


SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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		Signature	Date	
Ratified by Governing Body:				
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St. Mary's Fields Primary School
Special Educational Needs Policy

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Special Educational Needs Policy

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England has been reformed. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEND (Special Educational Needs and Disability) Code of Practice also accompanies this legislation. The new SEND Code of Practice covers children and young people from 0 to 25 years of age and is there to support those who have additional needs.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (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 (2014)
- The Local Authority's 'Meeting Individual needs' (MIN) document
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Statutory Guidance: Keeping children safe in education (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Behaviour Policy
- Positive Handling Policy
- Looked after children
- Anti-Bullying Policy

This policy was created by the school's SENCO and all staff, in liaison with the SEND Governor, and parents of pupils with SEND. It is our intention to involve all stakeholders in all decision-making which is within the spirit of the reformed code of practice.

INTRODUCTION

The school's Special Needs Coordinators (SENCo) is:

Ms Laura Haycock Email: lhaycock@st-marysfields.leicester.sch.uk

Tel: 0116 2824623

Definitions of special educational needs and disability (SEND)

taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Mission Statement

At St. Mary's Fields Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

AIMS AND OBJECTIVES

Aims (What do we want for children with SEND in the long term?)

The aims of St Mary's Fields Primary School are guided by the SEND Code of Practice 2014

- We aim to work with the Local Authority (LA) to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.
- We aim to comply with the LA Expectations of Schools, which outlines the key ways pupils should be supported in class.
- We aim to ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND
- We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives (How will we achieve this?)

- We will work within the guidance provided in the SEND Code of Practice, 2014
- We will operate a whole school, whole pupil approach to the management of support for special educational needs (SEND).
- We will provide a Special Educational Needs Co-ordinator (SENCo) to manage the provision for pupils with SEND
- We will provide support and advice for all staff working with special educational needs pupils.

- We will identify the needs of pupils with SEND as early as possible by gathering information from parents/carers, education, health and care services and previous settings prior to the child's entry into the school.
- We will monitor the progress of all pupils in order to aid the identification of pupils with SEND and to ensure that children with SEND are able to reach their full potential.
- We will make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum and the full range of school activities.
- We will work with parents and carers, actively seeking their input to gain a better understanding of their child, and involve them in all stages of their child's education.
- We will include the child themselves and seek their views.
- We will work with outside agencies where advice and support is required. Some of these services include the Learning, Communication and Interaction Team (LCI); Educational Psychology Service (EPS); Speech and Language Therapy (SALT); Children and Adult Mental Health Service (CAMHS); Visual and Hearing Support Team (VI, HI); Social, Emotional and Mental Health Team (SEMH); Early Years Support Team (EYST), Family Support Services; Health Service.

ROLES AND RESPONSIBILITIES

At St Mary's Fields we believe that every teacher is a teacher of every child, including those with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teaching assistants may be employed specifically to support SEND. Their everyday responsibilities are managed by the class teachers with support from the SENCo.

- The person responsible for overseeing the provision for children with SEND is Helen Nott, (Head teacher)
- The people co-ordinating the day to day provision of education for pupils with SEND is Laura Haycock (SENCo)
- The SEND Governor is Raj Harrison

The SEND Coordinator (SENCO) responsibilities include:

- having an overview of the operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- supporting the management of teaching assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies

The school's SEND Governor is responsible for:

- ensuring the SEND Code of Practice 0-25 (2014) and any other relevant legislation is complied with
- ensuring the school has an SEND Policy
- ensuring that there is a SENCo in post who is a qualified teacher with the required qualifications
- working with the Local Authority as appropriate
- ensuring that the school is using its best endeavours to secure appropriate provision for pupils with SEND
- working with the SENCo and Head teacher to monitor and evaluate the provision for and progress of pupils with SEND

The Designated Senior Person for Child Protection is Helen Nott (Head teacher). Her deputy is Helen Nott (Deputy Head).

Helen Nott manages PPG/LAC funding.

The Designated Teacher for Looked After Children is Laura Haycock.

The person responsible for managing the school's responsibility for meeting the needs of children with medical conditions is Helen Nott.

Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils.

