



South Haringay School

Special Educational Needs Policy

Member of staff responsible: Maria Slavovski

Date Approved by Governors:

Date to be reviewed: September 2026

Introduction

At South Haringay School, we believe that all children are entitled to a curriculum that is broad in scope and rigorous in its ability to nurture, develop and embed key knowledge and skills so that all pupils are well-equipped for every stage of their educational journey. Our staff are committed to maintaining our expectation that all pupils are provided the specific support needed to achieve their true potential, hence, all staff endeavor to create a welcoming environment where all students feel supported, valued, safe and happy.

We ensure that all children with special educational needs and disabilities (SEND) are identified at the earliest opportunity and appropriate action is taken. We involve parents and carers at all stages of the process. This policy works in conjunction with the Teaching and learning policy; The Governing Body is legally responsible for the SEND policy and practice and ensures that the appropriate staffing and funding is in line with the current SEND Code of Practice (2014). The governing body has delegated the responsibility for the day to day Implementation of the policy to the School's SENDCo.

Contents:

1. Aims and objectives
2. Admission and transition arrangements
3. The curriculum and learning
4. Identification, assessment and review procedures
5. SEND provision and allocation of resources
6. Request for an Education, Health and Care plan (EHCP)
7. Links with outside agencies
8. Child and parent involvement
9. Access to extra-curricular activities and trips
10. Roles and Responsibilities
11. Training
12. Complaints
13. Haringey Local Offer
14. Information Advice & Support Service
15. Review



1. Aims and objectives

We embrace the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- a. ensure that the school meets its duties with regard to the Children and Families Act 2014, chapter 6, and the SEND Code of Practice: 0-25 years (2014) and that this guidance is implemented effectively across the school.
- b. ensure that the learning needs of pupils with special educational needs and disabilities are identified and assessed as early as possible; that targets and outcomes are determined; and that their progress towards these targets and outcomes is closely monitored.
- c. ensure that children with SEND are warmly accepted by all members of the school community and that we have excellent SEND and Inclusion provision used by teachers and parents/carers.
- d. Ensure good parent and carer involvement in children's learning and development.
- e. ensure that all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and for deploying support staff effectively to meet children's learning needs (*except in rare cases where the curriculum is disapplied through an Education, Health & Care Plan (EHCP) as a personalised curriculum is followed*)
- f. ensure that the school offers a broad, balanced and adapted curriculum that is accessible to pupils with special educational needs and promotes high standards of enjoyment, participation, attainment and achievement.
- g. To ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- h. ensure that we are able to meet the needs of all the children who attend our school.
- i. enable children to move on from our school well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of life through secondary school and beyond.



2. Admission and transition arrangements

South Haringay welcomes all children, including those with SEND, and takes time and care to support and prepare them until they are ready to take the next step in their educational journey.

2.1 We welcome children with EHCPs provided that we can adequately meet their needs without adversely affecting the education of other children at the school. In these instances, following consultation with the school's Governing Body (GB), the LA takes the decision as to whether to name the school on the EHCP.

2.2 Children with EHCPs apply for secondary schools using a different route from their peers, making choices where the family and pupil consider their needs can best be met. Once the school has been decided upon, a transition plan is arranged which includes: transfer of records; and meetings with potential form tutors, class teachers, or other secondary school representatives to discuss pupils and information relating to their needs. Where possible, the SENDCo / support worker from the secondary school is invited to attend the final annual review of the pupil.

3. The curriculum and learning

At South Haringay no child will be excluded from any learning activity due to physical impairment or SEN unless exclusion is clearly of benefit to that individual.

We ensure that:

- a. all children have access to a broad and balanced curriculum; we use the flexibility in the National Curriculum's programmes of study to suit each child.
- b. learning is absorbing, rewarding and effectively delivered through quality-first teaching
- c. staff work to prevent the children they are supporting being isolated by encouraging peer support and collaborative learning.
- d. Long term plans, progression documents and policies for each area of the curriculum are in place and are adapted to assure appropriate levels for all pupils.
- e. adaptation takes a variety of forms within teacher planning. Learning intentions are made explicit and then activities may be adapted or planned separately as appropriate.
- f. children with physical impairments or learning difficulties access the curriculum through specialist resources, such as digital technology, as appropriate.
- g. extra-curricular activities, including extended services, are barrier free: they do not exclude any pupils.



