



**HOLY TRINITY C E (A) PRIMARY SCHOOL**  
**Special Educational Needs and Disabilities Policy**

**Vision**

We aspire to be a happy, confident and caring community where children are motivated to flourish and achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

1 John 4:16 'God is love and those who live in love live in God, and God lives in them.'

<b>POLICY</b>	Special Educational Needs and Disabilities Policy
<b>SOURCE</b>	Holy Trinity CE (A) Primary School
<b>WRITTEN BY</b>	This policy was written by the SENDCO, in consultation with the staff, governors and a group of parent/carer representatives. Established by FGB in line with The New Code of Practice and Children & Families Act, May 2014
<b>REVIEWED BY</b>	Reviewed annually in line with latest DfE guidance
<b>REVIEWED</b>	SENDCO/Headteacher – September 2023
<b>APPROVED</b>	FGB 19.09.23
<b>REVIEW DUE</b>	Autumn 2024

**Designated person for Special Educational Needs and Disabilities Co-ordination:**

Mrs Lynne Howard

Special Educational Needs & Disability Co-ordinator / Inclusion Manager

**Rationale/Aims**

Holy Trinity C.E. Primary School is committed to providing a high-quality education for all our children. We believe all children, including those children identified as having 'Special Educational Needs and Disabilities' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We also believe that all children are entitled to an education that enables them to make progress so that they can achieve their best and become confident individuals, preparing them for adult life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe. We aim to develop cultures, policies and practices that include all learners. Our approach will engender a sense of community and belonging in a supportive Christian ethos.

The class teacher is responsible, as the lead teacher, for the learning of every child or young person, including those with Special Educational Needs and Disabilities (SEND), supported by the SENDCO, Senior Leadership Team (SLT) and support staff.

## Purpose

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, neurodiversity, disabilities, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Children from Reception to Year 6
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an Additional or second Language (EAL)
- Learners with Special Educational Needs (SEN)
- Learners who are Disabled (D)
- Learners of all abilities, including those who are Gifted and Talented (G&T)
- Learners who are Looked After by the Local Authority or Adopted from Care (CLA)
- Learners who are sick; who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection or exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development.

## Aims

As a school we aim:

- To provide an education of the highest quality, where we all strive to meet the needs of all learners;
- To celebrate children's achievements with them, to develop a sense of pride in all they do and enable children to grow in confidence and self-esteem;
- To provide equal opportunities for all children in the school;
- To identify needs as they arise and provide quality first teaching and learning which enables every child to access the curriculum and achieve their best possible outcomes.

## Special Educational Needs and Disabilities (SEND): Our objectives:

- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- To provide an Inclusion Manager/SENDCO, who will work within the SEND policy.
- To ensure the views, wishes and feelings of the child are discussed and taken into account when making decisions and to involve them in the planning and decision-making process.
- To ensure parent/carer views, wishes and feelings are discussed and taken into account when making decisions for their child and to involve them in the planning and decision-making process. This will include daily, termly and long-term target setting and future outcomes and provision.

- To provide support and advice for all staff working with pupils with SEND.
- To use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet children and young people’s SEND within the resources that we have available in the school.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To foster every child with a strong sense of self-belief and the ‘I can’/growth mindset attitude to all they undertake in school.
- To develop children’s metacognition and encourage them to play an active part in becoming a learner.
- To ensure parents are provided with the information and support necessary.
- To do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.
- To ensure we focus on inclusive practice and endeavour to remove barriers to learning.
- To regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision in our approach, as part of whole school improvement.
- To identify any patterns in the identification of SEND, using a range of assessment tools, monitoring and tracking data. This information will be used to monitor and track progress.
- To ensure teachers set high expectations for every pupil, whatever their prior attainment.
- To ensure teachers use appropriate assessments to set aspirational targets which are deliberately ambitious.
- To ensure a child’s potential areas of difficulty are identified and addressed at the outset. Lessons should be planned to address identified areas of difficulty and to remove barriers to pupil achievement.
- To ensure all relevant national guidelines are implemented effectively across the school.
- To ensure equality of opportunity for children with SEND and to eliminate prejudice and discrimination against them.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children.
- To enable children to move on from us well-equipped in the basic skills of literacy, numeracy and social independence, to meet the demands of secondary school life and beyond.

