

POLICY

SEND

SEND Appendix

SEPTEMBER 2025

Review 2026

Assunnah Primary School

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SEND Mission

The ASSUNNAH SEND Policy is firmly rooted in the school's ethos of faithfulness, tolerance, respect, patience, gratitude, and justice, all inspired by a vision of Knowledge for Righteous Action. Assunnah is dedicated to fostering an inclusive and compassionate learning environment where students with Special Educational Needs and Disabilities (SEND) are supported holistically—academically, emotionally, and spiritually. The policy prioritises early identification of needs and encourages close collaboration with parents, teachers, and external professionals to provide personalised support so children with SEND achieve their full potential.

To further enhance our inclusive provision, Assunnah Primary has implemented the following evidence-informed strategies:

1. **Zones of Regulation:** A whole-school emotional regulation framework used to support children—particularly those with SEMH and communication needs—in identifying and managing their emotional states.
2. **Inclusive CPD:** A planned professional development programme for all staff, which includes targeted modules on Autism support, differentiation strategies, Zones of Regulation, and SEND specific scaffolding techniques.
3. **Provision Mapping:** All pupils receiving support will have individual provision maps that track type of support, frequency, staffing, cost, and outcomes—ensuring value for money and evidence of impact.
4. **Assistive Technology:** Pupils are supported through the use of tools such as speech-to-text software, visual timetables, and phonics-support apps to aid communication and learning independence.
5. **Pupil Voice:** Pupils with SEND contribute to their learning plans through accessible feedback tools, 'All About Me' profiles/ Pupil Profile and direct participation in APDR cycles where appropriate.
6. **Faith-Inspired Inclusion:** Rooted in our Islamic ethos, our SEND support is guided by the principles of compassion (rahma), equity (ihsan), and justice ('adl), upholding the dignity of every learner.
7. **Parent Partnership:** Regular SEND parent forums and workshops are held to ensure families are empowered partners in the co-production of pupil support.

The SEND policy reflects the principles of the 2014 Code of Practice. This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice September 2015.
- The Special Educational Needs and Disability Regulations 2014.
- The SEND Information report regulations 2014.
- The General Data Protection Regulation 2016 (GDPR).

- Teachers standards 2012.

Definition of SEN as taken from section 20 of the Children and Families Act 2014

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

- a) have a significantly greater difficulty in learning than the majority of others of the same age, or;
- b) have 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 or mainstream post16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must 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.

Section A: Special Educational Needs Provision at Assunnah Primary School

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation stage and National Curriculum in line with the Special Needs Code of Practice (2014).

Objectives:

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEND as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEND.
- To ensure that outside agencies are used effectively.

- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best.
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

How we aim to meet these objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at Assunnah Primary School are available to children with special educational needs. For some pupils ‘reasonable adjustments’ may need to be made. This is always done in partnership with families and carers.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, national Literacy and Numeracy descriptors, National Curriculum levels and standardised screening and assessment, discussions with parents.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through lesson observations, TA observations and whole-school monitoring.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEND.
- We incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.
- Termly planning and reviewing of Individual Education Plans for all pupils with SEN, involving both parents and pupils as much as possible.
- Ensuring that advice from outside agencies is sought and incorporated into APDR.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil’s achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCP).
- Ensuring that SEN is featured in the School Development Plan, reflecting the training needs of all staff.
- Ensuring that we have high expectations of pupils, set suitable and challenging targets.
- Listen to and value parents’ concerns about their child’s development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health through social skill support.

Research Link

SEN research will be undertaken through internal action research to gain a better insight into the needs of the students at AP and the appropriate intervention.

The SEND Code of Practice 2015 will be used as a guideline to the implementation of SEND needs at AP.

Research undertaken by the Education Endowment Foundation will be used to determine the effectiveness of Talk for writing and phonics.

In addition to this Research on the impact of TA support will be implemented to support children with SEN. Blatchford, P., Russell, A., & Webster, R. (2012). *Reassessing the impact of teaching assistants: How research challenges practice and policy*. Oxon, UK: Routledge.

