colourful semantics, numicon,
- share targeted planning with the LSAs well in advance

A very small number of children will have significant complex needs and will be on the Engagement Model (Pivats 1-Pivats 4) and are not able to access or engage in subject-specific study.

For these children the class teachers will:

- have overall accountability for the progress and attainment of these children in their class
- provide a broad balanced and adapted curriculum for children with complex SEN,
- ensure children are included in all aspects of the classroom where possible and where this is beneficial to the child,
- provide individual planning on the Engagement Model planning sheet to ensure all their provision needs are met.
- know the levels these children are working at and plan to meet their individual needs
- prioritise the children's planning during PPA and take on board the SALT, SPLD or Autism outreach teacher's recommendations and add these to their planning
- plan targeted support and resourcing that meets their needs, e.g. colourful semantics, numicon,
- share targeted planning with the LSAs well in advance

Class teachers will

- **Liaise with the SENCO to agree :**
 - which pupils in the class are SEN and need to be placed on the SEN register
 - which pupils are underachieving but do not have special educational needs.
 - which pupils require additional support because of SEN and identify the intervention needed
 - contribute to the targets for children with SEN Plans recorded on EDUKEY Provision Map platform
 - meet with parents of children with SEND 3 times a year
 - contribute to Annual Reviews and 8 week planning meetings.

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- o **Discuss with the SENCO any training needs they have, so they can effectively plan and deliver lessons targeted to all the children's needs. e.g. autism training, SALT training**

Teaching and Learning Leaders

- Have a strategic overview of the number of children with SEND in the school, their broad area of need, where significant groups/areas of need occur across the school
- Ensure the curriculum in their subject area for children with SEND is ambitious and adapted effectively
- Ensure a focus on inclusive high quality first teaching in their subject area, for children with SEND, across the school
- Support all staff to remove barriers to learning and adapt teaching (additional to or different from) in their subject area.
- Lead training for all staff to ensure the good subject knowledge of teachers
- Support teachers with planning and delivery to ensure gaps in pupil knowledge are addressed .
- Assess and monitor the impact of the curriculum on outcomes for pupils with SEND across 4 broad areas of need in their subject area.

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Have a strategic overview of the number of children with SEND in the school, their broad area of need, where significant groups occur across the school.
- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on the whole school provision map, a tiered list of pupils with special educational needs – those in receipt of additional SEN Element 2, and those with EHCPs-Education Health and Care plans (High Needs funding)
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting children with SEN and vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an EHCP
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEN register or pastoral care register to their secondary school.
- For new arrivals on the SEND register, the SENCO will liaise with previous school's SENCOs to obtain necessary information to ensure a smooth transition and high quality provision is in place.
- For children on the SEND register, leaving at a mid-point, the SENCO will liaise with the receiving school to ensure a smooth transition and high quality provision is in place.
- Monitoring the school's system for ensuring that SEN plans recorded on EDUKEY Provision Map platform are used as working documents for planning high quality targeted teaching in the classroom and are being reviewed and evaluated.
- Liaising ½ termly with the interventions team to ensure interventions are evaluated for impact and effectiveness
- Meeting termly with each teacher to review and revise learning objectives for all children on Tiers 2 and 3.

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- liaising and consulting sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending SENCO training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support children with SEN, timetabling visits and arranging meetings with parents.

Headteacher

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the Headteacher will be informed of the progress of all children with SEN and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for children with SEN
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents

Storing and managing information

Record keeping of SEN documents adheres to the Data Protection Act of 1989.

The provision for children with SEN is recorded accurately and is kept up to date on EDUKEY Provision Map platform which is used in discussions with parents and other professionals working with the child.

Inclusion for Groups of pupils

Gifted and Talented children (G&T) see separate Gifted and Talented policy

English as an Additional Language (EAL) children, Children who are New to English (NTE), Definition and Rationale.

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. **Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.**

Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing and mathematical strategies to enable them to access the curriculum and communicate effectively with their peers and other adults.

At Osmani 98% of the children are EAL therefore, we use the Tower Hamlets English as an Additional Language programme, (THEAL) to support our children in class. This is a structured language programme which is integrated into every lesson and develops children's spoken English.

