Mill Rythe
JUNIOR SCHOOL

Special Educational Needs and/or disability Policy and SEN information report

Date of Policy:	September 2020
Date of Next Review:	September 2021
Review Cycle:	Annual
Name of Responsible Manager (Headteacher)	David Bessant
Signature (Chair of Governors):	Lisa Charlton

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1. Aims

Our SEN policy and information report aims to:

• Set out how our school will support and make provision for pupils with special educational needs (SEN)
• Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Mill Rythe Junior School, we feel that every child within our school community should be valued equally irrespective of their needs, behaviour or background. We take the view that all members of staff, children, parents, carers and governors, statutory and voluntary agencies have shared responsibilities to maximise the life chances of every child.

Children with special educational needs will become successful, enthusiastic, independent learners when:

- their diverse needs are identified, fully recognised and met.
- potential barriers to their learning are minimised and overcome.
- the curriculum is successfully designed and adapted to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they can do with increasing fluency and independence.
- they are given full access to a broad, balanced and ambitious curriculum including the National Curriculum which enables pupils to develop the knowledge and cultural capital they need to succeed in life.
- they are fully included in the school community.
- their views are sought, valued and considered.
- parents / carers are valued as equal partners in their children's education.
- there are high expectations for the pupils with SEND which enables them to achieve the best possible outcomes.

To ensure that the needs of all children with special educational needs are recognised and addressed the school aims to:

- identify early and accurately children's additional educational needs.
- meet children's additional educational needs within the classroom in their day-to-day learning by addressing potential areas of difficulty and removing barriers to pupil achievement by providing support that is different to and/or additional to others where appropriate.
- meet specified additional educational needs through planned intervention which builds on best practice.
- measure the impact of these interventions and evaluate the implications of these.
- implement practical strategies for raising standards for children with SEND.
- take into account the views of the child and the child's parents or carers.
- provide access to the same broad and balanced curriculum all other pupils receive.

- ensure children with SEND have the same opportunities as all other children to take part in curricular and extra-curricular activities.
- ensure close liaison between home and school through regular open, positive and honest discussion with parents and children.
- draw upon the expertise of external agencies when appropriate and aim to strengthen this support through an integrated approach.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

Special Educational Needs:

A child has special educational needs if he or she has a barrier to learning which calls for special educational provision (this may include learning, physical, social / emotional or sensory barriers).

Learning Difficulty:

A pupil will be identified as having a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A pupil **will 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. However, appropriate support for them will be sought.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Amy Ayling. Email: a.ayling@millrythe-jun.hants.sch.uk Phone: 02392 463663

They will:

- work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- advise on the graduated approach to providing SEND support.
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- be the point of contact for external agencies, especially the local authority and its support services (specialist teacher advisory services, educational psychology services, health and social services and voluntary bodies).
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- ensure the school keeps the records of all pupils with SEND up to date.
- contribute to the in-service training of staff.
- ensure that, where a pupil has special educational needs, those needs are made known to all who are likely to teach him / her, and to his / her parents or carers.
- manage the Teaching Assistants (TAs) SEND interventions/Emotional learning support assistants (ELSAs)/ FIEPS assistant (Framework for Enhanced Individual Pastoral Support) – including aspects of their performance management.
- track and monitor the progress of pupils with SEND over the short term (ie measuring and reporting on the impact of interventions) and the longer term (ie progress across the key stage).
- liaise with the SEND governor and the governing body to ensure that they have the necessary information and knowledge to fulfil their roles in relation to SEND.

4.2 The SEN governor

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings.
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The headteacher

The headteacher will:

- work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- ensuring they follow this SEND policy.
- keeping the child's pupil passport up to date by noting down the specific needs and provision provided in class.

4.5 The Pupil

Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.
(Articles 12 and 13, The United Nations Convention on the Rights of the Child)

All children with SEND are actively involved at an age appropriate level in discussions about their Pupil Passports (see appendix B), including target setting and review arrangements, and are encouraged to express their own views and have them taken into account. Children are encouraged to share in the recording process and in monitoring and evaluating their own performance.

The school is sensitive to the level of understanding and feelings of the child, and provides appropriate information in a non-stigmatising way. The children's achievements are noted and celebrated as well as any difficulties clarified and addressed. Recognition of success for all children is integral to the life of the school and acknowledging successes in meeting targets on pupil passports is a vital part of the pupil passport process. We also hold termly celebration assemblies with all children on the SEND register who are recognised for their successes that term.

Some children will have contact with a range of professionals from outside agencies. These agencies are encouraged to listen to the child's views and record those views within any reports or reviews.