All teaching staff can access:

- The St. Mary's Fields Primary School SEND Policy
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including Individual Education Programmes (IEPs), progress review notes, pupil passports, reports and advice from outside agencies, provision arrangements and progress tracking information.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Leicester City Council's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

Admission Arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans (EHCs)/Statements and those without.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Inclusion of pupils with SEND

The Head teacher and governors oversee the school's policy for inclusion and is/are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this 'Element 3' funding. It would then be the responsibility of the SENCO, senior leadership team, governors to agree how the allocation of resources is used.

Working in partnerships with families

St. Mary's Fields Primary School believes that a close working relationship with parents/carers is vital in order to ensure the best outcomes for children with SEND.

We aim to for staff to be approachable and supportive towards parents/carers. We will endeavour to take account of the views of parents/carers. We will keep parents/carers informed and we will always gain consent before involving outside agencies. Reports received from outside agencies are copied for parents/carers and the SENCO is available to discuss the contents where needed. Parents/carers will also receive copies of Pupil Outcome Plans and review notes from progress meetings.

The SENCO may also signpost parents of pupils with SEND to the local authority SENDIASS service (Special Educational Needs Disabilities Information, Advice and Support Service) (previously Parent Partnership). Tel. 0116 2575027 or email www.sendiassleicester.org.uk

The school hopes that parents/carers will:

- engage with staff (including those from outside agencies),
- inform staff about relevant developments
- attend meetings
- support their child with learning at home
- ensure their child attends school regularly

For information about all the services available for children with special educational needs and disabilities in Leicester and the surrounding areas, please visit the Local Authority's 'Local Offer' website.

<https://families.leicester.gov.uk/send-local-offer/>

IDENTIFYING SPECIAL EDUCATIONAL NEEDS (How do we decide if a child has SEND?)

The school recognises the four broad categories of need described in the Code of Practice:

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

We seek to identify and address any Special Educational Needs that a child may have as soon as possible in order to maximise progress so as to avoid frustration and damage to self-esteem.

The school also recognises other needs which **do not by themselves constitute SEND** but may have an impact on progress and attainment i.e:

- Disability that does not require specialist provision to access the curriculum.
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (or being a recently adopted child)
- Being a child of serviceman/woman

We will ensure that these factors are considered when assessing whether a child has a special educational need.

A graduated approach to SEND

The school employs a graduated response to supporting pupils with SEND as outlined in the SEND Code of Practice 2014.

‘Quality First Teaching.’ This school believes that ‘high quality, suitably differentiated learning is the first step in providing for all pupils including those who have or may have SEND’. ‘Additional intervention and support cannot compensate for a lack of good quality teaching’. We accept that ‘teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (SEND Code of Practice).

Teachers are expected to provide good quality first teaching for all the pupils in their class which caters for their needs and learning styles. They work to meet individual learning needs and mark work and plan home learning effectively. This is the first step in responding to the needs of pupils who have or may have special educational needs.

The SENCo works closely with class teachers and monitors the progress and development of all pupils to ensure that children who have additional needs are identified and appropriate provision made.

Senior Leaders, subject Coordinators and the SENCo work with teachers to evaluate lessons, planning, children’s books and assessment data to ensure that all children are being given the highest possible quality first teaching.

Where class teachers have a concern about a child they will discuss their concerns with parents/carers and the SENCo, who can offer advice. Parents/carers 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 the school.

Early Monitoring forms should be used by teachers to gather information about a child’s strengths, learning styles, and difficulties, including information from parents/carers. The child is recorded by the school (Early Monitoring List) as being under observation due to concern by parent or teacher. Any concerns will be discussed with parents informally or during parents’ evenings.

Pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. If a pupil has recently been removed from the SEND register they may also fall into this category, as continued monitoring will be necessary.

We recognise that English as an additional language does not by itself constitute SEN. The progress and needs of children with EAL will be monitored by the EAL coordinator (in conjunction with curriculum and assessment coordinators) in order to ensure that any additional needs are quickly identified and further explored.

Where children are falling behind or making less than expected progress, despite good teaching, extra support or interventions will be put in place.

The school may seek advice from outside agencies to help identify needs and teaching strategies.

If the child still does not progress, the class teacher and SENCo, in consultation with parents, will assess whether the child has a special educational need.