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The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

As our class teachers continually plan provision for EAL children, we focus our interventions on children who have newly acquired English. **The class teacher is responsible for the progress of all children in their class, including children who may be receiving interventions (e.g. New to English group) within or outside the classroom.**

Identification of NTE children

Pupils who are NTE are identified upon starting the school.

The Headteacher meets with all in-year admissions and their parents.

The Admin officer will liaise with class teachers and inform them if a new pupil is NTE.

Key Stage 1 children who are NTE, will remain in class and receive differentiated teaching, using the Learning Village Resources, THEAL and other visual resources to enable them to access the curriculum e.g. Communication in Print.

Key stage 2 children will be assessed by class teachers and may join the New to English group delivered by a TA.

Welcoming New to English children

Assessment of NTE children

If it is clear that a KS2 pupil's fluency levels are low then they will be assessed by the classteacher using the **baseline assessment documents from the Learning Village assessment section.**

- Step 2: Speaking and Listening - Interview
- Step 1 Phonics assessment
- Step 4: Writing assessment
- Step 7: Basic Maths Calculations assessment
- Reading assessment- **Osmani's PM benchmark packs**

The Learning Village assessment section- under Resources tab

The assessments can be administered orally or in writing, depending on the ability and age of the learner.

The Learning Village advises; some children may not have seen an assessment like this before and may not be able to answer the questions even though they understand the concept.

Therefore, careful thought must be given as to how and what assessment questions are asked. If the learner finds the first few questions too hard and you realise they do not understand anything, stop the assessment.

In cases like these, you can assume there is no or very limited understanding of English (even in some cases where the learner elects not to speak possibly due to lack of confidence). It will therefore be appropriate to begin with the survival language programme from the beginning units.

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Class teachers will;

- undertake the baseline assessments with the new NTE children within the first two days of their arrival,
- decide from the assessment whether the learner has the language needed to access the teaching and learning in the classroom
- decide, first, if small group sessions (KS2 NTE group) would be suitable for the child and, second, accurately select sessions appropriately for the new arrival, **using the Step 6: EAL Continuum assessment from the assessment section of Learning village.**
- Liaise with the TA running the group, sharing the assessments and discuss which Learning Village sessions are most appropriate. **Use the Step 6: EAL Continuum assessment from the assessment section of Learning village.**
- Meet weekly with the TA running the NTE group, to discuss the child/ren's progress.
- Meet weekly with the TA running the NTE group, to identify the language and vocab needed for the foundation subjects in the following week/s.
- Use the conversion table to add the NTE pupil's data to the Osmani School tracker. **Assessment NTE - Learning Village Assessment levels- Osmani Points score in the Assessment folder**
- A second assessment will be undertaken by the classteacher after 10 weeks on the NTE programme, to record specific progress against EAL targets.

From this assessment; most children will return to their classes to access the literacy and numeracy sessions with their class teachers; some may join one of the KS2 sets, and a few may need more structured support and continue on the Learning Village programme out of class.

Once the 10 week learning Village Programme has been completed and the child rejoins their class, Class Teachers may integrate the Learning Village programme into their literacy and numeracy teaching to support the NTE child.

Provision for NTE pupils

- Key Stage 1 children will remain in class (unless there are spare spaces in the NTE group) and receive differentiated high quality first teaching, using the Learning Village Resources, THEAL and other visual resources to enable them to access the curriculum e.g. Communication in Print.
- Key stage 2 children will be assessed by class teachers and may join the New to English group delivered by a TA. This involves the KS2 pupil being withdrawn from classes in Literacy for a 10 week targeted program of conversational English.
- KS2 NTE children will be taught via the Learning Village platform; *The Learning Village offers EAL blended learning training and resources for learners moving into schools. Learning is through images, therefore accommodating for learners of any language background. The content is carefully tailored to support learners in accessing the fundamentals of English as well as phonics, high frequency words and language to support learning across the curriculum.*

In addition, most classes in the school have access to a bi-lingual adult.

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NTE pupils will be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.

Classrooms are highly visualised environments and visual support will be available within lessons, e.g. Communication in Print

The INCO will:

Alongside the Literacy coordinator and Teaching and Learning leader,

- Ensure good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and NTE pupils.
- To ensure that mid-phase admission EAL pupils are identified in a timely way.
- Observe teaching and learning in the NTE group
- Provide support to develop teaching practice where necessary
- Monitoring NTE data and assess progress and other academic performance of the children in the NTE group.