4. Identification, assessment and review procedures

A child is considered to have 'special educational needs' if they have a 'learning difficulty' or 'disability' which calls for 'special educational provision' to be made for them. A child has a learning difficulty or disability if they have:

- a) a significantly greater difficulty in learning than the majority of children of the same age
- b) an emotional and / or behavioural difficulty
- c) a disability which prevents or hinders the child from making effective use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

4.1 At South Haringay School, we have an assessment cycle which assesses and records the progress of all children every term. Assessment and tracking data is used in the pupil progress reviews, termly, to identify children who are not progressing satisfactorily and who may have additional needs.

If a class teacher or a teaching assistant observes that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify the cause. Less than expected progress can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

The initial response to pupils who are not making expected levels of progress is the class teacher adapting their approach to target the pupil's specific weakness. This is known as 'Quality First Teaching'. At this point, the pupil will not be placed on the SEND register but will be closely monitored. If pupils continue to struggle to make expected progress, the school SENDCo will assess whether the pupil meets the definition of Special Educational Needs or Disability. (*appendix 1*)

4.2 Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. All staff are responsible for identifying children with special educational needs and the SENDCo works with staff to ensure that these children are identified at an early stage. At each point of the year, class teachers may raise concerns to the SENDCo, who may then carry out further observations and assessments of the child. At this stage it may be decided to have a period of close monitoring of progress. The class teacher will continue to provide high quality teaching strategies and speak to parents to provide guidance and share resources to support their child at home.

4.3 Pupil Progress Review (PPR) meetings are held each term between the class teacher and members of the senior leadership team. Concerns are raised if any child shows a lack of progress in spite of carefully tailored teaching and support, or attainment levels are significantly below those expected of their peers. However, slow progress and low attainment do not necessarily mean that a child has SEND and do not automatically lead to a pupil being recorded as having SEN. Between these scheduled meetings, class teachers will consult the SENDCo if they have any concerns about a child.

4.4 Following these meetings a child may be identified as having special educational needs. In these cases, a meeting will be arranged with the parent/carer, SENDCo and class teacher to



discuss and plan suitable interventions and targets. When decisions are made to provide children with SEN support, their names are placed on the SEND register.

4.5 The purpose of identifying a child with a special educational need is to work out what support is needed to aid progress, not to fit a child into a category. However, we broadly consider SEND in the four categories outlined in the 2014 Code of Practice:

- communication and interaction difficulties;
- cognition and learning difficulties;
- social, emotional and behavioural difficulties;
- sensory and/or physical needs.

Whilst these are the 4 main areas of SEN, additional consideration is given to specific circumstances such as:

- children with medical Needs, e.g. Epilepsy, diabetes
- looked after children (LAC)
- children and young people with SEN and social care needs, including children in need
- children and young people in alternative provision
- children of service personnel

Children must not be regarded as having a learning difficulty because the language of their home is different from the language in which they are taught. The difference between SEN and the needs of the bi-lingual learner must be carefully made. However, such needs can overlap and it is vital that SEN are not overlooked in children whose first language is not English.

4.6 SEN Support may include the involvement of specialist services, for example, the Sensory Support Team, as they can offer the school advice about targets and strategies, specialised assessment or direct work with the children. They may also be involved in the planning, monitoring and reviewing of the children's progress.

4.7 In order to access the services of other professionals, the school is required to complete relevant referral forms or, for more complex needs, one for an EHCP. Parental consent will always be sought, except in cases involving child protection.

4.8 Parents may also raise concerns regarding their child's progress. If a parent has a concern about their child's progress or another aspect of their development, they can meet with the class teacher and /or the SENDCo and, where deemed appropriate, this may involve referral to external agencies.

