

Clifford Road Primary School 2016-2017

Due to the changes in the Code of Practice, this is a working document and is subject to alterations.

	Whole School Setting	Targeted support for individuals or small groups Short/medium term	Specialised individual support Medium/Longer term
Raising Attainment	<p>Appropriate curriculum in place - regularly reviewed.</p> <p>Qualified staffing - teachers and teaching assistants (TA)</p> <p>Planning differentiated to meets the needs of the pupils - children and the targets identified on the planning - a focus of 'challenge' to develop growth mindset.</p> <p>Differentiated/adapted learning materials</p> <p>Equality/accessibility/inclusion published within SEN and equalities policies.</p> <p>Appropriate provision for all learners with monitoring and lesson observations.</p>	<p>Planning differentiated to meets the needs of the pupils - children and the targets identified on the planning.</p> <p>Effective support from additional adults</p> <p>Access arrangements in place where necessary.</p> <p>Termly homework menu - accessible and appropriately supported by school and family.</p> <p>Meets equalities guidelines.</p> <p>Observations include the effectiveness of interventions and TA support with regular reviews of effectiveness.</p>	<p>Planning differentiated to meets the needs of the pupils - children and the targets identified on the planning.</p> <p>Provision/support / intervention delivered by trained staff</p> <p>Access arrangements</p> <p>Links between schools/local Authority (LA)</p> <p>Termly homework menu - accessible and appropriately supported by school and family.</p> <p>Meets equality guidelines.</p> <p>Plans for vulnerable learners</p> <p>Inclusive to individual needs</p>

	<p>Working with families - sharing curriculum information on website/newsletters</p> <p>Transition procedures</p> <p>Policies - accessible to all with regular reviews</p> <p>Equipment/resources appropriate to curriculum</p> <p>Health links- across the curriculum and in PHSE</p> <p>Pupil voice - school council.</p> <p>Development of Growth Mindset throughout the school - all agencies to be on board.</p>	<p>Observing and embedding examples of best practice. Plans for vulnerable learners - One Page profiles, Common assessment Framework (CAF) completion, Team Around the Child (TAC).</p> <p>Inclusive to individual needs and within department policies: Inclusion, Special Educational Needs and Disability (SEND) policies</p> <p>Additional resources provided as per need/s</p> <p>Adapted as needed to ensure inclusion of all learners</p> <p>Links with LA- If we feel that additional support for children is needed we can refer for assessments by: Educational Psychologist (EP) School Nurse Multi-agency referrals</p>	<p>and within department policies inclusion and SEND policies</p> <p>As required by (Education Health Care Plan) EHCP (or by statement unitl switch to EHCP) and inclusion of individual.</p> <p>Adapted as needed to ensure inclusion of all learners</p> <p>Links with LA If we feel that additional support for children is needed we can refer for assessments/reviews by: Educational Psychologist (EP) Pupil Referral units Multi-agency referrals CISS - County Inclusive Support Service</p> <p>Individuals to be consulted as appropriate with family support</p>
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Support	<p>Staff training for knowledge and understanding for a full range of needs.</p> <p>Identification and assessment of need.</p> <p>Access to relevant information to ensure appropriate teaching and learning opportunities for all learners</p>	<p>Staff training for the specific use of support strategies</p> <p>Access to specialist support and guidance</p> <p>Sharing information to support learning with links to classroom practice</p> <p>Strategic planning for the use of additional adults</p>	<p>Training for specific intervention programmes</p> <p>Additional levels of assessment as needed</p> <p>Links between focused intervention and support strategies and classroom practice</p> <p>Personalised plans for access</p>

	<p>Planning for 'Reasonable adjustments' within the classroom</p> <p>Monitoring and review of progress</p> <p>Access to whole school curriculum including trips and visits.</p> <p>Access to the building and leisure areas</p> <p>School level planning for transition.</p>	<p>Graduated approach to level of support</p> <p>Appropriate adaptations for access to the curriculum, trips and visits</p> <p>Reasonable adjustments made to allow access to classrooms and leisure areas</p> <p>Additional person centered plans for transition.</p>	<p>to the curriculum, trips and visits</p> <p>Specialist support to allow access to classrooms and leisure areas and appropriate alternatives</p> <p>Individual transition planning with links to external agencies where necessary.</p>
Information Sharing	<p>Assess development through Key Performance Indicators termly.</p> <p>Pupil progress meetings half termly - plan appropriate input - put in to practice and review outcome.</p> <p>Parents evening - 1 per term.</p> <p>Current, regularly updated policies and provision. Available to all users in accessible format.</p>	<p>Assess development through Key Performance Indicators termly.</p> <p>Pupil progress meetings half termly - plan appropriate input - put in to practice and review outcome.</p> <p>Provision in line with SEN policy</p> <p>Role of SEN Governor</p> <p>Inclusion of all pupils in</p>	<p>Assess development through Key Performance Indicators termly.</p> <p>Pupil progress meetings termly - plan appropriate input - put in to practice and review outcome.</p> <p>Reading and Maths assessments termly by SENco</p> <p>Development of writing Portfolios.</p> <p>Statutory needs met within</p>

	<p>Staff training and reflective performance management. Role of whole governing body Pupil voice through school council Offer or advice and supports for families through our Family liaison Officer (FLO) Links between schools Working with families Transition process Sharing information - website, staff, governors, families, pupils, community and outside agencies</p> <p>FLO - accessible to all uses, Multi agency</p> <p>Welcome meetings for our Nursery and Reception years.</p> <p>Information packs sent home and home visits made for Nursery intake.</p>	<p>information sharing</p> <p>Funding - transparency of provision</p> <p>Information sharing about additional to and different from support and provision Links with LA Working with families Transition - sharing of information/knowledge of individual needs Equipment/resources for targeted provision Accountability including flexibility and adaptation</p>	<p>all school policies</p> <p>Role of SEN Governor</p> <p>Review of pupil voice and reasonable adjustments to meet a full range of additional needs. Personalised planning with the family and child/young person Links with LA Working with families Transition planning, practice with attention to specific needs/accessibility.</p>
Families	<p>Partnerships working between school and family based on trust. Offering advice about wider</p>	<p>Use of outside support to build relationships with families e.g Parent Partnership</p>	<p>Regular meeting where all relevant parties meet to discuss the child</p>

	<p>support services Use of website to have key documents easily accessible</p> <p>Transparent working so data assessments and nature of support is shared with parents</p> <p>Accessible to parents by offering meetings inside and outside of school hours.</p> <p>Variety of communication methods offered - phone, email, face to face</p> <p>Resources made available to all parents e.g. policies</p> <p>Workshops offered on a range of suitable topics e.g SATs, helping your child with mathematics</p> <p>Welcome meetings for our Nursery and Reception years.</p> <p>Information packs sent home and home visits made for Nursery intake.</p>	<p>Available support sign posted to specific parents and tailored to individual needs</p> <p>Regular meetings with families to update about progress, achievement and to listen/respond to concerns</p> <p>Asking parents when is the most appropriate time for them</p> <p>Information provided in a variety of ways which could include website, newsletters...</p> <p>Outside agencies consulted to provide additional support/information where necessary</p> <p>Staff delivering interventions feedback to parents and relevant staff</p>	<p>Advocate support if necessary for parents and pupils</p> <p>Information personalised to ensure language is appropriate to the parents needs.</p> <p>Changes in legislation explained to parents and the implications</p> <p>Specific outside agencies used to ensure pupils and their families are able to access information and the curriculum</p> <p>School staff to liaise to ensure consistent message is given to parents</p> <p>Regular opportunities to meet with SENCo and Family Liaison Officers.</p>
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