Vulnerable children

Looked after Children (LAC) and Previously Looked After Children (PLAC)- see separate policy

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children. Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEN, needs careful assessment and planning.
- Osmani School staff have had school wide attachment aware training and use the strategies to support children with attachment difficulties, including children who are or have been, in the care system
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' and PLAC to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' and PLAC have access to the appropriate network of support

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- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - liaising with the child's social worker to ensure that there is effective communication at all times
 - Celebrating the child's successes and acknowledge the progress they are making.
- Our school will work closely with the LA's The Virtual School (VS) for Children which promotes the educational needs of Looked after Children and PLAC and monitors admissions, PEP completion, attendance & exclusions.

Children with Social, Emotional, Mental Health difficulties (SEMH)

Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers and school professionals and external professionals. Information will be shared sensitively. (See Equality Policy).

Identification

Children may be identified by their class teacher because their emotional or mental health is a barrier to their learning. Children may also be identified through discussion with parents about events at home or long-term difficulties in the family e.g. bereavement, domestic violence. SENCo may be informed from external agencies such as Social Care.

Referral

Teachers fill in a Pastoral care referral form which is emailed to the Learning Mentor (LM) and the SENCo. After discussion between SENCo and LM children may be referred to the Learning Mentor for in-class or out of class support. This is a timed intervention with aims and targets which are shared with the children

At Osmani these children will be provided with additional support both in the classroom and at playtimes.

CPOMs will be used to track these children's behaviour and any patterns established.

Although we understand the needs of these children we will also ensure that any systems put in place to support them will also take into account the safety of other children in their class and the adults working with them.

The Inclusion Coordinator (INCo) will support the teacher, TA and parents in drawing up behaviour support plan that the child can understand and work towards. This may involve support from either the pastoral team or external agencies. In school TAC (Team around the child) meetings will be used to ensure consistency from adults working with the child and support for those adults working with the child.

We also recognise that parents can become exhausted by constant complaints about a child's behaviour. We will arrange to meet them privately rather than in the playground and evidence from the behaviour file and CPOMs will be used to explain the school's concerns. A range of systems can then be

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established to keep the parent informed of any improvements or deterioration in behaviour.

These can include:

- Magic Moments books where at least one positive behaviour a day is recorded
- Target sheets
- Weekly phone call home
- Email contact

We will remember at all times to tell the parents when the child is doing well in addition to when their behaviour is not so good.

Support will be offered to the families and referrals to appropriate agencies will be made. These include, the Behaviour Support Team, Educational Psychology Service and Child and Adolescent Mental Health Service.

The school will also offer the parents the opportunity to engage in parenting classes either with the school setting or through other agencies.

Referrals will usually be made by completing a eHA with the parents, child, class teacher, Inclusion Coordinator and any other adult working regularly with the child.

We recognise that it is discriminatory to exclude children from school visits because of their SEN or Social, Emotional or Mental Health and when planning any visits will ensure that these children are carefully considered. Reasonable adjustments will be made to ensure access to the trip wherever possible:

These will include:

- Paying for an additional TA to support the child during the course of the visit
- Asking parents to accompany the child
- Arranging emergency procedures for removing the child from the school visit if necessary, for example, taxi back to school, mobile phone on

Monitoring

Children receiving pastoral care are monitored termly through Pastoral care meetings by SLT, Learning Mentor, HSLO and the UP Team leader.

Children are discussed individually, progress noted and further actions decided.

Children, who are receiving support from the learning Mentor, are monitored in a ½ termly meeting between the SENCo and Learning Mentor. Progress is monitored through attainment and progress data, and also through qualitative data such as an increase in emotional resilience, more positive social interaction, more emotional stability.

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LM and SENCo will discuss the children who are ready to be exited. Exited children will remain on the Pastoral care register for the following 6 months under the category 'Monitoring' to ensure they continue to progress.

Where staff believe a child has a mental health difficulty and the child requires more support and assessment, the SENCo will seek advice and refer the child to the local CAMHs services or to the School Funded Therapeutic service, UP Foundation..

Bullying (please see Osmani's separate Anti-bullying Policy)

Accessibility including admissions

(Please see also the Osmani Accessibility Plan as a separate document)

Osmani Primary School is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2. The school is built on two levels with stairs from ground floor and first floor. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. There is not currently access for wheel chairs above the ground floor.