## Identification

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’

Special Educational Needs and Disability code of practice 0 – 25: 2015

The school’s system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing as expected and who may have additional needs. The school’s monitoring system uses information from the following:

- assessment on entry
- progress measured against national criteria and/or other assessment criteria
- progress towards individual targets
- standardised screening and assessment tools
- observations of emotional and social development (and the impact of this on a child’s behaviour)
- Education and Health Care Plans (EHCPs)
- assessments identifying additional needs by specialist services such as Educational Psychology (EP), Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Speech and Language Team (SALT), Early Years Advisory Teachers (EYSAT)
- another school or LEA which has identified or has provided for additional needs.

This information will identify pupils making less than expected progress given their age and individual circumstances and can be characterised by progress which:

- is not in line with year group expectations.
- fails to match or better the child’s previous rate of progress.
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- shows wider developmental and social or emotional needs.

Consideration of whether special educational provision is required will start with the desired outcomes for the pupil, including the expected progress and attainment and the views and wishes of the pupil and their parents. A SEND referral/concern form will be completed by the class teacher (Appendix 1). This will then help determine the support that is needed and whether it can be provided by adapting the school’s core offer or whether something different or additional is required. We do not diagnose within the school setting, as this requires specialist qualifications (see appendix 4).

The four broad areas of need, as outlined in the SEND code of practice 2015 are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

While the four broad areas identify aspects of primary areas of need for children and young people, at Holy Trinity CE (A) School we identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person. We also appreciate that there may be other factors (other than a SEND) which may have a direct impact on a child or young person not making expected progress, including:

- Attendance and punctuality

- Health and Welfare
- English as an Additional or second Language (EAL)
- Being in receipt of Free School Meals (FSM) and/or Pupil Premium (PP) funding
- Low socio-economic background
- Being a Child Looked After (CLA) or adopted
- Being a child of serviceman/woman
- Being a Gypsy Roma Traveller

## **A graduated approach to SEND support**

Where a pupil is identified as having SEND (and therefore will be listed on the SEND/Inclusion register, specifying the SEND category being focused on and listed as 'SEN support'), action will be taken to remove barriers to learning and put effective provision in place. West Sussex's 'Ordinarily Available Inclusive Practice' will be used to put in place appropriate provision in the classroom and enhance Quality First Teaching.

Where appropriate, additional special educational provision will be put in place. This SEND support will take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach- Assess, Plan, Do, Review** (see Appendix 5).

### **SEND Support- Assess**

In identifying a child as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and behaviour displayed. It will also draw on other subject teachers' assessments 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 and, if relevant, advice from external support services. The SENDCO/Special Needs Teacher may undertake some additional assessments and classroom observations to further inform the whole picture of the child. Parents/carers will be informed as to the outcome of any assessments undertaken.

Outside professionals from health or social services may already be involved with a child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCO will contact them if advice is needed, once parents' consent has been sought. Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents will be informed by the SENDCO.

### **SEND Support- Plan**

The teacher and the SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on an Individual Learning Plan (ILP) (Appendix 3) and will be shared with appropriate members of staff who are working with the child. Parents/carers will receive a copy of the Individual Learning Plan, so they can support their child at home.

The appropriate support and intervention will be selected to meet the outcomes identified for the pupil and will be provided by staff with sufficient skills and knowledge.

### **SEND Support-Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. The SEND team will work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching to assist with the transfer of skills. Learners are encouraged to actively use skills and strategies from interventions across the curriculum. The SEND team will support the class teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. As part of the planning process, it will be made clear whether the intervention is additional to, or instead of, their class provision. We will use our best endeavours to make sure that a child with SEND gets the support they need.