Parents/carers are always asked to contribute to the review process and their views are valued and recorded. We work with parents to identify strategies that work for them and/or their child at home, and where appropriate, we try to use these strategies in school.

4.9 Assessment for pupils with SEND is designed to ensure continuity and progression as they move through Key Stage 1 and Key Stage 2. To support effective and meaningful assessment, we have identified three distinct pathways based on pupils' individual needs (see Appendix 4). For pupils on Pathways 1 and 2, we use the statutory assessment framework to track progress and attainment. For pupils on Pathway 3, we use a bespoke MAPP (Mapping and Assessing Pupils' Progress) system, aligned with statutory assessment requirements, that incorporates the five statutory areas of the Engagement Model: Anticipation, Exploration, Initiation, Persistence, and Realisation. While it is a statutory requirement to assess pupils working below the standard of



national curriculum assessments (typically those working at pre-key stage standards or at P4 and below) using the Engagement Model, we have chosen to extend its use across EYFS, Key Stage 1, and Key Stage 2 specifically for SEND pupils who are not able to access the statutory assessment framework. We do this by assessing the progress they are making towards their individual learning goals, using the Engagement Model to capture meaningful steps of development. We believe this provides the most personalised and relevant assessment approach for our pupils

5. SEND provision and allocation of resources

The SENDCo, together with the class teacher, is responsible for coordinating the day-to-day provision for children with SEND.

5.1 SEN support is primarily delivered by class teachers through high quality adapted teaching methods and, where possible, the support of Teaching Assistants (TAs).

All support is based on the, '**Assess, Plan, Do, Review**'(APDR), model and is overseen by the SENDCo:

- **Assess** - In line with school procedures, school staff will carry out or request additional assessments of a pupil to identify an area of need.
- **Plan** - Once the assessment part of the process has been completed, the pupil's needs are determined in a consultation meeting with staff and parents. Actions will be agreed and, if appropriate, a Learning Support Plan (LSP) will be created and the pupil will be placed on the school's SEND register.
- **Do** - The Learning Support Plan is then followed for an agreed period of time. This is shared with all members of staff, with teaching staff taking responsibility for its implementation. The SENDCo supports all staff and is responsible for the quality assurance of LSPs and ensuring that statutory requirements are met.
- **Review** - The effectiveness of support and intervention is reviewed regularly with staff parents and the pupil. This is an opportunity to assess the impact of any intervention and the cycle begins again. Following a review, a new plan is implemented if one is needed and the SEND register is updated appropriately (ref to appendix)

5.2 Children identified as having additional needs will have a Learning Support Plan (LSP) where this is considered beneficial. (*appendix1*)

Near the beginning of each term, the class teacher meets with parents of children with an LSP together with the SENDCo, the child (where appropriate) and any other individuals that are working with the child. During the meeting any previous targets are reviewed and areas for new targets discussed with the parents and child. Subsequently, the class teacher with the support of the SENDCo where needed put together a new LSP which summarises key points from the meeting and proposes new targets aimed to develop the child's learning (or behaviour) incrementally in line with the particular need. These are shared with the parents and the child at the meeting.

5.3 The LSP targets are multi layered to ensure progressive and continual challenge. A variety of strategies are incorporated including activities and resources that could be conducted at home. The views of the parents and child are sought and incorporated in the plan.⁶



5.4 LSPs for each child are saved on Provision Map software with a copy given to parents. Targets are shared with the child. Each time the child meets the target it is recorded on the LSP and, when ready, they progress to the next level of challenge.

5.5 Throughout the procedure, support staff, class teachers, the SENDCo and outside agencies liaise and share developments to ensure correct assessment and best practice.

5.6 Each year we map our provision to show what is available across the school and to ensure that children's needs can be met across all phases and areas of SEND.(ref appendix2)
The progress of children is closely monitored before and after an intervention to measure the efficacy and value for money.