4.6 Parents / Carers

The SENCo, teachers, pastoral and other staff all have an important role in developing positive and constructive relationships with parents. The school values the contribution of parents and encourages their participation. Parents and carers are told when the school first identifies that a child has a specific educational need. Through termly pupil passport meetings, the school ensures that parents and carers understand the purpose of any intervention or programme of action and are encouraged to participate from the outset and throughout their child's educational career at the school.

In working with the school, parents and carers of children with special educational needs should:

- communicate regularly with the school and alert them to any concerns they may have about their child's learning or provision.
- fulfil their obligations under the home-school agreement.
- support the child as agreed at pupil passport meetings and annual review meetings.

In working with parents and carers of children who have special educational needs, the school will aim to:

- inform the parents and carers when they first identify their child as having a special educational need.
- involve the parents and carers in the school-based response for their child.
- ensure the parents and carers understand the purpose of any intervention or programme of action.
- meet regularly with the parents and carers to update them on their child's progress, to share relevant information between home and school and to seek the parents' and carers' and child's views of the intervention and its success.
- support the parents and carers in their involvement with their child's learning at the school.
- support the parents and carers during statutory assessment should this take place.

5. SEN information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Our school

- carefully monitor the progress of all children on a day to day basis and by using a number of summative assessments throughout the year (reading and spelling ages, Maths, writing and reading assessments).
- conduct further testing when a particular need is identified through assessments and observations to get a clearer picture of a child and their special educational needs (for example DST-J, sound linkage, BPVS, Boxall profile, Sandwell numeracy).
- regularly communicate with parents and take parent's views into account when determining whether or not a child needs extra help in school.
- liaise with both infant schools on Hayling Island and any other feeder schools to ensure that we are aware of all additional needs before a child starts at our school.
- teachers will liaise with the SENCo when they feel extra support is needed.
- seek and respond to advice from outside agencies when a specialist's knowledge is required.
- SENCo uses Hampshire guidance and criteria to decide if children need to be placed onto the school's Special Educational Needs register.

5.3 Consulting and involving pupils and parents

There will be an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.

- we take into account the parents' concerns.
- everyone understands the agreed outcomes sought for the child.
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's passport and given to their parents.
We will formally notify parents when it is decided that a pupil will receive SEN support by sharing the pupil passport with them.

What a parent should do if they feel their child has a special educational need:

- We encourage parents to speak to their child's class teacher and/or the SENCo to raise any concerns.
- These discussions can take place during routine meetings (e.g. parents evenings, Pupil Passport meetings and Education, Health and Care Plan annual reviews) or they can make an appointment to meet with their child's class teacher or the SENCo at any time via the school office.
- A good working relationship and regular communication between teacher and parent means we can personalise learning to meet a child's needs.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's formal assessments, observations and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments and observations, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly (at least termly) and outcomes and targets shared with all staff and parents.

For other needs (such as social or emotional) we will use other monitoring methods such as observations and tally charts to track a child's progress. Where a child accesses Thrive, they will have regular Thrive assessments tracking their progress.

In some cases, progress is monitored and/or tested by outside agencies (e.g. tests conducted by Speech and Language Therapists). These assessments will be shared with all staff and parents.

Education, Health and Care Plan targets will be reviewed at annual review meetings and a discussion will be held between those involved as to the best way to continue to support the child.

5.5 Supporting pupils moving between phases and preparing for adulthood

- We have close links to The Hayling College and both Infant schools on the island to enable a smooth transition either to our school or from our school. All information will be shared as part of this process.
- Extra visits for the children who would benefit from this will be arranged. These may be on a one to one basis or a small group basis.
- Teachers and other school staff may visit a child in their previous setting to get to know them and observe the interventions and adaptations in place.

- Discussions between the teachers and SENCos leading up to transition enables a smooth transition where children are supported and staff are made aware of how to meet the specific needs of all children with Special Educational Needs and Disabilities.
- For some children, who need a more detailed transition plan, a Transition Partnership Agreement Plan (TPA) may be written and a meeting between the relevant schools, parents and any outside agencies will take place. The aim of the meeting will be to develop a personal transition plan to ensure the child is supported in the transition from one school to another.

5.6 Our approach to teaching pupils with SEN

- **Teachers:** Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils using the graduated approach and supported by the SENCO. Our teachers use a group led approach to ensure that all lessons are differentiated to meet the needs of a child. This means that every group and child will work with and be taught by both the class teacher and the teaching assistant across a series of lessons.
- **Teaching Assistants:** Some pupils will work with a teaching assistant either on a one to one basis or in a small group on a specific intervention. This will usually be outside the classroom.
- **1:1 Teaching Assistants:** Some pupils have a 1:1 teaching assistant to support them in lessons for a set amount of time across the week. These pupils will normally have an Education and Healthcare Plan. This means that they will have additional support in some lessons however they are still taught by the class teacher. All children with a 1:1 teaching assistant should spend some time working independently in every lesson because this is an important skill to develop.