A social constructivist approach will be used to provide a positive social incentive and inclusive educational setting. Social constructivist ideas such as ZPD, peer mentoring, scaffolding, speech and interaction, to support children with SEND.

Section B: Arrangements for Full Access to a Broad and Balanced Curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2015).

- All children are entitled to full and equitable access to the National Curriculum and high quality teaching.
- This links to the school's Inclusion Policy and Assunnah Primary School sets out to ensure that: - All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task.
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system.
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued.
- A range of different organisational settings are planned to provide class, group, paired and individual work.
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

Section C: Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND.

Assunnah Primary School and Nursery ensures all staff who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.

At Assunnah Primary School we understand the importance of speech and language in Early Years and therefore implement a whole class speech and language therapy that addresses speech concern for all children in Early Years. In addition to these language resources are used throughout the sessions and interactions.

When it is identified that a child may have barriers to learning or additional needs parents / carers will be invited to a consultation meeting with their child's Key Worker and the SEND Coordinator to agree a plan of action that will be focused on supporting the child to make progress in the areas of concern. In addition to this, Haringey Early Years Inclusion Coordinator will be contacted to carry out observation and planning meetings with parents, key workers and SENCo.

Arrangements for assessing and reviewing children's progress towards outcomes, will be planned at appropriate intervals with the EY SENCO. The timescale will depend on the nature of the targets set, but will be around 6 weeks. Children and their parents will have the opportunity to take part in this review. Data analysis and consultation with parents enables us to evaluate the effectiveness of our SEND provision.

Section D: Identification, Assessment and Response.

Please look at the flow chart for identification and support of SEND at Assunnah Primary School.

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age-appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

Four areas of primary need are identified, but it is recognised that many children do not easily fit into one area and/or may change over time.

In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEND and Disability Code of Practice.

Communication and interaction need	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs

Children who experience difficulty with speech, language and communication which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.	Children who learn at a slower pace than their peers, or who have difficulties acquiring skills in specific areas such as literacy or numeracy. This includes children with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life.	Children's needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or selfharming. Children who have difficulty paying attention or forming attachments with adults also fall into this category.	Children who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.
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Some children and young people may have SEND that covers more than one of these. The following needs/factors are NOT considered SEND, but may impact on progress and attainment:

- Disabilities (it is the duty of all schools to make “reasonable adjustments” to their setting to include children with disabilities as described in the Equality Act 2010 – this alone does not constitute SEND).
- Attendance and punctuality.
- Health and welfare.
- EAL (English as an Additional Language).
- Behaviour - no longer a way of describing SEND but a sign that a child has an unmet need.

The SEN Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point.
- Matches or improves on the pupil's previous rate of progress.
- Which allows the attainment gap to close between the pupil and children of the same age.

2. Assessing Needs

If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they had learning difficulties.

Many of the children who join our school have already attended the school early education setting. In some cases, children join the school with their needs already assessed.

If the child is in the early years and it is agreed that through observation, the child will need further support, the school's SENCO will enter into dialogue and discussion with parents/carers and with teachers to create a One page profile (1PP).

The one page profile is completed with the child's teacher, parents, pupil and SENCO, with the support from the Haringey Inclusion Coordinator.

In the primary years, Assunnah Primary School aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. At Assunnah there are whole class formal assessments every term. Each term following formal assessments, the data is analysed and any children flagged not making adequate progress, a meeting is held between the class teacher, Assistant Head and SENCO to discuss and plan forward.

The 'Waves of Intervention' approach will help us to identify the level of support needed for the child:

Initial Concern (observe and monitor o Wave 1 (support through Quality First Teaching)