### **SEND-Review**

A date for reviewing progress will be agreed and the parents/carers, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

### **Managing pupils' needs on the SEND register**

Children who are entered on the SEND register will have an Individual Learning Plan (ILP) (Appendix 3). The targets on this plan are written in a co-productive way with the child, their parents/carers and all staff involved in supporting the child to meet these targets, which are the stepping stones to the future outcomes for each individual child.

The targets are reviewed termly at a dedicated meeting where all key stakeholders are invited to participate. At Holy Trinity School, we use information from the assessment data to inform what progress the child has made and their targets can be set in line with any significant areas that need supporting. The targets are reviewed in October/November, March and June of each academic year, unless there is any reason for reviewing them sooner.

A provision map is drawn up by the SENDCO and class teachers which outlines:

- the name of the intervention programmes
- the named member of staff who will be delivering the intervention
- the frequency of the provision each week

The SENDCO and Class teachers timetable the intervention sessions onto their class timetable, so they ensure that this dedicated time is protected and the intervention takes place regularly. Support staff provide the SENDCO with feedback sheets so interventions can be monitored.

We provide a range of intervention programmes to support all four broad areas of need, as defined in the Code of Practice. We provide mental and emotional support through referral to our Learning Mentor, Educational Mental Health Practitioner (EMHP) and visiting Play Therapist (See Appendix 2).

We have produced a Report which is available on our school website. The information provided in our School Report contributes to the Local Authority's Local Offer.

## **Involving Specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. The SENDCo liaises with a number of specialists and outside agencies, for example:

- School Nurse
- Community Paediatrician at the Child Development Centre (CDC)
- Speech and Language Team (SALT)
- Early Help/Enabling Families
- Learning Behaviour Advisory Team (LBAT)
- Autism and Social Communication Team (ASCT)
- Educational Psychologist (EP)
- Thoughtful / Educational Mental Health Practitioner (EMHP)
- Early Years Advisory Teacher (EYSAT)
- Social Services
- Education Welfare Service

A specialist's involvement will be requested where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age, despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents/carers will always be involved in any decision to involve specialists. Referrals will be made by the SENDCO, but may be subject to an agency waiting list. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.

The SENDCO and class teacher, together with the specialist and involving the pupil's parents/carers, will convene a meeting, where together they can consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress and is working at the threshold levels as stated in the West Sussex Guidance and Criteria for Requests for Education Health & Care Needs Assessment, the school or parents/carers should consider submitting a request for an Education, Health and Care assessment.

## **School request for an Education, Health and Care Plan (EHCP)**

If a child has not made expected progress, despite quality first teaching and a period of effective support and interventions using the graduated approach, in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care (EHC) plan for the child. An EHC Plan should be created by the local authority for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to the school.

The planning, provision, monitoring and review processes continue as before while awaiting the

outcome of the request (normally around 20 weeks).

## **Education, Health and Care Plan**

A child who has an Education, Health and Care plan will continue to follow the four part cycle as for SEN Support and receive additional support provided using funds available through the EHCP.

There will be an Annual Review meeting where all relevant stake holders (parents/carers, teacher, external agencies, Special Needs Officer) are invited. This meeting will be chaired by the Inclusion Manager, to review the appropriateness of the support and provision and to recommend to the Local Education Authority whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

All families with an approved Education, Health and Care Plan will have a legal right to request a personal budget, if they choose. Parents/carers can directly buy in the support identified in the plan. Parents/carers will be given a choice of whether to take control of the personal budget by agencies managing the funds on their behalf or, where appropriate, by receiving direct payments, if they are suitable, to purchase and manage the provision themselves.