Other support available may be in the form of:

* Intervention programmes (reading, writing or maths) – Regular one to one and group programmes
* Daily reading with an adult
* Social skills
* Emotional Literacy Support Assistant (ELSA) support
* FEIPs (Framework for Enhanced Individual Pastoral Support)
* THRIVE sessions
* Speech and language support
* Transition group
* Handwriting
* Motor skills (fine and gross)

5.7 Adaptations to the curriculum and learning environment

The curriculum may be adjusted in the following ways to meet children's individual needs.

* Setting differentiated learning objectives or an individual learning curriculum
* Using visual aids and practical resources selected at an appropriate level
* Use of alternative means of recording ideas such as a laptop
* Specialist equipment purchased as and when needed
* Individual learning targets (on pupil passports)
* Support on a one to one or small group basis from the teacher or TA
* Seeking advice from specialist as and when needed
* Pre-learning and over-learning of key vocabulary and concepts

5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

* Hampshire Educational Psychologist Service
* Speech and language therapists
* Hampshire specialist advisory teachers for Visual Impairment (VI), Physical Disabilities (PD) and Hearing Impairment (HI)

* Primary Behaviour Support team
* Child and Adolescent Mental Health Services (CAMHS)
* Occupational Therapists
* Advice from schools with specialist provision (e.g. Riverside)
* Hampshire SEN services
* Communication and Language team (CAL)

5.9 Expertise and training of staff

- All Teachers and Teaching Assistants are given both in house and external training in Special Educational Needs (SEN) programmes and ways to support children with SEND. This includes training from educational psychologists, SEN experts and training in how to run specific SEN programmes.
- Teachers and teaching assistants are supported by the SENCo in meeting the needs of children with SEND.
- Outside agency advice and training is drawn upon where the school does not have the relevant knowledge to support a child with SEND.
- Future training is decided based on the current needs of children on roll. Specific training is put in place where there is a clear need.
- The Headteacher, David Bessant, and SENCo, Amy Ayling, have the National SENCo Award.

5.10 Securing equipment and facilities

In cases where specific equipment or facilities are required, the school will use the SEN budget to purchases any additional resources required. Funding from EHCP may be used to purchase equipment needed. School may also liaise with the local authority if additional funding is needed.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil conferencing
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We believe that all children should be able to access extra-curricular activities as these experiences are often the ones we remember the most from our time at school. To this end we ensure that all children access school trips, sports events, music lessons, lunchtime and access to any other clubs available. We do this by liaising with parents to ensure we are catering for a child's specific needs.

5.13 Support for improving emotional and social development

- At Mill Rythe Junior School we want all our children to feel happy and safe in school. To this end teachers and staff monitor children's wellbeing and put support in place to cater for their emotional, social and communication needs.
- When extra support is required, we currently have one trained Emotional Literacy Support Assistant (ELSAs) who offers support on both a short term and long-term basis depending on the level of support a child needs.
- We also have a FEIPS practitioner (Framework for Enhanced Individual Pastoral Support) who offers support for children on a long term basis based on their social and emotional needs.
- We have a home-school link worker who is available every morning to listen parent's concerns and pass on messages to the teachers as well as working closely to support families in more challenging times.

- We have a large and caring first aid team.
- Teaching assistants have had training in speech and language and understand ways to support children in class.
- We put behaviour plans and Thrive sessions in place to help those children who need this extra support.

5.14 Working with other agencies
The school actively encourages partnership with other services such as Educational Psychology, Speech and Language Therapy, Primary Behaviour Support Team, Occupational Therapy, Physiotherapy, the Specialist Teaching and Advisory Service, the Bi-Lingual Support Service, Child and Adolescent Mental Health service, Educational Welfare and Social Services. Where possible, the school will aim to strengthen this support through encouraging an integrated approach.

When appropriate, support from these services will be sought, following consultation with the parents and the child, by the SENCo. The SENCo will always carry out the initial liaison. The resulting programmes will be implemented by the relevant teaching assistant, who may also take part in further liaison if appropriate.