6. Request for an Education, Health and Care plan (EHCP)

Where the school has done everything, it can to identify, assess and meet the SEN of the child and they continue not to make expected progress, the school may consider requesting an Education, Health and Care assessment. An Education & Health Care needs assessment is a legal procedure.

Education Health and Care Plans are issued by the Local Authority and are used by the school to plan SEN provision for children with severe and complex needs. The School will refer to the joint criteria for assessment in order to ascertain if pupil meets the designated thresholds.

6.1 If a child has severe, complex and long-term special educational needs they may be put forward for an EHC needs assessment. This is normally requested by the school, in consultation with parents. The decision to request an EHC needs assessment will follow a period of sustained school intervention and support. This will include programmes of joint working with relevant external professionals.

6.2 Parents/carers themselves may also request an EHC needs assessment and are welcome to discuss this with the SENDCo.

6.3 In requesting the local authority to carry out an EHC needs assessment, the school will be required to submit evidence about the child's needs, the support they have received over time, the impact of that support and current strategies in place. A local authority panel will make a judgement about whether or not the child's needs can be met from the resources available to the school. This judgement will be guided by the LA's 'Criteria for making an EHC Needs Assessment'.

6.4 The outcome of an EHC needs assessment may be an EHCP, a legal document outlining the child's needs and the support that must be in place to meet them. If a Plan is agreed, the LA will liaise with the school and will hold a multi-agency meeting to determine the most effective support. The involvement of the child and family are essential throughout the process. These meetings will include:

- the SENDCo and staff working directly with the child;
- the child;
- the parents / carers;

and may also include:



- the Educational Psychologist;
- the Community Pediatrician;
- the Children and Families Services (if known to the service);
- anyone else whose advice the Local Authority considers appropriate;
- anyone else whose advice the parents / carers consider appropriate.

6.5 The Plan will remain with the child as long as it is needed, throughout their schooling and entry to adulthood, regularly updated to reflect developments. It is an outcome driven document which ensures that all provision and strategies are implemented to facilitate progress towards agreed goals.

The EHCP will set out clearly the special educational needs of the child, what support they need, and who should provide it.

- a. The **Education** section of the plan will explain what the child's desired outcomes are and what is needed for the child to achieve the best they can in their learning. It will say which school or college the child will go to.
- b. The **Health** section of the plan will set out any health services or health support that the child needs to ensure they can learn and participate fully in the curriculum.
- c. The **Social Care section** of the plan will explain any services that the council will provide to support the child and family to live as 'ordinary' a life as possible.

6.6 Once an EHCP is in place it will be kept as part of the child's formal record and reviewed annually by staff, parents / carers and the child. The annual review enables an evaluation of provision for the child and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

7. Links with other agencies

7.1 External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs and the school receives regular visits and advice from a variety of external services which vary over time e.g. Speech & language therapy service, Haringey Language support team, Educational psychologist, Haringey Exclusion team, Haringey Autism team, CAMHS (Children and adolescent mental health service), School nurse, Social services, Education welfare service, Child Development Centre, Hearing impairment team, Visual impairment team and Occupational therapy. The SENDco is responsible for liaising with all the above agencies and for enabling class teachers and parents/carers to meet with appropriate professionals.

7.2 **The Educational Psychologist (EP)** meets with the SENDco at the beginning of the year to review the EP's involvement over the previous year and plan for the next. Together, they discuss the progress of children with plans, those previously referred to the service and children who are currently causing concern. Shorter review meetings take place at the start of the spring and summer terms. Other than these meetings, the cost of 1-to-1 meetings, assessments or interventions by an EP has to be met from school funds. Exceptions are statutory assessments by the EP which, as part of EHC needs assessments, are paid for by the LA. Referral to the Educational Psychology Service is usually made following recommendations of a review meeting at SEND Support.



7.3 Hearing and visual impairment -Whether or not they have EHCPs, children with hearing and visual impairment are supported by specialist teachers from the Services for the Hearing Impaired and the Visually Impaired Children. These teachers provide advice to the school and parents and may also work directly with children who have EHCPs where appropriate. They may also be involved in LSP reviews and help class teachers in their planning.

