



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



**THIS POLICY** is a statement of the aims, principles and strategies for SEND at Spittal Community First School.

**IT WAS DEVELOPED** during the summer of 2009, through a process on consultation between teachers and Governors.

**IT WAS APPROVED** by the Governing Body in summer 2009 and reviewed annually in 2010, 2011, 2013, 2014, 2015, 2016, 2017, 2018, 2019 and 2020.

It will be reviewed in 2021.

This policy can be accessed through the school website or as a paper copy, if requested, from the school office.

### COMPLIANCE

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

- Equality Act 2010: advice for schools Dfe Feb 2013
- SEND Code of Practice September 2014 □ Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2014
- Teachers' Standards 2012
- Children and Families Act 2014

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection and /Safeguarding, Accessibility and Equalities. Further information can be found on the LA website about the Northumberland Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

### Policy Statement

We at Spittal Community First School are committed to providing the best learning opportunities we can for all our pupils through a broad and balanced curriculum. We believe that every child matters and our aims are to provide for all pupils so that they

may thrive. We endeavour to provide high quality teaching experiences to ensure that every child may;

- Reach their potential
- Become resilient and knowledgeable
- Learn to love learning and become confident learners
- Develop a healthy social and emotional outlook
- Develop a spiritual and cultural understanding
- Develop respect for others

We acknowledge that within our school there is a diverse range of learning needs and styles and a minority of children require, at some time during their school career, support to overcome the barriers that may block their learning and progress. These may arise as a consequence of a child having a special educational need or disability (SEND).

As a school with an inclusive ethos, teacher's planning takes into account the requirements of groups and individuals to enable all pupils to be supported in participating effectively in all aspects of the curriculum and extended school day.

A cycle of identification, assessment, communication, planning and provision and continual review of progress, is key to our inclusive approach and provision for our pupils, who may at some time, present with a special need in an area of their development.

All staff have a responsibility for maximising opportunities and achievements for all learners - specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

## **CONTEXT**

All children have a right to learn. For some children this will be more difficult than for others. At Spittal School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience - thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2014: Para 1.24)

There are four broad areas of special educational need but it cannot be assumed that a child will fall into one of these categories alone. Many will have inter-related needs and some children may have more complex needs. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

### **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

### **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

### **Social, Mental and Emotional Health**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

### **Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

Children are not regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical needs, for example, will not necessarily be considered

as having special educational needs. There may be range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

### **AIMS OF OUR SPECIAL NEEDS POLICY**

Through our SEND policy we aim to:-

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success, outcomes and well-being
- Ensure all pupils have every opportunity to achieve their full potential

**We will achieve this by:-**

- Having regard for the SEND Code of Practice guiding the identification and processes for pupils with SEND
- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage Identifying those with special educational needs
- Endeavour to ensure all class teachers and teaching assistants are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners. Listening to pupils and parents, working in partnership with them, respecting their views and concerns Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets a pupils needs, is value for money and leads to good outcomes
- Ensure that all procedures for identifying pupils with SEND are known and understood by everyone

### **ROLES and RESPONSIBILITIES**

At Spittal we recognise that provision and inclusion for our pupils with Special Educational Needs is a matter for us as a whole school and all staff share a responsibility to oversee and support in the inclusion and development of our SEN pupils.

## **THE SENCO (Special Educational Needs Coordinator)**

In our school, the SENDCO manages the day-to-day operation of the policy;

- Co-ordinates the provision for and manages the responses to children's special needs;  
supports and advises colleagues e.g allocation of staffing and resources ,  
organisation of interventions
- Oversees the records of all children with special educational needs;
- Acts as an additional link with parents and carers;
- Acts as the link with external agencies and other support agencies
- Monitors and evaluates the special educational provision
- Contributes to the professional development of staff

## **THE CLASS TEACHER**

All teachers are teachers of SEND pupils and are responsible and accountable for the progress and development of the pupils in their class, at all stages of SEND support. It is an expectation that high quality and differentiated learning and experiences, are provided for pupils with special educational needs, as all pupils.