5.15 Complaints about SEN provision
The school will aim to communicate regularly and openly with parents and carers, wherever possible taking their views into account. However, if after discussions with their child's class teacher, parents or carers still feel dissatisfied with the provision the school is making to meet their child's special educational need they should:

- Contact the school office to make an appointment to discuss the problem with the SENCO.
- If still not satisfied, the parents or carers should follow the school's official complaints procedure (available from the school office or on the website).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
-

5.16 Contact details of support services for parents of pupils with SEN

Parents will be informed about support services available to them by the school when their child is first identified as having SEN. They will be informed about the following services:

- **Hampshire SENDIASS** is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) https://www.hampshiresendiass.co.uk/parents-carers
- ***Hampshire Parent Carer Network*** *(HPCN) offers parent carers of children and young people aged 0-25 with an additional need (diagnosed or not) or disability the opportunity to tell the Local Authority, Health and other services, what life is really like.* *http://www.hpcn.org.uk/*

5.17 Contact details for raising concerns

For any concerns regarding SEND support parents should contact Amy Ayling in the first instance either by arranging an appointment through the school office or emailing her directly at a.ayling@millrythe-jun.hants.sch.uk

5.18 The local authority local offer
Our local authority's local offer is published here: http://www.hampshirelocaloffer.info/en/Main_Page

6. Monitoring arrangements

This policy and information report will be reviewed by Amy Ayling SENCO **every year**. It will also be updated if any changes to the information are made during the year.
It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix A

Mill Rythe Junior School
SEN register criteria and categories

Category	SEN support
Cognition and learning (general or specific)	• These children will not have achieved age expected levels in aspects of learning as defined by national measures and despite appropriate interventions. • Their rate of progress is slow in compariso9n to other children of the same age. • They may have experienced some delay in the acquisition of language and this is reflected in oral and written communication skills. • They may have specific learning difficulties (SpLD) and/or motor skills delay. • They may have difficulty in understanding concepts, and may exhibit memory and processing difficulties. • They may find it difficult to engage and have a limited concentration span. • Use the graduated approach to secure good outcomes for these children.

Specific learning difficulties	• SpLDs affect the way information is learned and processed. They can have significant impact on education and learning and on the acquisition of literacy and numeracy skills.
	• SpLD is an umbrella term to cover a range of frequently co-occuring difficulties, more commonly:
	  ○ Dyslexia
	  ○ Dyspraxia
	  ○ Dyscalculia
	  ○ Auditory processing disorder

SEMH (Social. Emotional and mental health difficulties)	• Where children have SEHM, these may substantially affect their behaviour and regularly create barriers to their own learning or that of others. • They may experience a range of difficulties in acquiring the social and emotional skills that are necessary to succeed. • They may persistently experience these difficulties despite differentiated learning opportunities and the strategies usually employed to promote positive behaviour (school's behaviour policy). • Behaviours manifest over time may include distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional literacy, withdrawal and non-attendance for a variety of reasons. • They have an Individual Behaviour Plan which is reviewed and monitored on a regular basis. • Support may be sort from the following: CAMHs, BST or Ed Psy.

SLCN (Speech, language and communication needs)	• The child has language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationships.
	• Areas of speech, social communication, language, fluency skills are not age appropriate and/or consistent with peers.
	• The child has disordered/delayed receptive language skills: They may have:
	  ○ Difficulty understanding the meaning of words and concepts: abstract vocabulary, words with more than one meaning depending on context, literal understanding of language
	  ○ Reduced higher level language skills, such as drawing inference, making predictions, cause and effect reasoning; problem solving.
	The child/young person has disordered/delayed expressive language. They may have difficulty with:
	i) Speech: articulation difficulties, verbal dyspraxia, dysfluency
	ii) Accessing vocabulary (word retrieval)
	iii) Organising and sequencing thoughts and ideas and expressing these in both, spoken and written output.
	• The child/young person has social interaction and communication difficulties which can cause conflict, impact on their ability to form and maintain friendships, make them socially isolated and vulnerable.