We use the list of criteria for pupils to be identified as having special educational needs set out in the LA Expectations of Schools and have summarised the criteria in Appendix 1.

We use information from the following to help identify pupils who may have SEND:

- Observations of the child. All teaching staff will observe the pupils they work with and note concerns (including those of parents/carers) regarding physical skills, communication and language skills, and social, emotional and mental health issues.
- Early Monitoring forms completed by class teachers
- Early Years Foundation Stage Profile
- National tests (SATs)
- Reading and spelling ages (KS2)
- On-going termly pupil assessments
- Phonics screening
- Reading book levels
- Understanding of vocabulary test (BPVS)
- Speed, Agility, Quickness (SAQ) assessments
- Sandwell Maths assessments
- Parental concerns
- information from previous schools
- information from outside agencies
- checklists for various specific learning difficulties, such as dyslexia, dyspraxia and ADHD

SEN Support

The above provision may be sufficient to allow a child to catch up. However if concerns remain and it is determined that a pupil does have SEN, parents/carers will be formally advised of this and the pupil will be added to the SEND register. Parents will be consulted and their advice, opinions and consent sought before a child is placed on the SEND register. They will be informed of their child's targets, the provision the school has in place for their child and they will be involved in reviewing the success of any support or interventions.

The aim of formally identifying a pupil with SEND is to help school 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 pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Every child on the SEND Register must have provision that is additional to or different from children who do not have SEND. Class teachers are responsible for ensuring this provision takes place and evidencing the child's progress.

Assess (what exactly can the pupil do/not do?)

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will be reviewed at least termly 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. A Pupil Passport will be completed by class teachers outlining areas of need and suitable support strategies.

Plan (what are the suitable next steps/strategies to try?)

Planning will involve consultation between the teacher, SENCO and parents/carers and the child (where appropriate) and possibly outside agencies 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. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Where appropriate a Pupil Outcome Plan will be drawn up by the class teacher (with support from the SENCO where necessary) outlining suitable targets for the pupil to work towards and what support will be given. A copy of the Pupil Outcome Plan will be given to parents/carers and shared with children where appropriate.

Do (what provision will be made?)

The class teacher remains responsible for working with the child on a day to day basis. They retain responsibility even where interventions involve group or individual teaching away from the main class teacher. Class teachers will work closely with teaching assistants to plan and assess the impact of support and interventions and classroom teaching. Advice will be provided by the SENCO and/or outside agencies.

We have a range of evidence-based interventions that we offer as targeted support. A menu of the Additional Targeted Support (intervention) offered by the school is attached (Appendix 2). Where we feel that a child's needs meet the criteria for a particular intervention; we will place a child into the intervention or on the waiting list. Interventions are monitored to ensure that they are well-delivered and that the children make the required amount of progress.

Other SEND support offered to pupils may include:

- in-class support by a teaching assistant, either 1:1 or group
- outside class 'catch-up' programmes, delivered by a teacher or teaching assistant
- small group teaching of English and mathematics lessons on a daily basis
- specialist resources designed to make the classroom environment more accessible
- targeted support or strategies delivered by a specialist teaching assistant
- personalisation or differentiation of curriculum learning matched to need

Review (How effective was the provision?)

Children on the SEND register will have their progress reviewed termly at a Pupil Outcome Plan review meeting. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the parents/carers and where appropriate the pupil. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and the pupil.

Class teachers and the SENCO will meet formally at least twice a year to discuss the progress of children on Early Monitoring. However staff are able to raise concerns about a child's progress and needs informally at any point. Class teachers will discuss these children's progress during parents evening.

Referral for an Education, Health and Care Plan

If a child has enduring or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school 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, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will usually be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Learning support services

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.

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by Leicester City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria for exiting the SEND register

A child will be removed from the SEND register if their needs alter and they do not continue to meet the criteria as explained in Appendix 1.