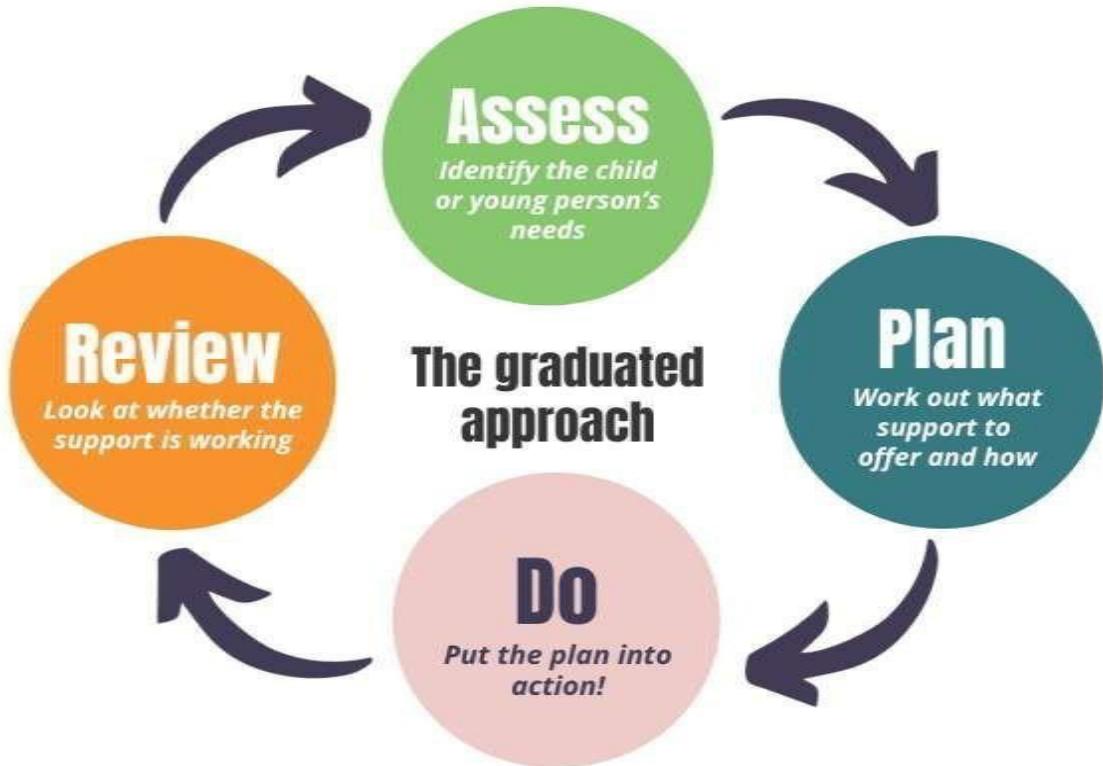
Wave 2 (support through time-limited 1:1/small group intervention) o Wave 3 (personalised plan of support)

Wave 1 support is provided through 'Quality First Teaching' in the first instance. Quality First

Teaching forms part of everyday teaching. Children on this wave will be recorded as a 'Monitor' on the SEN profile so that all staff are aware of their needs and strategies to support them in the classroom.

If children are not making progress through the Wave 1, children will be moved to Wave 2 and provided a wide range of intervention programmes to support teaching and learning. Children on Wave 2 will be moved to the SEND register for closer monitoring.

If Wave 2 will be moved to the SEND register for however a plan will not be devised at this stage, instead the child will receive a pupil passport and individual provision map. If the child is not progressing following support at Wave 2, the SENCO will consult parents to gain their insight into their child's progress. If after consultation with parents it is decided that a child has underlying needs then he/she will be moved to wave 3 on the SEN register and a targeted support will be planned using the assess, plan, do and review.



If a child does not make sufficient progress or has a learning need requiring further intervention, the school will make recommendations to parents to seek the advice and support of external agencies, such as:

- Educational Psychology Service (EPS)
- Haringey Inclusion coordinator
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Autism Outreach Team
- Educational Welfare Team
- Children's Services
- Child and Adolescent Mental Health Service (CAMHS)

3. Graduated Response

High quality teaching, differentiated for first step in responding to pupils with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.)

The graduated response is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Education Plan and provision map. This process will happen termly.

Quality First Teaching

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to understand better the provision and teaching style that needs to be applied.) Through close monitoring, it can be determined which level of provision the child will need going forward.

Assess

The teacher identifies pupils with learning needs in the class; this involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENCO, and parents to agree on learning objectives and hoped-for outcomes. Required adjustments, interventions, and support will be recorded on the child's Individual Education Plan (IEP) with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. To track child's long term progress and level intervention he/she will be included on the SEND register by the SENCO.

