



The Laurels Primary School Special Educational Needs Policy 2023-2024

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Provision for pupils with special educational needs is a matter for the school as a whole. All teachers and leaders are teachers of pupils with special educational needs.

Our Inclusion Lead is Helen Pinney. She is an Assistant Headteacher and is a member of the school leadership team. In accordance with Clause 64, C & F Bill, 2014, she holds the National Award for SEND (Special Educational Needs and Disabilities).

The SENDCo is responsible for:

- Overseeing the day-to-day operation of this policy;
- Coordinating provision for children with SEND;
- Liaising with, and advising teachers;
- Leading and managing teaching assistants;
- Overseeing the records for children with SEND;
- Liaising with parents of children with SEND (in conjunction with class teachers);
- Contributing to the in-service training of staff;
- Liaising with external agencies including the educational psychology services, health and social services, and voluntary bodies;
- Reporting to the local governing body.

Aims of this SEND policy

The aims of our SEND policy and practice at The Laurels Primary School are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement (See appendix A) <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the universal curriculum, to better respond to the four broad areas of need:

1. Communication and interaction;
2. Cognition and learning;
3. Social, mental and emotional health;
4. Sensory/physical.

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of partnership working and co-production;
- To ensure a high level of staff expertise to meet pupil need, through supportive systems and processes as well as targeted continuing professional development;
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils;
- To work in productive partnership with the Local Authority and other agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At The Laurels Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The kinds of special educational needs for which provision is made at The Laurels Primary School:

- Children and young people with SEN have different needs. All children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 1. it would be unsuitable for the age, ability, aptitude or SEN of the child or young person,
 2. or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made in consultation with the Headteacher and Assistant Head for Inclusion (AHT). In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion;
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills;
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress;
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then please initially discuss these with the class teacher who may initiate the first stage of the graduated approach (appendix B)

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is planned to meet the diverse needs of all learners.

'The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments...'

West Sussex Ordinarily Available Inclusive Practice Pg. 4

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- classroom observation by the leadership team (including the SENDCo), external verifiers;
- ongoing assessment of progress made by pupils with SEND;
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- teacher meetings with the Inclusion Lead/AHT to provide advice and guidance on meeting the needs of pupils with SEND;
- pupil and parent feedback on the quality and effectiveness of interventions provided;
- attendance and behaviour records.

Pupils' attainment is tracked using the whole school tracking system and those struggling to make expected levels of progress are identified quickly and monitored by the class teacher who will work alongside the SENDCo and consult the [West Sussex Ordinarily Available Inclusive Practice](#) guide to explore ways of supporting the individual. There are three stages of provision (universal, targeted and identified SEND) which refine the

graduated approach and at this stage the provision is considered universal and the teacher takes the lead responsibility . These pupils are then discussed in termly progress meetings that are held between the Assistant Head for Curriculum, Assistant Head for Inclusion and the class teacher, and the impact of any provision will be reviewed.

If the impact has not been sufficient to increase rates of progress for the child, or to mitigate any difficulty they are having, the team will discuss more targeted support, where the teacher will work alongside the SENDCo to implement interventions such as small group work within the classroom.

Where this provision does not have sufficient impact, the teacher in collaboration with the SENDCo will consider that special educational provision is required, and parents will be informed that the school considers their child may require SEN support. Their partnership is sought in order to improve attainment.

The Graduated Approach

Action relating to SEN support will follow an “assess, plan, do and review” model. This is completed and recorded through a termly “Individual Learning Plan” (ILP) which is made accessible to the parent via our electronic system - Provision Map.

Assess

Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil’s needs.

Parents will always be invited to this early discussion to support the identification of action to improve outcomes. The discussion will be supported by the use of a number of screening tools which support the identification of strengths and difficulties for the child, including indicators of neurodiversity and sensory needs. The Laurels Primary School also has a range of specialised assessment materials which give an indication of a child’s cognitive strengths and weaknesses which are delivered by the SENDCo. These might identify specific difficulties with number or literacy skills for example. This information can then be used to inform the assessment process.

Plan

If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo;

Do

SEN support will be recorded on an ILP that will identify a clear set of expected outcomes, which will include challenging academic and /or developmental targets (this may include targets around preparing for transition to secondary school) that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes.