When reviewing a child's targets on their plan, the teacher, SENCo and parents will decide whether the child still meets the criteria for being placed on the SEND register.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the school will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The effectiveness of our provision for pupils identified as having special educational needs is monitored and evaluated in the following ways:

- feedback from all staff
- pupil tracking Pupils with SEND are identified as such on the school's assessment system (Target Tracker), allowing their attainment and rate of progress to be assessed discretely or in comparison with peers.
- school assessments
- lesson observations
- analysis and observation of interventions
- Pupil Outcome Plan review meetings with teachers
- Pupil Outcome Plan review meetings with parents and records of these meetings
- meetings between the SENCo and the SEND Governor
- pupil feedback/views
- monitoring individual targets and plans
- movement on the register
- attendance records

SEND provision and interventions are recorded on provision maps, which are updated by teachers when the intervention is changed. These interventions are monitored and evaluated by the SENCO and curriculum coordinators and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil's needs. This will then be brought to the attention of the SENCO who will then inform the child's parents.

We maintain close contact with education support services. For pupils with more complex needs, any one or more of the following agencies may be involved:

Educational Psychology Service (EPS) Tel: 0116 4545470

SEND Support Service: Tel: 0116 4544650

- Learning, Communication and Interaction Team
- Early Years Support Team
- Primary Social, Emotional and Mental Health Team
- Visual Support Team
- Hearing Support Team

Effective working links will also be maintained with:

- Community Health Service (including paediatricians, Speech and Language Therapy, Occupational Therapists, Physiotherapists)
- Social Services
- Educational Welfare Service

We employ a Family Support Facilitator who is able to support parents and children with issues at home.

Some children with SEND require special arrangements to access assessments and tests. These arrangements may include extra time, learning breaks, adapted papers, a scribe or transcript, a reader or a prompter. The SENCO will work with relevant teachers, the assessment coordinator and the Head to ensure access arrangements are applied for as required and implemented as agreed.

When a child is due to move to the next year group meetings are held between the current and new teacher to discuss the children's needs. The SENCO will pass on important information about each child to their new teacher to make sure the teacher fully understands how to support every child.

Links with other schools

St Mary's Fields is now a full primary school and the school is developing links with local schools to enable the smooth transition of children with SEND to secondary education.

In service training (CPD)

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school has a rolling programme of CPD delivered each term by the Special Needs Teaching Service.

The SENCO attends relevant SEND courses run by the LA and receives regular advice from the Local Authority Link Teacher.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher, Head teacher or SENCO.

The school's complaints policy can be accessed via the school website.

Storing and Managing Information

SEND files are stored in the locked SEND cabinet. The files contain all documents relating to the child's SEND, including reports, Pupil Outcome Plans, progress summaries, and meeting minutes. Computerised records are also kept. The records are kept until a child leaves the school and then the records are transferred to the new school.

This policy will be reviewed annually.

(Appendix 1)

Identification of SEND-Criteria

Category of need	Criteria to consider
Communication and Interaction	<ul style="list-style-type: none">• Speech sound difficulty not appropriate to age meaning that child is difficult to understand• Receptive and/or expressive language two years or more behind expected levels• (involvement of SALT)• Diagnosis of Autistic Spectrum Disorders• Strong indicators of ASD in all settings (home/school)• Severe difficulties interacting and forming relationships because of communication difficulties
Cognition and Learning	<ul style="list-style-type: none">• Two or more years behind expected levels• extreme difficulties acquiring English and Maths skills and limited rate of progress• Diagnosis of dyslexia• Diagnosis of dyscalculia• Diagnosis of dyspraxia• Diagnosis of dysgraphia• Strong indicators of any of the above following completion of checklists• standardised assessments showing child working below 85 SS or 16th percentile (school or external agency tests)
Social, Emotional and Mental Health	<ul style="list-style-type: none">• Diagnosis of ADHD or ADD• Diagnosis of Attachment Disorder• Diagnosis of a mental health disorder• strong indicators of the above in all settings• severe disruptive or aggressive behaviour over a period of time• severe anxiety or isolation/withdrawal from peers/adults• evidence of self-harming, substance abuse or eating disorder• severe difficulties in forming relationships
Sensory and/or Physical	<ul style="list-style-type: none">• Physical disability requiring specialist provision to access curriculum• Visual impairment that is educationally significant• Hearing impairment that is educationally significant• Diagnosis of medical condition that is educationally significant• Severe allergies and conditions such as eczema, asthma and food allergies requiring significant management at school• Severe fine or gross motor skills difficulties that hinder participation in the full curriculum
Multiple Needs	<ul style="list-style-type: none">• Difficulties in or indicators of any of the above criteria in two or more categories