There is a shower and changing room on the ground floor .There is also an accessible toilet located on the ground floor.

There is good provision for all our hearing impaired children as appropriate noise reduction measures have been into place. All our classrooms and communal halls have been battened to reduce background noise. Good acoustic conditions are also maintained by ensuring that classrooms are carpeted and curtained. Class teachers use radio microphones to support children with Hearing Impairments.

Children requiring equipment due to impairment will be assessed in order to gain the support that they require. The INCo and ICT Coordinator will identify appropriate technology and soft ware to support children with SEN.

TLLs (Teachers and Learning leaders) ensure that resources take into account and reflect the needs of all our children and will ensure that resources are purchased to support them and enable class teachers to differentiate appropriately. They will ensure that displays represent all children. (See SES)

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

- The school will ensure that all children have access to a balanced and broadly based curriculum and 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.) Leaders do this by ensuring the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- 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

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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 EHCP detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation and match 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 any extracurricular activities are barrier free and do not exclude any pupils.

Access to Information (see also School Accessibility Plan)

- All children requiring information in formats other than print will have this provided. For example, all classrooms have visual timetables and several children have individual visual timetables of the day.
- 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/use of technology.
- Osmani uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Currently the LEA co-ordinates admissions and children with additional educational needs or with EAL are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Most years there are two Nursery classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes.
- Home visits will be conducted for all children entering nursery. Where staff identify any additional needs or concerns they will immediately inform the INCo.
- Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Where a child enters school with additional needs identified, the school will work flexibly with the child and parents to ensure their needs are met.

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

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the INCO, who will try to resolve the situation.
- If the issue cannot 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.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Reviewing the Inclusion policy

The policy itself will be reviewed annually by the SENCo and members of the SLT.

Appendices

1. **SEND Information Report- see School website for SEND Information document**
2. **SEN referral Form**
3. **Pastoral Care referral**

Associated policies

Osmani Accessibility Plan

Anti-bullying Policy

Equality Policy

Looked after Children (LAC) and Previously Looked After Children (PLAC) policy

Assessment Policy

Medical Needs and Medical Administration Policy

Children with health needs who cannot attend school policy

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Appendix One

SEN Referral to SENCO Teacher perceptions								
Pupil forename:	Pupil Surname:				Date Of Birth:			
Class:	Year group:				Class:			
Form completed by								
National Curriculum Levels / P Levels/EY levels :	Reading	Writing	Maths	S&L Expressive	S&L Receptive	Science	PSE	D

Attendance	If attendance is an issue, please give recent figures and comment
EAL/NTE (if relevant)	
Where is the pupil on the QCA extended scale? Please highlight.	
Step 1	Step 2 L1 Threshold L1 Secure L2
Comment	
Main areas of strength	
Current strategies you are using in class	

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Main areas of concern in learning (please highlight and/or write comments as appropriate)
Alternatively attach relevant assessment sheets

Spoken language

difficult to understand little speech difficulty following instructions rarely initiates talk immature grammar limited vocabulary limited listening attention poor eye contact makes inappropriate noises repeats back what has just been said abrupt changes in topic irrelevant comments or answers or questions

Literacy

phonics reading comprehension reading fluency letter identification writing letters letter-sound knowledge blending segmenting awareness of rhyme sight vocabulary print awareness (e.g. reading from left to right, where a book starts) interest in books letters reversal losing track when reading visual distortions or discomfort spelling handwriting punctuation text level writing

Maths

correspondence reading numbers matching amounts to symbols rote counting place value basic operations (adding, etc) times tables identifying shapes mathematical language classification/sorting mental maths problem solving estimating

Other

Does s/he need any specialist equipment or resources to access the curriculum?

Behaviour

How does the pupil's behaviour compare with others on the class?