Do

The class teacher remains responsible for working with the child daily. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions, and links with classroom teaching. The pupils response to the support can help identify their particular need. The expected impact on progress, development and/or expected

behaviour will be recorded by class teacher and other staff.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions, what worked well/what did not work well. It will also take account of the views of the pupil and their parents.

Most children and young people with SEND will have their needs met within the school effectively at 'school level'.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the school's financial budget. We will continue to identify the child as having special educational needs.

If the child is making and maintaining good progress **without** the additional and different resources and can maintain the targets through Quality First Teaching, he or she be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Referral for an Education, Health and Care Plan

Where little or no progress is made over a sustained period, or where the child is working at levels substantially below those of their peers an Education, Health and Care plan (EHC) will be requested through the LA. This will be requested with parental consent. A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school.

4. Arrangements and responsibilities for coordinating and monitoring the graduated response.

General Monitoring

The SENCO updates information about pupils on SEND register each term through monitoring the APDR paperwork. Class Teachers and SENCO meet to discuss pupils on the Register that they are responsible for.

4a. The Class Teacher

The Class Teacher is responsible and accountable for progress and development of all pupils in their class:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENCO/Wellbeing leads.
- Planning and delivering differentiated interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEN documentation in accordance with the SENCO, parents and pupils.
- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with teaching assistants and nursery nurses to ensure quality provision for pupils with SEN focussed on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

4b. Teaching Assistants (TA) and Key Workers

They are responsible for the following:

- Collecting evidence of progress through observations both formal and informal.
- Alerting the class teacher to concerns which have been observed through close working with the pupils.
- Tracking progress towards outcomes set by a class teacher for specific SEN pupils.
- Providing effective feedback to the teacher on interventions.

- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews

4c. The SENCO/ Wellbeing and Mentor Manager

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school SEN register.
- Identify through provision mapping those in receipt of additional SEN support from the schools and Education Health and Care Plans.
- Co-ordinating provision for children with special educational needs.
- Liaising with/advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners; Overseeing the records on all children with Special Educational Needs; Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes recorded on APDR.
- Termly review of progress against expected outcomes as identified on APDR by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an EHCP.
- To implement a programme of six-monthly reviews for Early Year pupils with statements or Education Health Care Plans.
- Carrying out referral procedures to Haringey Local Authority to request EHCP when it is suspected, on strong evidence arising from previous intervention that a pupil may have a special educational need which will require significant long term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners.

- Working with Early Years staff and Haringey Early Years support team to ensure successful transition into school/nursery or from other EYs settings for children with identified SEN.
- Ensuring interventions for SEND pupils are effective and evidence based.
- Evaluating regularly the impact and effectiveness of additional interventions.
- Arranging specific SEND resources.
- Key point of contact with external agencies especially the LA.
- Liaising closely with a range of outside agencies to support SEN/vulnerable learners in consultation with parents.
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with SEN.
- Working as part of the Senior Leadership team to ensure SEND information is shared with staff and SEN is included in the school development.
- Reviewing the SEN policy every two years and when legislative changes.

4d. Wellbeing and Learning Mentor are responsible for:

- To identify vulnerable learners who are not on SEND register to ensure they are making adequate progress.
- To monitor the outcomes of additional support for vulnerable learners.
- To work with SENCO to ensure provision maps are kept up to date.
- To ensure that any special arrangements are in place for SEN pupils when taking formal end of KS1 and KS2 tests.

4e. Members of the Senior Management Team are responsible for:

- The day to day management of the SEND Policy.
- Allocating and monitoring appropriate resources for SEN.
- Ensuring the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations.
- To ensure that staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards.
- Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.

- Reporting to Governors on COP procedures and SEN resourcing.

4f. Governing Body is responsible for:

- Ensuring that the best possible provision is made for all pupils with SEND.
- Monitoring the quality of SEND Provision.
- Ensuring the integration of pupils with SEND in the school community.
- Ensuring that the budget for SEND is allocated appropriately.
- Electing a designated SEND Governor to liaise with the SENCO.
- Defending the school should a complaint be brought to the SEND and Disabilities Tribunal.