**Teachers are expected to:**

- Identify pupils with a potential special educational need
- Measure progress of the pupils in their care
- Know which pupils in their class are on the SEND Record and how they are best supported
- Be instrumental in planning for intervention and support for pupils in their care (with the support of the SENDCO and TA'S)
- Ensure that Support Plan meetings take place termly, with parents and that information, results and updates are gathered from the staff working with those pupils, to inform parents and pupils of the impact of any intervention
- Set small step targets for pupils for their Support Plan which reflect the pupil's needs, outcomes and expectations and which detail all intervention and support that has taken place to support the progress of the pupil.
- Attend termly SEND monitoring meetings, present evidence to suggest next steps for pupils on the SEND record and raise concerns of any other pupils in their class
- Take responsibility for effective communication between class TA's supporting pupils and the SEND TAs supporting pupils in their class

## **THE PUPIL**

Children and young people with special educational needs often have a unique knowledge of their own needs and views about the sort of support they appreciate and value to help them reach their outcomes and make the most of their education. They will be encouraged to participate in all the decision-making processes, where appropriate, and to contribute to the assessment of their needs, involved in planning their learning, in the review of their progress and in setting new targets. We have regard for the child as a 'unique whole' and through our assessment, interventions and support, place much value on a pupil's individual developmental needs.

## **PARENTS AS PARTNERS**

We strongly recognise that parents and carers in our community play a vital role in enabling our children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. We are committed to providing an 'open door' and offering opportunities where we can share informed and honest information and recognising a child's strengths. We take seriously any concerns raised by parents/carers concerning their child's needs and development.

## **Definition of Special Educational Needs**

Taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEN 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:

- Have significantly greater difficulty in learning than the majority of children of the same age
- Have 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 above or would do so if special educational provision was not made for them.

## **Identifying Special Educational Needs**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Spittal School, we aim to identify potential 'blockers' to progress or a special educational need, as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Individuals - Parent/carer, Child, Class teacher
- A widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

### **Supporting Children with SEND - A Graduated Approach to Support**

#### **SPITTAL'S MODEL OF ASSESSMENT IDENTIFICATION and PROVISION**

Our cycle of monitoring and measuring informs our provision for our pupils and are the foundations to our SEND process.

In order to help children who have special educational needs, we implement a graduated response, in a cycle of monitoring and evaluation. We accept the principle that a pupil's needs should be met as early as possible and that a child's need may change or evolve and that there is a continuum of special educational needs. We are committed to the early identification of pupils with SEND and vigilant in tracking their progress.

#### **Quality First Teaching is an entitlement for every child.**

Children, who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEND. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of

strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- The gap between the child and peers closing
- The attainment gap is prevented from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support being used in the class to address pupil's weaknesses. A record will be kept of support and outcomes, monitored. Progress will be reviewed at parents' evenings, at termly SEND meetings with the SENDCO and SEND TA's, and at termly pupil progress meetings with the Headteacher. Frequent informal meetings to discuss the impact, progress, and outcomes of provision for the child at this stage, between the class teacher, class TA, SEND TA and SENDCO is positively encouraged. In some cases an individual Support Plan will be drawn up identifying three or four targets, agreed with parents, and identifying approaches to achieve these. At this stage support is devised with the class teacher and SENDCO and delivered by class teachers and TA's using formative assessments and early assessment materials..

Support plans

Strategies for a pupils' progress will be recorded in a Support Plan containing information on

- The child's area of need short-term targets set for, with or by the pupil.
- Teaching strategies to be used
- Provision to be made Involvement of outside agencies or other professionals
- Date for review and success criteria
- The outcomes recorded at review

The plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that



closely match the pupil's needs. Information concerning the child's progress and outcomes of any intervention will be shared and collected by the class teacher and reported in the Support Plan meeting. The Plan will be discussed with the pupil and the parent.

### Reviewing Support Plans

Support Plans will be reviewed termly and we value the input from parent's and all other adults working with the child. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

Support Plans and SEND information are kept centrally by the SENDCO. It is the class teacher's responsibility to ensure that parents and all relevant staff, working with the child have a copy of the child's Support Plan and are aware of the child's targets and strategies and programmes put in place to support them.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, advice may be sought from external services. This stage is known as additional specialist support and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received - this will be kept by the SENDCO in the child's file.

### **Links with External Agencies, Professionals and Organisations**

The school recognises the important contribution that external support services can make in assisting to identify, assess, and provide for SEND pupils. When it is considered necessary, colleagues from the following support services may be contacted:

- Educational Psychologists
- Consultant Paediatricians
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Social Services
- Speech and Language Therapist
- School Nurse
- Local pre-schools
- Family of schools

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, plans will be devised in consultation with parents and all those involved in the child's education and welfare. An application may be made for "Top up funding" to the Local Authority, having regard to the criteria for funding provided through SEND service. The school will be responsible for managing any funds received.

In some cases children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

Refer to Appendix A for a summary of graduated support.