St Mary's Fields Primary School inclusion provision menu

'Additional to' and 'different from' the quality first teaching and curriculum differentiation that is available to all children. This is our menu over the academic year; not all provision will be on offer at the same time



Social, emotional, mental health and well being					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
1:1 sessions	All	Improve emotional wellbeing Confidence and self esteem	Low self esteem Low resilience	Depends on need 1 per week SENCo	Self-image profile
Therapeutic play	All	Identified by SEMH team	Identified by SEMH team	6 weeks SEMH team	SEMH team report
Social skills group	KS2	Improve emotional wellbeing Confidence and self esteem Improve social	Low self esteem Low resilience	Depends on need 1 per week TA	Self-image profile

		interaction			
Curriculum enrichment groups	3 and 4	Improve emotional well being Confidence and self esteem	Pupil premium	Depends on need 1 per week TA	Self-image profile
Breakfast/nurture provision	All	Improve emotional well being Confidence and self esteem	Low self esteem Low resilience Poor emotional well being Low confidence Behavioural difficulties	Variable SENCo and TA	Self-image profile
Lego club	KS2	Improve emotional resilience and wellbeing Form friendships Interact with peers	Low self esteem Low resilience Poor emotional well being Low confidence Behavioural difficulties	1 per week 30 mins TA/HLTA/lunch time supervisor	Self-image profile
CEIPS group (Children's early intervention psychology)	6	Managing anxiety	Anxiety behaviours Low self esteem Poor emotional well being	1 60 minute session per week for 6 weeks	Pupil profiles and strengths and difficulties questionnaires completed at the start and at the end of the intervention

service)					
Coaching					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Academic coaching	6	Pupils to achieve age related expectations	Pupils working below age related expectations in reading, writing and maths	Weekly/School staff	Attainment and progress
Academic mentoring	6	Pupils to achieve age related expectations	Pupils working below age related expectations in reading, writing and maths	Weekly/school staff	Attainment and progress
EAL					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Early words	1 - 6	To learn to read (and spell) high frequency	Pupils working below age	6 weeks	Attainment and progress

		words	related expectations	30 mins per week TA	NASSEA
Tricky words	KS1	To learn to read (and spell) high frequency words from lists identified in letters and sounds	Pupils working below age related expectations	6 – 8 week blocks 30 mins TA	Attainment and progress NASSEA
EAL language groups	All	To support our children who have English as an additional language and enable them to access the curriculum	EAL – NASSEA assessments	Variable TA	Attainment and progress NASSEA

Reading

Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Phonics year 1 and 2 targeted support	1 and 2	To improve reading and spelling	Pupils who are at risk of not passing the phonic	4 times per week	Phonic screen

groups			screen	6 weeks TA	
Phonics catch up groups	3-6	To improve reading and spelling	Pupils working below age related expectations , poor phonic knowledge	3 times per week 6 weeks TA/HLTA	Phonic screen
Sight words	1 - 6	To improve reading accuracy	Pupils working below age related expectations	3 times per week 6 weeks TA	Reading age, benchmark level
Early words	1 - 6	To improve reading accuracy	Pupils working below age related expectations	3 times per week 6 weeks TA	Reading age, benchmark level
BRWP	All	To improve reading accuracy and to engage in reading	Low reading age	3 times per week	Reading age, benchmark level

				6 weeks TA/HLTA	
BRWP light touch	All	To improve reading accuracy and to engage in reading	Low reading age	3 times per week 6 weeks TA	Reading age, benchmark level
Inference	KS2	To improve understanding and enjoyment. To build meaning behind words and texts	Pupils working below age related expectations	3 times per week 6 weeks TA	Reading age, benchmark level
Ready and reading	6	Pupils to achieve age related expectations	Pupils working below age related expectations	Daily 1 hour HLTA	Attainment and progress
Catch up reading	All	To improve reading	Pupils working below age	Variable	Attainment and progress

		accuracy and to engage in reading	related expectations Dislike reading/disengaged		
Paired readers	Y6 and Y3	To improve understanding and enjoyment. To build meaning behind words and texts	Pupils working slightly below ARE in both year groups Matched by language Includes selected pupil premium children	daily	Attainment and progress PM tests Reading age
Greater depth reading club	All	Pupils to achieve above age related expectations	Children who achieved secure in their previous year	X 1 40 minute session per week	Attainment and progress PM tests Reading age