6. Transitions

Early Years staff make contact with other Early Year providers in the term before the child enters nursery or reception. Home visits are made for exchange of information. Additional visits are made for children with identified SEND.

Close links exist with the secondary schools to which pupils transfer in September each year. Meetings are held between SENCOs and allocated secondary schools at which SEND documents are discussed and exchanged. Staff from the feeder secondary schools, are invited to attend the annual review and any other relevant meetings held in the summer term.

7. SEND Training

The Senior Management Team and the SENCO are responsible for providing regular training and learning opportunities for all staff on the subject of SEND and SEND teaching to ensure that pupils with SEND receive High Quality teaching and are able to fulfil their potential.

Staff receive training and information from the SENCO in the following ways:

- Staff inset and CPD sessions

- Bespoke SEND area for staff on the school SharePoint.
- Weekly briefings and updates from the Haringey SENDCO
- Outreach training at Haringey

Section E: Supporting Pupils and Families

The London Borough of Haringey Local offer can be found at:

www.haringey.gov.uk/children-and-families/local-offer/about-local-offer/contact-sendlocal-offer

Contact the SEND Local Offer Team

You can contact us in any of the following ways:

Phone: 020 8489 1913 Address:

Special Educational Needs and Disabilities Team (SEND)
5th Floor, 48 Station Road
Wood Green
N22 7TY

1. Contacts and meetings

Parents and carers are always welcome at the school. At Assunnah Primary School, working as a partnership is recognised as an essential element in the successful education of all pupils, particularly those with special needs; therefore, we maintain an open-door policy.

There are regular, planned meetings with parents and review progress documented on IEPs. Pupils and parents are both involved in the target setting and review process.

Day to day contact with parents is via email or the schools Dojo. Parents may phone or call to make an appointment to see staff whenever necessary. Written reports are issued at the end of each academic year in July.

For children with an Education Health Care Plans, the annual review is held around the date of issue and a representative from the LEA SEND Team is invited to attend.

Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with Portage and the Early Years Inclusion Team these may take place in the EY's setting or at home.

2. Parent and pupil views

One of the key principles of the 2015 Code of Practice is that it puts children, young people and their families at the heart of the legislation.

At Assunnah Primary parents' opinions and aspirations for their children will be taken seriously. This will be implemented on the One-page profile.

In the four-part cycle of assess- plan - do - review parents will have an opportunity to be part of the planning process for both short and long term outcomes.

Pupils in key stage 1 and 2 have an opportunity to be part of their own target setting process with their class teacher.

For formal annual reviews pupils contribute their voice in a style and format most suited to their age and aptitude, this is usually gathered through an all about me presentation.

When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their child. The SENCO will discuss this process with them before an application is completed and support can be arranged if required.

SENCO will collect samples of SEN children's opinions through 1:1 meetings with a sample of children and questionnaires

Section F: Supporting Pupils with Medical Conditions or a Disability

Assunnah Primary School recognises that children with medical conditions should be properly supported to have full access to education, including school trips and education.

Some children may also have SEN and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; Assunnah follows the 2014 SEN Code of Practice for these children.

Links with Support Services for SEND and disabilities.

Parental consent is always sought before the school requests involvement of any outside agency.

- Children with an EHC plan receive speech and language input as described on their statement or EHC plan.
- Early Year pupils access S&L therapy through the NHS clinics.
- Portage and Early Years Inclusion Service is available on request.

The school also works closely with NHS Physiotherapy Service; Early Years support advisors; Social Services; Private Educational Psychologists.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Assunnah Primary School

SEND Appendix



MAKING INTERVENTIONS WORK

Assess Plan Do Review Cycles

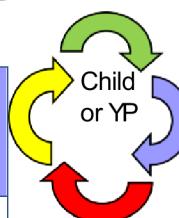
Pupil Name:

Class:

Year:

Assess:	Date:	Who:
Carry out child observations, hold discussions with key staff, parents/carers to identify & analyse needs e.g. IE 360°		
Any relevant assessments carried out by external agencies e.g. Health, EP, Social Care.		
Consider parent, pupil & staff questionnaires		
In-school screening assessments		