Review

Progress towards these outcomes will be tracked and reviewed termly with the parents and where appropriate the pupil.

If progress rates are still judged to be slow despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken in discussion with parents and may include referral and/or discussion with:

- Inclusion Support Team – The Learning Behaviour Team (LBAT) or The Autism and Social Communication Team (ASCT);
- NHS Link Speech & Language Therapy Service
- Hearing Impairment team;
- Visual Impairment team;
- Educational Psychologist Consultation Service;
- School Nurse Service;
- Community Mental Health Liaison Service
- Early Help

For a very small percentage of pupils, whose needs are significant and complex and the SEN

Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

The Registers

We have 1 SEND register with 3 levels of support which are used for the purpose of tracking progress and identifying needs. This register supports professionals to target provision appropriately; they are not hierarchical.

The Intensive Support Register

At The Laurels Primary School children's names are placed on the Special Needs Register where they have needs that require specific interventions and support, not ordinarily available to other children in the school. This includes support from the Speech and Language Team, or that advised by the Learning Behaviour Team or the Social Communication Team for example. Children will be on this register if the school or family is hoping to get an EHCP for the child.

The Additional Needs Register

At The Laurels Primary School children's names are placed on the Additional Needs Register if they have needs which can be met through the West Sussex Ordinarily Available Inclusive Practice document. A range of characteristics are represented on this register such as special educational needs, EAL, and Free School Meals Status. Some of these children may have a diagnosis but all will be making good progress with their learning.

The Monitoring Register

Vulnerable learners are children teachers are assessing at stage 1, 2 or 3 of the graduated response tool. These children may later be identified as having SEND or Additional Needs.

Durrington Multi Academy Trust: SEND Policy 2023

*Please note that children can move between the registers and it is the case that at different times in a child's life, their needs will vary.

All children on the SEND register will have a pupil passport. Children who receive targeted support will also have an individual learning plan with specific targets. This will be shared with parents via Edukey and families will be invited to contribute.

How are children involved in their education?

Pupil voice is central to the decisions that are made for children at The Laurels. Children are invited to share their views in a range of accessible ways and these are represented on their pupil passports, on SEND Path documents and in the day-to-day decision making in the classroom. For example children's views on sensory stressors will be taken into account when arranging seating plans, and children's relationships with key adults will guide who delivers their interventions.

How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce and / or remove barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies from the [Ordinarily Available Inclusive Practice Document](#), the SENDCo and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. Actions taken by the class teacher will be shared with parents at the termly ILP reviews.

How will parents know how well their child is doing?

Attainment towards identified outcomes will be shared with parents termly through Provision Map. Families will be invited to contribute to ILPs and to comment on their child's needs and progress. Parents of children on the SEND register will be invited to attend an additional parent's evening in the summer term to review progress and plan for transition. Children with an EHCP will also have an annual review of their progress towards the EHCP outcomes.

[The Laurels Primary School](#) website provides a wide range of information on our SEND provision and includes links to websites and resources that families may find useful when supporting their children at home.

We have a termly SEND Parent Forum where we welcome families who are keen to learn about SEND and to make links with other families. Sometimes these will be thematic but on other occasions parents set the agenda and the discussion is open to the floor. The Friday Flyer, our weekly parent communication, also provides information on events, training and current research around SEND.

What support will there be for children's overall well-being?

The SENDCo, Miss H Pinney holds the qualification of National Educational Leader in Mental Health.

The school offers a wide variety of pastoral support for pupils. These include:

- A daily Nurture group to support children develop their relationships, their confidence and help them have a calm and regulated start to the day;
- Weekly Personal, Social, Health and Education Lessons;
- Delivery of the NSPCC Speak Out, Stay Safe programme for SEND;
- Availability of a Calm Cafe for children who need a low-demand play time;
- Consultations with the Community Mental Health Liaison Service ;
- Referrals to CGL play therapy;
- Referrals to the Education Mental Health Practitioner.

Pupils with medical needs (Statutory duty under the Children and Families Act)

If appropriate, pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the Class Teacher or Inclusion Lead/AHT and parents and, if appropriate, the pupil themselves.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

What training do the staff supporting children and young people with SEND undertake?