7.4 A Speech and Language therapist (SpLT) spends half a day a week in the school during alternate half terms, working directly with children, monitoring LSA support and providing staff training. The SpLT works with children with EHCPs for speech and language difficulties, and other Early Years and KS1 children with language needs, attending Annual Reviews where appropriate. The SpLT also recommends resources for parents.

8. Child and parent involvement

Children capable enough to form 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.' (UN Convention on the rights of the child.)

8.1 To progress well, children need to be actively engaged in their learning. Children's views are sought and considered when planning their learning.

8.2 Children are involved in reviewing their progress and, where possible, invited to their reviews where they help to identify helpful strategies, report on their progress against targets. Older children may also take an active part in setting their own targets.

8.3 Our commitment to parental involvement can be seen throughout this document and we ensure that parents and carers are kept fully informed of their child's progress at school.

9. Access to extra-curricular activities and trips

9.1 All of our children have equal access to breakfast club, sport club, and after school clubs run by the school which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. We try to make all trips inclusive by planning in advance and going to accessible places.

9.2 Extra adult support is provided where required for trips to museums and galleries and for KS2 children for swimming lessons.

We ensure all children are able to attend any residential trips we may organize by providing additional adult support for individual children as required.

10. Roles and Responsibilities

10.1 The Special educational needs coordinator (SENDCo), has responsibility for:

- monitoring the SEND provision and the successful implementation of the SEND policy. This will be through using a number of mechanisms such as; learning walks; book scrutinies that assess the standard of SEND provision in the classroom; auditing staff knowledge and skills in relation to SEND in order to inform future training needs; analysing the progress of each



pupil with SEND following Pupil Progress Reviews, SEN reviews and Annual Reviews and working closely with the senior leadership team to ensure that SEND has distributed leadership across the schools.

- Coordinating SEN provision and keeping the Head teacher informed
- Maintaining the school's SEND register and overseeing records for all children with SEND
- Organising review meetings and liaising with colleagues, parents and outside professionals
- Contributing to children's assessment and evaluating the outcomes of their provision
- Organising and participating in In-service training
- Organising Annual reviews for children with EHC plans
- Coordinating the roles of the Teaching Assistants and the Learning mentors in meeting the needs of SEN children and implementing intervention programmes
- Monitoring and evaluating the outcomes of interventions
- Identifying priority targets linked to the School Improvement Plan (SIP)
- Meeting with the SEN Governor termly to provide information and discuss SEN issues and to report to the Governing Body.

10.2 The Headteacher has overall responsibility for SEND provision and monitors the SENDCo, policy and practice at South Harringay School.

10.3 The Governing Body is involved in monitoring the school's SEND policy. All governors are kept up-to-date about the school's SEND provision and funding and how it is deployed. The Governing Body monitors the quality of SEND provision and ensures that it is an integral part of the School Improvement Plan.

11. Training

The SENDco attends regular trainings and borough SENCO conferences to keep up to date and share good practice.

All staff are encouraged to apply for extra training about Additional Needs or Inclusion if they feel it will help with either an individual or the whole class work. Support staff are included in the annual performance management cycle during which they are encouraged to identify their training needs.

12. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

13. Haringey Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Haringey's Local Offer is available from the website: <http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>



14. Information Advice & Support Service

<https://markfield.org.uk/>

Haringey's Information Advice & Support for Special Educational Needs and Disabilities Service is provided by Markfield. It is a free, impartial and confidential service that can:

- a) Support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person.
- b) Direct children, young people, parents to additional support services where needed, including support relating to preparing for adulthood, such as housing, careers advice and employment support.
- c) Help when things go wrong, including: Support in arranging or attending early disagreement resolution meetings.
- d) Support in managing mediation, appeals to the First-tier Tribunal for Special Educational Needs and disabilities (SEND), school exclusions, and complaints on matters related to SEN and disability.