Do:	Date:	Who:
Implement the plan as agreed. Clearly show Who, What, When, How		
Continue to observe and record evidence of support and progress		



Plan:	Date:	Who:
Hold discussions & meet with parents, staff and any specialist services involved to plan for what needs to happen		
Ensure that the 'plan' is outcome focused e.g. improve, develop, achieve. Remember child and parents at the centre of the planning		
Outline interventions & support needed – Provision Map. Record expected impact on progress, development & behaviour		
Set time limits for interventions Set date for review		
Review:	Date:	Who:
Discuss with others e.g. SENCO, parents, colleagues, pupil about how effective the interventions have been and the impact on the pupil		
Analyse and compare data, observations and planned outcomes		
Think about next steps. Plan carefully with parents, other specialists and the pupil		
Does the APDR cycle need to begin again?		



Phase 1

Initial Identification

The teacher identifies concerns about a learner's academic, behavioural, or emotional progress, and the learner is added to the SEND List. Teachers gather supporting evidence and relevant documents to create an evidence file for the child's A Profile Profile.



Phase 2

Discussion & Next Steps

A Team Around the Child meeting is held to agree on support, with parental input included. The teacher is given strategies and recommendations, which are reviewed after 6 weeks. Overseen by SENDCO and Teacher.



Phase 3

Teacher Action Plan

If a learner continues to have difficulties, or no progress is made, interventions are created and targets set. The report is sent to the SENCO and the Education Welfare Officer.

ClusterInclusive Classrooms Checklist

This checklist is compiled with the essential elements required to provide an inclusive and supportive classroom for all learners at all levels in the school. Strategies and supports that are necessary for pupils with additional support needs will benefit all pupils in the class and should be available to all regardless of age and stage in the school.

The Environment

The whole classroom is clearly labelled with text and pictures to provide a literacy rich environment.	
The classroom door is clearly labelled with a photo where possible.	
Pupil's trays and pegs are labelled and easily identified by pupils.	
A visual timetable should be provided on the wall separate to the smartboard for all pupils to access and refer to throughout the day. Individual ones may also be necessary for pupils requiring a 'now and then' approach.	
The alphabet should be displayed in an age appropriate form.	
Numbers, number words and possibly dot patterns should be displayed in an age appropriate form.	
Months of the year, days of the week and seasons should be displayed.	
Topic words should be displayed clearly.	
Helps boxes should be available for maths, literacy and possibly topic.	
Dictionaries, thesauruses and VCOP supports should be available and easily accessible.	
Finished work tray should be provided to give closure to tasks.	
Display space or a whiteboard should be available to list the steps in tasks that need to be completed, which can be referred to by all pupils during lessons.	
The classroom is bright and well lit.	
The classroom is well ventilated.	
The classroom is a calm environment with clearly labelled and uncluttered display spaces.	
Display boards have calming backgrounds with clashing colours kept to a minimal.	
Desks are organised with only essential resources left out. Ensuring all pupils have adequate space to work.	
The classroom areas are well organised and free from clutter.	
Noise in the classroom is kept to a minimal, with background noise from fans, ICT, corridors etc carefully considered.	
Contrasts of black text on white are minimised where possible through the use of pastel smartboard backgrounds, blue ink and coloured paper.	

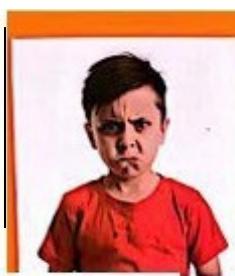
All pupils are seated with a clear view of teaching space/smartboard.	
Pupils with dyslexic type difficulties are seated with clearest view of the teaching space.	
Pupils with ASD difficulties are seated in quite areas with little or no movement behind them.	
ICT support is accessible when required.	
Left handed resources are available.	
Clear classroom rules and routines are established.	

Emotional Check-IN

How do you feel
today?



HAPPY



ANGRY



SAD



GRUMPY



SLEEPY



PROUD



WORRIED



CONFUSED



SURPRISED



SILLY



PROUD



BORED