## **Training and resources**

The school has a delegated SEND budget devolved from the school's budget share which is used for funding resources and staffing to ensure high quality provision is provided. We have a dedicated SEND room which stores the majority of the resources and intervention programmes. The resources are regularly updated and audited. The SENDCO purchases new intervention programmes and resources based on the identified needs of the children.

We have a Special Needs teacher who works closely with the SENDCO, in providing training to both teaching and support staff. Regular training is delivered to ensure that interventions are being delivered effectively and all staff are confident in tailoring their teaching to the needs of the individual learners. The Special Needs teacher will work for a defined period of time with individual children or small groups of children, to support their learning.

## **Roles and responsibilities**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including children with SEND. The Headteacher, SENDCO and SEN Governor keep the Governing body fully informed about the children with SEND, their support and the impact of this.

The SENDCO works closely with colleagues and has responsibility for the day-to-day operation of the SEND policy and for coordinating provision for pupils with special educational needs and disabilities.

This involves:

- collation of SEND materials;
- overseeing the records of all children with SEND;
- giving support to staff in the use of SEND materials;
- reporting to the Governing Body on a termly basis
- working closely with Headteacher, class teachers and support staff in prioritising children's needs;



- keeping staff informed of new developments;
- working alongside the class teachers to provide appropriate individual programmes for children;
- ensuring that all individual programmes are followed;
- communicating and working with parents; providing strategies to help to support their children;
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies;
- reviewing children's targets on a termly basis and monitoring pupils progress towards their targets;
- tracking the progress of all children termly to ensure that every child makes good progress throughout the year, identifying those children who are not and implementing support programmes to aid their learning;
- providing training opportunities for staff.

All teaching staff have responsibility for:

- teaching the range of pupils within their class effectively ensuring their individual needs are met across the whole curriculum;
- identifying children who may need additional support based on assessment data, previous strategies and quality first teaching. Completion of appropriate SEND documentation which expresses initial concern to the Inclusion Manager (see Appendix 1 and 2), which will have already been shared with parents/carers;
- keeping accurate and detailed notes on children's progress;
- putting into place special arrangements to meet children's needs;
- keeping parents/carers informed of children's progress, any concerns and any action to be taken;
- informing colleagues and those concerned with the child of any information imparted by parents/carers;
- implementing individual programmes as devised by self, SENDCo or outside agency;
- informing all support staff of any programme implemented.

The Governing body has appointed a Special Needs Governor who evaluates the success of the education for pupils with SEND.

The designated members of staff for child protection and safeguarding are Mrs A MacGregor, Mrs E Saunders, Mrs S Smitherman and Mrs L Howard.

## **Linking with other schools**

- Reception staff will liaise with staff from pre-school providers prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will liaise with the setting and Early Years Advisor.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an identified SEND the SENDCO or Headteacher will telephone to further discuss the child's needs with the previous school and parents.
- Transition arrangements for our Year 6 pupils with SEND will be co-ordinated by the SENDCo involving the transition coordinators and/or SEND team at the receiving secondary school. Extra visits to the secondary school will be organized, if it is felt to benefit the child's smooth transition and to familiarise them with key staff members e.g. the Learning Mentor/pastoral support staff.

## **Evaluating our attainment for SEND pupils**

Every year, we analyse the data we hold on attainment and progress at the end of each Key Stage against national expectations and outcomes. This contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so. This ensures we continually improve the school.

On a termly basis the SENDCO analyses the data for the children on the SEND register, which highlights children who are making good or accelerated progress, in response to their provision. It may also highlight children who are not making expected progress. Identifying this as early as possible allows us to adapt provision to ensure that we meet the needs of the learners and that progress is made. Termly pupil progress meetings are held which focuses on the progress of all children, with particular focus on English and Maths, including using data to inform future provision and learning.

The SENDCO will regularly provide information to the Governing Body as to the numbers of pupils receiving special educational provision at the SEN Support stage and EHCP level, as well as any pupils for whom an Education, Health and Care needs assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

SEND and Inclusion is a regular item on the Teaching, Learning & Ethos Committee agenda and is reported at the full Governing Body meetings through sub-committee reports, which are then discussed as necessary.