15. Review

This policy is subject to review in Autumn Term 2026

Person responsible: Maria Slavovski



SEND Graduated Response Flowchart

Stage 1 Monitor /Universal support
Initial concern
Parent, Carer or Teacher express concern around child's progress

Teacher begins to **monitor** and take notes. Teacher and parent meet to complete Initial Concern Form. The SENDCo will be made aware of these early concerns.

The class Teacher and SENDCo have a discussion. The class teacher adapts learning through **Quality First Teaching** strategies to start the 'Asses, Plan, Do, Review' process. (a minimum of 8-12 weeks = 1 APDR cycle)

Has the child made satisfactory progress through Quality First Teaching?

Yes

No

Carry on with these adaptations

Stage 2 Targeted Support
If sufficient progress is still not being made, the parents/carers, Class Teacher and SENDCo will meet to discuss a Learning Support Plan (LSP). Targeted Strategies (including support from outside agencies if appropriate). (a minimum of 16 – 24 weeks – 2 Assess, Plan, Do, Review cycle)

Has the child made satisfactory progress through Targeted Support?

Yes

No

Carry on with these adaptations

Stage 3 Complex Support
If a child is not making sufficient progress, then advice from professional such as the Educational Psychologist or LAST should be considered. Based on advice provided, LSP should be adapted to reflect recommendations. Targeted Strategies (including support from outside agencies if appropriate). (a minimum of 16 – 24 weeks – 2 Assess, Plan, Do, Review cycle)

Has the child made satisfactory progress following professional advice?

Review and continue with recommendations

No

Stage 4 Specialist Support
If the child is still not making sufficient progress, then requesting Statutory assessment i.e. EHCA should be considered. For this process the child needs to meet particular criteria and good evidence of support need to be provided. If there are enough evidence showing that the needs of the child are greater than Stage 2&3 then the school can apply for an EHCP on behalf of the child. This process takes 20 weeks to be implemented. The level of support for these pupils is **individualised** and includes a **specialist input**.



Provision Map

South Harringay School Provision Map

Area of need	Stage 1 - Universal Support	Stage 2 – Targeted support	Stage 3 Complex /Specialist Support
Cognition and Learning	- Adapted curriculum planning, activities, delivery and outcome e.g. simplified language, scaffolding for tasks, processing time - Checking for understanding - Increased visual aids / modelling etc. - Use of a wide range of concrete resources - Visual timetables. - Scaffold - Word banks - In-class support from an adult - Focussed group work with CT - Steps to success - Mathletics/AR for home use - Growth Mindset 1:1 conferencing – Teachers and pupils discuss outcomes and ways of improvement	- Phonics Intervention groups RWInc- Y2 - Phonics Intervention groups RWI – Y3,4 - Reading Intervention – Big Cats - Individual support in class 1:1 Reading with Volunteer - TRUGs - IDL- dyslexia intervention	- Educational Psychologist input - Personalised Learning program - Learning Support Plan support - Individual reading support - Individual maths / literacy support - Coloured overlays / paper
Communication and Interaction	- Adapted curriculum planning, activities, delivery and outcome e.g. simplified language, scaffolding for tasks, processing time - Use of 'Learning Partners / Talk Partners' - Opportunities to 'Think/Pair/Share' - Widgit - Deliberate Vocabulary Development - Ward aware - WalkThrus - Circle time/P4C - Whole staff training on SLCN - DLD	- Speech and Language intervention group: Speech and Language Link - Pre-teaching of vocabulary - Talkboost - Communication and interaction group (Lola)	- Access to Speech and Language Therapist in school 1:1 speech and language programme devised by Speech and Language Therapist - Speech and Language follow up session - Colourful semantics - Shape Coding - Now and Next boards - Visual prompt cards - Social stories - Bucket sessions