1 2 3 4 5

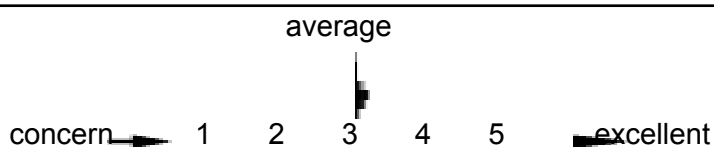
Are any places /times of day problematic?
 (please highlight and/or write comments as appropriate)

- Classroom
- Small groups
- Playground
- Corridors
- Assembly
- Toilets
- Stairs

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- Before / after school
- Morning sessions
- Afternoon sessions
- Unsupervised time

In each section, please circle the appropriate number, or put n/a if not applicable



<p>Communication Skills (expressive) 1 2 3 4 5</p> <p>Ability to express and articulate ideas clearly using spoken language or other method of communication</p>	<p>Communication Skills (receptive) 1 2 3 4 5</p> <p>Ability to follow and understand both verbal and written instructions and information</p>
<p>Motor Skills (fine) 1 2 3 4 5</p> <p>Ability to use small equipment e.g. a pencil for clear, legible marking/drawing/writing Reluctance /avoidance of fine motor activities may indicate a cause for concern</p>	<p>Motor Skills (gross) 1 2 3 4 5</p> <p>Physical co-ordination, balance, confidence and control e.g. ball skills. Left/right confusion may indicate a cause for concern</p>
<p>Starting work 1 2 3 4 5</p> <p>Ability to begin work promptly. A cause for concern may be indicated by a need for repeated explanations or avoidance strategies</p>	<p>Standard of work 1 2 3 4 5</p> <p>Work well presented and completed with pride and care. A cause for concern may be low expectations or destroying work</p>
<p>Organisational Skills 1 2 3 4 5</p> <p>Having the right equipment, handing work in on time. A cause for concern may be frequent lost work or books/resources.</p>	<p>Managing difficulties in work 1 2 3 4 5</p> <p>Ability to concentrate and persevere. A cause for concern may be indicated by an inability to remember things or quickly becoming frustrated or giving up.</p>

PASTORAL CARE REFERRAL FORM

Date:

Teacher:	Class:	Name:
Ethnicity:	Gender: M F	D.O.B: (Highlight if SUMMER BORN)
Sibling/s and Class/es:		UPN:

<u>CONCERNS:</u> (Please highlight)	<u>DETAILS:</u>				<u>OTHER:</u> (Please state)
Attainment / Basic skills	Literacy	Numeracy			
Behaviour	Withdrawn	Disruptive	Concerning	Anger management	
Confidence / Self Esteem	Shy / Quiet	Lacks confidence	Negative about self	Lacks assertiveness	
Disability / Health / Identity Issue	(Please state)				
Focus / Motivation	Poor Listening	Lacks concentration	Struggles to keep still	Reduction in or low out put	
Home situation	Possible Neglect	Parental or family illness	Adjusting to changes	DV	
Loss / Bereavement	Separation or divorce	Death in family	Friends or peers		
Punctuality / Attendance	Frequently Late	Poor Attendance	Patterns of absence		
Responding to Boundaries	Challenging authority	Following instructions	Impulse control		
Social skills/Peer relationships	Immature social skills	Frequent peer issues	Bullied or Bullying	Easily lead	
Transition	New Pupil	New class or teacher	Y6 to Y7		
Well Being	General Happiness	Mood changes	Change in character		

What have you already done to try and address these issues?
What has been most successful?
Are there noted incidents in your Behaviour File? YES NO (If yes, photocopy and attach)
Where or when are your concerns most obvious? (Have you noticed a pattern? YES / NO)
In class In the playground In the morning In the afternoon

In particular subjects In particular types of activities (e.g. group work)

Is the child receiving additional support at the moment? YES / NO If so, what?

Relevant Information, Details or Evidence:
Have parents or carers spoken to you about any changes or concerns? YES NO
Details:

**Please complete and return to Penny (SENCO) and Lydia (by email or hard copy) ASAP.
Thank you**

.....
To be completed at Pastoral Care Meeting: _____ Date: _____

Has this child been raised as a concern before? YES NO
When?
Has this child had previous support or is being currently supported?
Learning Mentor Speech Therapy Basic Skills CAHMS SSD Other:
If so, what and when?
Additional or confidential information:
Actions: Urgent Referral Consider Future Support CAF Monitor
Other:
Refer To: Learning Mentor UP therapeutic services CAMHS SSD
Other:
By or to whom?

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Meeting with Parent / Carer: YES NO Date:
Information:

Signed: (SENCO)
Policy for Inclusion