The SENDCO will meet with the SEND Governor termly to discuss inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy.

Whole school monitoring by the Senior Leadership Team will include sampling of work, planning scrutiny, pupil conferencing and “drop in” lesson observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice and become priorities for whole school development.

## **Access (for physical support)**

The school building has several ramped areas to ensure there is access for pupils and visitors to all areas of the school and school grounds. We have handrails adjacent to each set of steps both indoors and outside. There are disabled toilet facilities in the reception area and KS2 area (see accessibility Policy). There is an internal lift which has been installed in our Key Stage Two area.

## **Raising your concerns**

- If a parent has a concern about the provision or the policy they should, in the first instance, raise it with the SENDCO who will try to resolve the situation.
- If the issue cannot be resolved, the parent can raise their concern with Headteacher.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office and the school website.

## **Reviewing the policy**

The policy for Special Educational Needs is reviewed annually and approved by staff, Governors and parents. This policy has been written in consultation with the following:

Special Educational Needs and Disability code of practice 0 – 25: Department for Education/Department for Health – January 2015

'Everybody Included': NASEN publication – June 2014

Locality consultation

**Holy Trinity CE Primary**  
**Special Education Needs Pupil Referral/Concern Form**

<b>Name:</b>	<b>DOB:</b>
<b>Year group:</b>	<b>Class:</b>
<b>Date of referral:</b>	<b>Teacher:</b>

**Strengths of the Pupil**

**Key Areas of Concern** Please explain what difficulties the pupil is experiencing in accessing the curriculum/learning.

<b>Area of Concern</b>	<b>Possible Difficulties</b>	<b>Difficulties displayed</b>
Writing	<i>Letter formation, spelling, sentences, handwriting, fluency</i>	
Reading	<i>Phonics, rhyme, alliteration, sight vocabulary, fluency and confidence, comprehension/understanding</i>	
Speaking and Listening	<i>Fluency, confidence, ability to follow instructions, discrepancy between oral reading and writing skills</i>	
Speech and Language	<i>Immature language, clarity, word finding difficulties, communication with peers and adults, comprehension/understanding</i>	
Mathematics	<i>Counting, number operations, number recognition, sequencing, sorting, matching, measurement, shape, space, time, money, logic, reasoning</i>	
General Learning Skills	<i>Concentration, co-operation, work completion rate, independence, dependent upon staff support, ability to work without support in groups, memory</i>	
Personal and social development	<i>Self esteem, confidence, motivation, poor organisation of self and equipment</i>	
Behavioural	<i>Disruption to others, frequently out of seat, general off-task behaviour, makes noises, aggressive behaviour towards others or property, response to 'authority.'</i>	
Emotional development	<i>withdrawn, isolated, shy, few friends, anxious</i>	
Physical development	<i>co-ordination, gross and fine motor control, left handed, pencil grip, clumsy</i>	
Sensory needs	<i>hearing, visual, not hearing instructions or unable to copy or see accurately, sensory seeking behaviours e.g. touch</i>	

**What measures have been put in place to support the pupil?** (e.g. differentiation, how have you adapted the planning/curriculum, personalised learning etc.) **How successful was this?**

**How does the child learn best?** e.g. being told, modelling, watching, hands on, in a quiet space, with a partner

**Other factors**

Please list any other factors which could affect learning. e.g. family issues, transfer between schools, medical conditions / needs which could affect learning, periods of hospitalisation, attendance and punctuality.

**Parents/Carers**

Please note any conversation you have had with parents/carers about the child's difficulties/their concerns.