	• The child/young person have difficulty in understanding and/or expressing emotions. • Any of the above may result in frustration, stress, high levels of anxiety, ritualistic and/or challenging behaviours, school refusal and mental health difficulties.
ASD (Autistic Spectrum Disorder)	Autism is a lifelong condition which affects the way that a person communicates and relates to people and the world around them. It is often appropriate and helpful to view autism not as a deficient way of being but as a different way of being. Where the term 'difficulties' is used and the impact described, it will sometimes be useful to reflect on 'difficulties' as a presentation of difference. The four key areas of difference are in: • Communication • Social understanding • Sensory processing • Processing information The impact of these differences on the individual will vary from CYP to CYP and every pupil will require a personalised and differentiated approach. Some CYP with ASD may face additional challenges such as learning disabilities and difficulties. In summary: • The child/young person (CYP) has difficulties with communication, social interaction and flexible thinking which cause barriers to learning and the development of positive social relationships despite the provision of differentiated learning opportunities. • The difficulties may include: inappropriate obsessive rigid and/or ritualistic behaviours; receptive and expressive language difficulties; hyper/hypo sensitivity to sensory input; and significant anxiety and self-esteem issues. • The CYP may have difficulty in recognising and/or understanding emotions. • CYP diagnosed with high functioning autism are included in the autistic spectrum. Such children/young people often function within or above the cognitive range of their peers in mainstream settings but may display any of the above behavioural characteristics. (From 2014 the term 'Asperger syndrome' has been replaced with the descriptor of 'high functioning autism' in the Diagnostic and statistical manual of mental Disorders (DSM-5). • Any post 2011 diagnosis of an ASD will have been confirmed through multi-disciplinary and multi-dimensional assessment in line with the NICE guidelines and any subsequent alteration to this guidance. A number of factors will need to be considered in relation to the learning environment as a CYP reacts in response to the intrinsic and extrinsic learning environment. Relationships between adults and CYP and those between CYP and their peers are important dimensions. It is expected that the school will demonstrate its positive ethos and culture through every aspect of its provision for CYP with these additional needs. This will include the use of evidence based, effective and proven interventions and learning techniques informed through current research (eg Hattie, Dweck and current research into AS, including on-line and other training available from DfE supported and endorsed organisations such as the Autism Education Trust).
VI (Visual Impairment)	• The child will have a diagnosed visual impairment/condition which results in reduced visual acuity. • Additional problems such as visual field loss, monocular vision, visual perception difficulties and degenerative eye conditions may exist alongside reduced visual acuity. • The visual impairment may cause difficulty in seeing learning materials presented from a distance eg board work. • They may require some text enlargement. • They may have difficulty judging speed and distance. They may need additional support for PE or school visits. They may be hesitant in unfamiliar environments. • They will usually be able to record their own work by handwriting but may need touch typing as an alternative on some occasions. • They may be socially/emotionally immature and have difficulties in the areas of social/emotional well being.

	• Advice given to school by STA for VI with possible on-going assessments from STA.
HI (Hearing Impairment)	• The child/young person (CYP) has an identified hearing loss that is a barrier to learning. • The CYP may need additional adult support to overcome barriers to learning, independence. • The CYP may require specialist equipment and advice and support from the STA (HI) Service. • The CYP may require adult support to access the curriculum, manage their hearing loss, equipment , and move safely within the • environment • They will be subject to regular review including a range of external professionals who may help to monitor their curriculum plan. • The child/young person (CYP) will have a hearing loss diagnosed by Health • They may have been issued with a hearing aid, cochlear implant, BAHA, radio aid. • They will have difficulties listening, particularly in adverse listening environments. • They may have delayed or disordered speech/articulation. • They may have delayed or disordered language. • They may have a poor auditory memory. • They may have difficulty processing information • They may have difficulties with emotional well-being, self-esteem and social interaction with their peers. • They may have difficulty accessing pre-recorded material. • They may require additional specialist equipment. • They may have difficulty accessing spoken language and require sign support, eg BSL, SSE, or Makaton.
PD (Physical Disability)	• The child has an identified physical disability that causes barriers to learning. This may also affect the development of emotional well-being and self-esteem. • They will need additional adult support to overcome barriers to learning, personal care and transfers between specialist equipment. • They may require: specialist equipment relating to their disability and advice from the STA Service; and adult support to access the curriculum, manage their condition and personal care, and move safely within the environment. • They will be subject to regular review including a range of external professionals who may help to monitor their curriculum plan.

Education Health and Care Plan – For all categories

- School is unable to meet the child's needs without significant TA support or specific interventions.
- Support over time/current support and interventions have had little or no effect.
- The child needs more than 12 hours support a week in order for the school to meet their SEN.
- School advised to apply by an outside agency.

Appendix B – Pupil passport

Name:

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Pupil passport

Photo:

Name of Child: Date of Birth:

Category of need: Level of support:

Eligible for Pupil Premium?

My areas of Strength:	My barriers to learning:
How you can help me learn:	How I can help myself learn:

Name:

Progress over Key Stage 2

Reading and spelling

	Year 3 (Sept)	Year 4 (Sept)	Year 5 (Sept)	Year 6 (Sept)
Reading Age				
Reading SS				
Reading comprehension				
Reading comprehension				
Spelling Age				
Spelling SS				

National curriculum assessment

	End of KS1	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Reading					
Writing					
Maths					

Long Term Objectives / Outcomes for the end of Key Stage 2:

•

Name:

Year 3

Term	Intervention	Target	Review