Writing

Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Year 6 targeted support writing group	6	Pupils to achieve age related expectations	Pupils working below age related expectations	Daily 1 hour	Attainment and progress

				Deputy Headteacher	
Year 2 greater depth target group	2	Pupils to achieve level 2S	Pupils on track to make expected progress or more	3 times per week 1 hour Teacher	Attainment and progress
Ready and reading	6	Pupils to achieve age related expectations	Pupils working below age related expectations	Daily 1 hour HLTA	Attainment and progress
Writing booster groups	2	Pupils working just below age related expectations		1 x 40 minute session per week SENCo Headteacher	Attainment and progress

Spelling

Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Targeted spelling groups	KS2	To improve spelling accuracy and learn strategies to support writing.	Spelling age below year group	1 session per week Class teacher and TA	Spelling test Spelling age

Tricky words	KS1	To improve spelling accuracy and learn strategies to support writing.	Spelling age below year group	1 session per week TA	Spelling test Spelling age
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Motor skills

Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
SAQ	All	Improve coordination through speed, agility and quickness activities	Identified by dyspraxia screening checklist	1 per week 6 weeks Sports coach	SAQ assessment sheet
Occupational therapy support	All	Improve motor skills	Variable	As identified by occupational therapist/physio	Occupational therapist/physio
Pen pals	KS1	Improve fine motor skills, pencil skills, finger strength and pincer grip	Poor fine motor skills	1 per week 6 weeks	Attainment and progress

					TA	
Handwriting						
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool	
Handwriting skills	KS2	To form legible letters and words. To increase confidence in writing.	Difficulty with a particular aspect of handwriting – selected by class teachers	30 mins Once a week 6 weeks TA	Teacher assessment	
Handwriting practice at break times – presentation group	KS2	To improve the overall standard of writing. To be responsible for their own work.	Presentation needs improving – decided by class teachers	As and when decided by class teachers	Teacher assessment	
Maths						
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool	
Sandwell maths	1 – 6	Pupils to achieve age related expectations	Pupils working below age related expectations	3 times per week 6 weeks TA	Maths assessments Teacher assessments Attainment and progress	

Arithmetic	Year 6	Improve calculation skills	Insecure calculation skills	1 per week 6 weeks TA	Arithmetic test results
Maths target groups	KS2	Pupils to achieve age related expectations	Insecure calculation skills	1 per week 6 weeks TA	Maths assessments Teacher assessments Attainment and progress
Maths higher ability group	2	Pupils to achieve level 2S	Pupils on track to make expected progress or more	3 times per week 1 hour Teacher	Attainment and progress
Maths higher ability group	3	Pupils to achieve level 3S	Pupils on track to make expected progress or more	1 per week 1 hour Maths teacher	Attainment and progress

				from Fullhurst CC	
Year 6 targeted support maths group	6	Pupils to achieve age related expectations	Pupils working below age related expectations	Daily 1 hour Deputy head	Attainment and progress
Speech and language					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Colourful semantics	All	Set by speech and language therapist	As directed by speech and language therapist	SALT TA Follow therapy plan	Therapy plan and report
Language groups	All	Set by speech and language therapist	Decided by speech and language therapist	SALT TA Follow therapy plan	Therapy plan and report
1:1 speech and	All	Set by speech and	Decided by speech and	SALT	Therapy plan and report

language work		language therapist	language therapist	TA Follow therapy plan	
Fun time	KS1	To develop talking and social skills, attention for listening	Pupils who have difficulty with social interaction	30 mins 2 times per week TA	Speech and language assessment
Talk boost	EYFS and year 1	To develop the 5 areas of language – attention and listening, vocabulary, building sentences, telling stories and conversation skills	Pupils who have difficulties with their language and communication – not EAL	3 40 minute sessions per week – 10 weeks	Talk boost assessment that measures language and communication skills at the start and the end of intervention