Teaching staff undertake training relating to SEND across the year. This includes:

- Through consultation with specialist teams such as the Learning Behaviour Team or the Educational Psychology service;
- Training opportunities provided by specific teams such as the Speech and Language therapy service;
- The Autism Awareness Course;
- Courses run via Educare - our online training provider;
- CPD delivered in house via the TA CPD programme or Staff Development Meetings and In Service Training.
- Support from the SEND advisory service

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities whenever possible.
- Where appropriate, a behaviour plan might be developed to support a child with school trips;
- Teachers write social stories to support children with participating in new and unfamiliar activities.

- Clubs are monitored to ensure children with additional needs take part in all school has to offer.

How accessible is the school environment?

The school has the following special facilities:

- Wheelchair access;
- Disabled toilets with hand rails;
- Ramps to outside doors to allow for wheelchair access;
- A disabled parking space
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations
- Medical room

How will the school prepare/support my child when joining or transferring to a new School?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September;
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine;
- The Inclusion Lead/AHT offers to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry;
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Moving On:

- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the Inclusion Leads of both schools will discuss the needs of pupils with SEN in order to ensure a smooth transition.

How are the school's resources allocated and matched to children's special educational needs?

More information can be found at here: [Special Education Needs Funding in Schools](#)

The Basic Entitlement per pupil (sometimes referred to as the Age Weighted Pupil Unit (AWPU) and Element 1):

Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. The amount varies from one authority to another. There is usually more funding for each pupil in a secondary school than in a primary school. This is the core budget for each school and it is used to make general provision for all pupils in the school including pupils with SEN.

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Additional Support Funding - The School's Notional SEN Budget (sometimes referred to as Element 2):

Within the "School Budget Share" there is a 'notional' sum for SEN. It is called the "notional" SEN budget because governors of schools are legally responsible for deciding how the budget share is to be spent in the best interests of all the children of the school.

Additional SEN Support

Apart from the basic entitlement per pupil and a lump sum, mainstream school funding is based on a number of formula factors that differentiate funding on the basis of pupil data such as prior attainment at the end of a curriculum Key Stage, deprivation data etc.

Top-up Funding (sometimes referred to as an Individually Assigned Resource (IAR) or Element 3

In addition to funding delegated to schools for elements 1 and 2 described above, if the child has an Education, Health and Care Plan (EHCP) or a statement of special educational needs local authority determines that a child needs additional support to meet specified high needs, it can then provide IAR funding (element 3) towards the extra cost of that provision.

For the very small number of children in mainstream education who have exceptional needs requiring more support above elements 1 and 2 and an IAR, a case can be presented by a school to the local authority SEN Panel to obtain a personal supplement, the amount of which will vary according to the assessed need.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without a EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo and/or class teacher and parent.
- For pupils with an EHCP, this decision will be discussed with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- parents evenings;
- Provision Map;
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact us in the following order:

- Your child's class teacher;
- The SENDCO
- The Headteacher;
- For complaints, please see the Complaints Policy on our website.

Support services for parents of pupils with SEN include:

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- SEND Information, Advice and Support (SENDIAS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest SENDIAS can be located via <https://westsussex.local-offer.org/services/7-parentpartnership-service>
- The SENDIAS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

The Local Authority's Local Offer

The Local Offer contains information about services relating to special educational needs, disabilities and education in West Sussex : [West Sussex Local Offer](#)

Glossary

- DfE - Department for Education
- EHCP - Education, Health and Care Plan
- EHCNA - Education, Health and Care Needs Assessment
- ILP - Individual Learning Plan
- LA - Local Authority
- LSA - Learning Support Assistant
- OAIP - [Ordinarily Available Inclusive Practice guide](#)
- SEN - Special Educational Needs
- SEND - Special Educational Needs and/or Disability
- TA - Teaching Assistant

Review Date:

Governor Signature: Date

Next Review Due:

Appendix A

The National Curriculum Inclusion Statement

4. Inclusion

Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Note: Age is a protected characteristic under the Equality Act 2010 but it is not applicable to schools in relation to education or (as far as relating to those under the age of 18) the provision of services; it is a relevant protected characteristic in relation to the provision of services or employment (so when thinking about staff). Marriage and civil partnership are also a protected characteristic but only in relation to employment.