Refer to Appendix B for examples of Spittal's support programs and intervention

## **ROLES AND RESPONSIBILITIES**

### **SENDCO Mrs Wendy Kiff**

- To ensure the schools' SEND record and Provision Map is reviewed and updated regularly
- Performance management of SEND support staff

- Deployment of SEND Team staff
- To support staff in maximising the learning outcomes for pupils with a barrier to learning
- Thorough assessment to identify SEND and support next steps
- To oversee the day-to-day operation of the school's Special Educational Needs and Disability Policy
- To coordinate provision for pupils with SEND and some pupils who may not yet be on the SEND record To monitor and measure progress of pupils in consultation with staff
- Tracking, assessing, and keeping records of pupils included in intervention groups with the SEND group and those pupils who have been raised in whole school monitoring meetings
- To monitor and review the effectiveness of provision and intervention for pupils, and to give advice on the level of support and appropriate strategies to support learning and development of pupils
- To support teachers in assessing pupils who have been identified as having a potential need
- To assess and review those pupils included in intervention groups, who have individual plans, and may need referring to other professionals
- Supporting teachers, the SEND Team and TA's in providing 'plans and programmes of for pupils
- Liaising with parents and encouraging an 'open door' policy
- Liaising with Outside agencies and professionals
- Liaising with potential next providers of education, transfer school and Early Year providers
- To report to Governors and Head teacher, as requested
- To be aware of latest research and developments in SEND, through reading, attending courses and updates.
- To offer training and share knowledge with staff, staff meetings, sharing information

#### SEND Support staff

- Carry out activities and learning programmes planned with the class teacher and SENDCO
- To support the teacher and pupil in the preparation and planning of programme materials and individual plans, in consultation with the class teacher and SENDCO
- To provide feedback to the class teacher, reviewing and planning next steps in communication with the teacher on a regular basis

- Feedback to the SENDCO ,to support tracking of pupils, reviewing progress and setting next targets
- To feedback assessment data to the class teacher and SENDCO
- To keep records of work
- To support individuals and small groups, adapting programmes where appropriate
- To attend INSET and courses and regular update meetings with the SENDCO
- To attend relevant meetings with Outside Agencies and parents
- To be fully aware of the school's SEND policy.

#### **The HEADTEACHER - Mrs Wendy Kiff**

- To have overall responsibility for the implementation of the SEND policy
- To ensure that teachers meet expectations and Teaching Standards through performance management meetings
- To have up to date knowledge about the school's SEND provision, including funding - allocate budget To be involved in developing and monitoring the SEND policy
- To liaise with the SENDCo, staff, support services, parents and pupils
- To report to governors on the needs of the SEND children in her care
- To ensure that the needs of SEND children are met within the school
- CPD - Professional development
- To ensure the quality of SEND provision is continually monitored
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- To report to parents on the implementation of the SEND policy and changes

#### **The SEND GOVERNOR - Mrs Geraldine Cowan**

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs and Disability at Spittal First School. All governors understand their duty of care.

The SEND Governor has responsibility to:

- Assist and advise the governing body on fulfilling its special education responsibilities
- Ensure children with Special Educational Needs and Disability are included in activities with other children , so far as this is reasonably practical and compatible with good education for all
- Ensure budget allocation takes account of staffing, training, resourcing requirements for individual children

- Be aware of the implementation and effectiveness of the school's policy by monitoring for example -
  1. The existence of accurate and up to date record keeping, including achievements
  2. That regular review meetings held for SEND pupils
  3. Feedback from pupils, parents and staff
  4. The standards and progress of pupils with SEND
  5. Awareness of the nature of needs and the demands these make

### **National Tests**

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCO will make the necessary arrangements in line with statutory guidance.

### **Transition**

At Spittal we have transition days within the school during the summer term, enabling children to meet the new teacher.

Parent's evenings, and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Staff offer an open meeting at the start of each year to enable parents to meet their child's teacher and to give information on routines and expectations

Children transferring to Middle School have a planned transition programme. Less confident children may be given additional opportunities to visit the middle school accompanied by a TA for a planned programme of additional induction. SENDCOs liaise and records are passed on.

Children entering school at YR, visit the school. Parents have an opportunity to meet the teachers and pass on information relevant to the development of their child. Our reception staff visit local early years settings. Formal induction meetings are held in the second half of the summer term. A series of informal meetings drop in sessions are also held. Induction meetings for parents focusing on routines, teaching strategies and what parents may expect when children enter school are also held. Class teachers liaise with pre-school staff to ensure appropriate provision is in place for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum and training for staff put in place as soon as is possible.