## Holy Trinity CE Primary School

### Learning Mentor Referral Form

Name:		Date of birth:	
Year Group:		Class:	
Reason for referral:			
Intended outcomes:			
General background (family situation, SEND, existing support, medical needs)			
Are parents aware of your concerns? Do they have similar concerns?			
Areas of need	Rate the child out of 1 – 5 with 1 being very poor	Comments	
Friendships			
Relationships with peers			
Relationship with adults			
Attitude to learning			
Confidence in learning situations			
Self esteem			
Behaviour			
Family			
Attendance			
Crisis (family event, care)			
Any other comments			

**My Individual Learning Plan: 2023 - 2024**

Name:	D.O.B:
Class:	Year Group:

I am good at:

I would like to get better at:

My three wishes are:

How adults can help me in school:

<b><u>My Individual Learning Plan: Autumn Term 2023</u></b>			
<b>This may help me in the classroom:</b> (Wave One support)			
My targets for this term	How will I achieve these targets? (Intervention)	Who will help me and how often?	How did I get on? (Evaluation from me, my teacher and anyone else who has helped me)

<b><u>My Individual Learning Plan: Spring Term 2024</u></b>			
<b>This may help me in the classroom:</b> (Wave One support)			
<b>My targets for this term</b>	<b>How will I achieve these targets?</b> (Intervention)	<b>Who will help me and how often?</b>	<b>How did I get on?</b> (Evaluation from me, my teacher and anyone else who has helped me)

<b><u>My Individual Learning Plan: Summer Term 2024</u></b>			
<b>This may help me in the classroom:</b> (Wave One support)			
<b>My targets for this term</b>	<b>How will I achieve these targets?</b> (Intervention)	<b>Who will help me and how often?</b>	<b>How did I get on?</b> (Evaluation from me, my teacher and anyone else who has helped me)



## **Neurodiversity**

The following are a number of difficulties that children may present within school. Although the list is not exhaustive, it gives some detail of some of these difficulties. Any child who may present with any one of these difficulties may require a private or medical assessment for a formal diagnosis. To discuss any signs/symptoms of these difficulties please contact the SENDCO/Inclusion Manager.

### **Dyslexia**

'Dyslexia is a specific learning difficulty that affects auditory memory and processing speed which impacts on literacy development, mathematics, memory, organisation and sequencing skills to varying degrees. Dyslexia can occur at any level of intellectual development. It is neurological in origin and is seen to run in families. It affects up to 10% of the UK population at some level and can affect anyone of any age and background' (Dyslexia Sp-LD Trust March 2015)

#### **In school assessments that may indicate Dyslexic difficulties:**

Neurodiversity profile  
GL Dyslexia Assessment  
Phonological Assessment Battery (Phab)  
Wesford  
Ravens Non-Verbal Reasoning  
British Picture Vocabulary Scale  
Turner and Risdale Digit Memory Test

### **Autism**

Autism is a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them. (National Autistic Society)

#### **In school assessments that may be undertaken:**

Neurodiversity profile  
Social communication checklist  
Social play record  
Sensory profile/checklist  
Boxall Profile & Beyond the Boxall

### **ADHD**

Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness. (NHS choices)

#### **In school assessments that may be undertaken:**

Neurodiversity profile  
ADHD checklist  
Snap IV

### **Dyscalculia**

Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. (British Dyslexia Association).

In school assessments that may indicate Dyslexic difficulties:

Neurodiversity profile

GL Dyscalculia Assessment

### **Sensory/auditory processing disorder**

Sensory processing disorder (SPD; also known as sensory integration dysfunction) is a condition that exists when multisensory integration is not adequately processed in order to provide appropriate responses to the demands of the environment. Auditory processing disorder (APD), also known as central auditory processing disorder (CAPD), is an umbrella term for a variety of disorders that affect the way the brain processes auditory information.

### **Dyspraxia**

Dyspraxia, a form of Developmental Coordination Disorder (DCD) is a common disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech. DCD is a lifelong condition, formally recognised by international organisations including the World Health Organisation. (Dyspraxia Foundation)

ASSESS – PLAN – DO – REVIEW CYCLE (A WHOLE SCHOOL APPROACH)