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs.

4.4 With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Appendix B

Every leader a leader of SEND

Graduated response to support and intervention for pupils with Additional Needs and SEND

The following tool aims to

- To break down the three stages of provision (universal, targeted and identified SEND) to further refine the graduated approach
- To assess all pupils against the five stages to ensure appropriate provision
- To check the accuracy of the school's SEND Register
- To ensure class teachers are responsible for the provision of all learners, including those pupils with SEND
- To outline and communicate expectations for different stages of provision
- To clarify assessment and monitoring systems at different stages and who is responsible
- To enable senior leaders to check provision for identified pupils as part of pupil progress meetings
- To provide early intervention to prevent pupils from developing a special educational need
- To clarify provision where lack of progress for individual pupils is causing concern
- To ensure that additional support is time limited and rooted in a Cycle of Assess Plan Do Review, in line with the SEND Code of Practice.
- To ensure that all pupils are monitored closely and no pupil 'falls through the net'.

Graduated response to support and intervention for pupils with Additional Needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> • Quality first teaching including the Six Principles • A broad and balanced curriculum within an inclusive classroom • Modeling and live feedback by adults within the classroom • Robust assessment • Inclusive Classroom Checklist completed (https://www.teachertoolkit.co.uk/wp-content/uploads/2018/04/Inclusive-Teaching-Checklist.pdf) 	<ul style="list-style-type: none"> • Marking and feedback informs the planning process • Target Tracker tracks progress • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team 	Class Teacher

2	<p>Early intervention support</p> <p>(Not on SEN Register)</p>	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support • Keep-up groups • Tools and resources to support access • Strategies deployed from West Sussex OAIP document 	<ul style="list-style-type: none"> • Evidence of planning adjusted to meet needs of the class/individuals • Planning proforma evidences the role of the teacher/TA in meeting individual needs • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	<p>Class Teacher SLT</p>
3	<p>Targeted, additional support</p> <p>(Not on SEN Register)</p>	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> • Investigation of strengths and needs • Early intervention and personalised provision • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment • Targeted support within class through small groups and working individually with an adult • Additional group or individual programmes • Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly. • Tools and resources to support access 	<ul style="list-style-type: none"> • SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) • Evidence of planning adjusted to meet needs of the class/individuals • Planning proforma evidences the role of the teacher/TA in meeting individual needs • Reviewed at Pupil Progress meetings with SENCo • Assessment for Learning systems used to identify strengths/gaps • Intervention records completed to record progress 	<p>Class Teacher SLT SENCo Teaching Assistants</p>

4	<p>Targeted, intensive additional support</p> <p>(SEN register)</p>	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> • Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, and CAMHS. • Consultations with Learning Behaviour Team, Autism and Social Communication Team and Community Mental Health Liaison Service for example • Personalised support, working on an individualised curriculum • High levels of adult support and modeling to enable access to the curriculum • Personalised resources e.g. workstation if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Pupil Passport • Individual Education Plan with at least termly review • Pupil Progress meeting with SENCo/Leadership Team • SENCo monitoring provision • Interventions identified on whole school provision map. 	<p>Class Teacher SENCo Teaching Assistants</p>
5	<p>Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p>	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> • Education, Health and Care Needs Assessment initiated • Multi-professional planning and coordinated support e.g. E.P. Service, Health colleagues, and CAMHS. • Personalised support, working on an individualised curriculum • High levels of adult support and modeling to enable access to the curriculum • Personalised resources e.g. workstation if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report • Pupil Passport • Individual Education Plan reviewed at least termly • IEP Progress Forms • Termly progress meeting with SENCo • Intervention identified on whole school provision map. 	<p>Class Teacher SENCo Teaching Assistants</p>

*To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.

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Appendix C

Name of School

Graduated response to support and intervention for pupils with Additional Needs

Class:		Teacher:	
Stage	Provision required	Pupils	
1	Universal provision		
2	Early intervention support (Not on SEN Register)		
3	Targeted, additional support (Not on SEN Register)		
4	Targeted, intensive additional support (SEN register)		
	Request for a Statutory Assessment		
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. (SEN register – EHCP or application)		