Social, Emotional and Mental Health Difficulties	• E-safety assemblies and workshops • Emotionally friendly classroom • Whole school behaviour policy. • Whole school / class rules • Circle Time/P4C • Weekly discreet PSHE lessons • Values Assembly • Antibullying week/Assembly • Playground buddies • School Club • Whole School Staff Training on Emotionally friendly classroom • School Council • Access to Learning Mentor for friendship /self-esteem / confidence / anger management, behaviour management groups etc. • Mentor mail • Zones of Regulations	• Access to Learning Mentor for friendship /self-esteem / confidence / anger management, behaviour management groups etc. • School council • Intensive Interaction • Mentor mail • Access to after school activities club	• 1:1 Learning Mentor sessions to develop self-esteem, confidence, develop anger management strategies etc. • 1:1 Support in class and/or at transition times • Individual counselling via Hope in Tottenham Play therapist. • Individual timetables • Access to equipment such as fiddle toys. • Intensive interaction • Transition between phases – such as KS1 – KS2 KS2-KS3
Sensory and/or Physical Needs	• Flexible teaching arrangements • Medical support • Staff awareness and understanding. • Accessible environment • Sound system classrooms • Teaching keyboard skills • Occupational therapy exercises • Movement breaks during lessons	Additional handwriting practice • Access to specific equipment, ie. Special handwriting pens, sit'n'move cushions • Access to environments which are as free from distraction as possible • Access to noise reducing headphones • School nurse to advise or monitor • Motor skills intervention • Sensory Support Team	• Personal Occupational Therapy programme • 1:1 adult support to access the school environment and learning • Use of radio for HI • Modified seating. • Access to trained staff to support medical condition • Magnifying lens



Appendix 3

Categorising Special Educational Needs

The level of the support that student/pupils with SEND require is denoted by the following categories;

Stage 1 -Monitor – These pupils do not have a special educational need and/or disability. These pupils have an additional need that requires a level of understanding from staff so that their needs are met through effective quality first adapted teaching strategies. This is a **universal offer (Universal Support)** available to all pupils. These pupils do not necessarily have any direct input from Learning Support. Should a pupil in this category fail to make adequate progress, the decision might be made to escalate their level of support up to SEND support.

Stage 2&3 SEND Support – These are pupils are classified as having special educational needs and/or disability. These pupils receive provision which goes above and beyond the mainstream provision and is classified a **'targeted approach' (Targeted Support or Specialist support)**. Pupils on SEND support do not have a specific funding stream designated specifically to support their needs, but a proportion of the schools SEND budget is allocated to support these pupils to make progress.

Stage 4 -EHCP (Education and Health Care Plans) – Pupils with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is classified as an **'individualised'** model of support which also includes **specialist input (Specialist Support)**. These pupils receive a designated funding allocation to support them in school and to provide additional educational provision which goes above and beyond mainstream provision.

Appendix 4



Assessment for SEND

Pathway 1

Children who can operate at age-appropriate level (SONAR)

Pathway 2

Children who can't operate at age-appropriate level but are within the statutory assessment framework (lower age group eg. KS1) (SONAR)

Pathway 3

Children who can't access statutory assessment but are making progress. (SONAR)

MAPPs (Mapping & Assessing Personal Progress)

Teachers continue to formulate targets based on pupils 'needs and learning intention using the APDR cycle. SENDCO supports this process based on discussion in SEND review meetings.

Assess

Once a SMART target is formulated, the skills of the child are assessed using the Target Progress Scale to establish a baseline of the child's ability across all four skills.

The Target Progress Scale allows to:

- Recognise and track progress as it occurs and develop existing skills
- Identify when pupils have acquired new skills within a level.
- Celebrate lateral progress (improving or expanding skills within the same level instead of moving to a higher level)

Plan/Do

- Activities are planned and provision delivered accordingly to ensure the child has opportunities to participate and learn.

Evidence

Once a week:

- Assess by observing and documenting the child's behaviour during activities using the Five Areas of Engagement model and the four skills of MAPP
- Record observations and collect evidence of progress on a weekly assessment sheet
- Ensure that progress recorded on the weekly assessment sheet is accurately reflected in the Excel sheet so both remain identical.

Review

- Targets are either continued/re-phrased by using specific vocabulary or achieved and discontinued where new targets are set. Progress is shared with parents in review meetings