## **Managing Medical Conditions**

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The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Spittal First School, we keep a medical Record of pupil's needs and support children, where possible, with medical conditions to our best endeavours. Staff will be trained as need arises.

Refer to policy for Managing Medical Conditions in School

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Spittal First School. Schools cannot refuse admission to pupils with SEND unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions

### **Facilities for Pupils with SEND**

The school complies with relevant accessibility requirements. At Spittal we have some dedicated learning spaces, for withdrawal groups. The building can be accessed by wheelchair users and includes a toilet for disabled and changing facilities. Staff are highly trained and have experience of working with a wide range of agencies. The Governing Body endeavours to ensure the best possible provision for Special Educational Needs and Disabilities at Spittal First school. Governors understand their duty of care. The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its special education responsibilities
- ensure children with Special Educational Needs are included in activities with other children, so far as this is reasonably practical and compatible with good education for all ensure budget allocation takes account of staffing, training, resourcing requirements for individual children

- be aware of the implementation and effectiveness of the school's policy by monitoring for example -
  1. The existence of accurate and up to date record keeping, including achievements
  2. The number of review meetings held at least termly for SEN pupils
  3. Feedback from pupils, parents and staff
  4. The standards and progress of pupils with SEN
  5. Awareness of the nature of needs and the demands these make

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### Training and Resources

Training needs are identified by staff themselves or by the SENDCO our Head teacher, to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and practice discussion of the needs of individual pupils. The SENDCO regularly attends LA briefings and Berwick partnership SEND meetings.

### Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment. Quality of teaching is monitored through lesson observations, learning walks, book scrutiny and pupil interview. Interventions are evaluated for their effectiveness. Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEND review meetings, inform our work.

Progress is measured using assessment tools;

Development matters bands, Salford Reading Test, Letters and Sounds records, high frequency word tests, reports from local pre schools, information from parents, National Curriculum assessment results and Pupil profiles. In addition, standardised tests are administered at KS1 and KS2.

Information and outcomes from assessment enables the school to plan :

- starting points for the development of an appropriate curriculum.
- focus attention on action to support the child within the class
- to identify any learning difficulties
- ensure ongoing observation and assessment
- provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

- involve parents in implementing a joint learning approach at home.

## Concerns

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint.

Refer to School Complaints Policy.

This policy is reviewed annually.

## Appendix A

Spittal First School

SEND Graduated Support Provision at Spittal

Stage of Support

In Class /School Support

Specialist Support/SEND Team

Support Plan Education, Health and Care Plan

Nature of Support

Quality First Teaching/additional support using school's resources

This may be advisory or direct input with the pupil. It may or may not require some level of additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Top Up Funding.

This plan considers a number of needs which include a combination of funding from the school. Additional support from SEND Team

Funding, enabling the school to more effectively support the child.

Education, health and welfare/social issues. Additional funding will be available to meet the child's needs.

Criteria for placement

Working below age expectation making below expected progress



Some children will go straight to this stage if they have a specific need requiring specialist advice eg children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage

Insufficient progress is being made and standards are significantly below expectation.

Where a child has a significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan

Moving on, child will remain at this stage if making progress but still below standard

Child will remain at this stage whilst there is a need for external support and additional support from SEN Team

Child will remain at this stage whilst significant modifications/support are essential to access the curriculum. Annual review

Child will remain at this stage whilst need remains subject to annual review.

Criteria for exiting

Child is making expected progress and attaining at the expected , or just below the expected standard for their age

When the child no longer needs specialist support they may be removed from SEND support altogether or move back to 'In school Support' progress is as good as or better than expected

If progress is such that significant modifications and support are no longer required to enable access to the curriculum.

At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.

Appendix B

Examples of Intervention and support programs

Intervention

The SENDCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments, the pupil may be supported with a range of different interventions;

Interventions and programmes are delivered by a team of experienced SEND TA's. The timetabling and grouping is agreed by teachers and SENDCO and reviewed as outlined in the graduated response to support.

Intervention and support programs used at Spittal

These include Talk Boost, Read, Write INC for literacy , phonics input, handwriting support and motor skills

Intervention

The SENDCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments, the pupil may be supported with a range of different interventions; Interventions and programmes are delivered by a team of experienced SEND TA's and class TA's. The timetabling and grouping is agreed by teachers and SENDCO and reviewed as outlined in the graduated response to support.