



Meadstead
Primary Academy
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SEND

Staff Guidance

Lift Meadstead is educationally inclusive and believes that all children should be valued and treated with respect. We take into account the varied life experience of both pupils and staff, their range of abilities, strengths and needs, and use these to enable each person to achieve their full potential, develop relationships and most importantly, equip them for life.

Provision of children with SEND is important for Meadstead as we believe it is essential to meet every child's need in our provision. The academy staff work together as a team to ensure that provision for all children is of the highest standard and continually strive to develop and improve practice.

If a child's needs are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group then they are considered to have special or additional educational needs.

Their needs may be in the area of:

- ❖ Communication and interaction
- ❖ Learning and cognition
- ❖ Social, emotional or mental health
- ❖ Physical or sensory difficulties

SEND expectations

- Support Plans must be updated on Edukey and shared with parents on a termly basis
 - Winter term by 20th Oct 2024
 - Spring term by 9th February 2025
 - Summer term by 17th May 2025
 - End of Year (transition) 12th July 2025
- Provision must be put on Edukey and reviewed each half term by the following dates:
 - 20th October 2024
 - 15th December 2024
 - 9th Feb 2025
 - 29th March 2025
 - 17th May 2025
 - 12th July 2025
- Paper copies to be put in class SEND file at the start and end of term
- At the end of summer term the existing teacher needs to review current plans and advise of targets for the next academic year.
- Ensure transition meeting happens and all paperwork passed on by the summer break
- Ensure targets are being addressed in daily lessons
- Children should be fully aware of their targets
- If additional support is needed that staff should request support from SENCO through the SENCO referral form with clear reasons for referral and what strategies have been implemented and been unsuccessful through quality first teaching

Effective Inclusive Classroom

Teacher identifies lack of progress and the barriers to learning.
Review current provision of area/s identified.
Differentiate as appropriate.
Discuss with pupil and parents/carers.
Discussion with SENCO.

Action 1

Targeted Intervention

(Initial classroom based support)
Adapting resources, teacher/support input, learning approach, and
grouping.
Review

Action 2

Targeted Intervention

Shared understanding of learning needs, purposeful planned
programme of intervention.
Review
Consider external agency

External Agency

Implement advice given and gather evidence.
Discuss progress at review meeting

Action 3

Gather evidence for EHC referral

Provision to date, Support Plans, timetables, Data, External reports
Implement advice given and gather evidence.
Discuss progress at review meeting

Referral for EHCP

What should I do if I think a child in my class is not meeting Age Related Expectations or is falling behind?

If you think a child in your class is falling behind or is not making progress in their learning, use this approach as a guide for the steps you need to take to ensure their needs are met.

Inclusive Quality First Learning

Action 1 should be on offer for all children, effective provision of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear learning objectives, carefully explaining new vocabulary, and use lively and interactive teaching styles, make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra support with their learning or behaviour.

Classroom Monitoring

Close monitoring of a child's progress in the area/s identified. AFL throughout each lesson.

Differentiation within the classroom

Appropriately differentiated activities provided, as appropriate

*outcome *pupil grouping *process (method of teaching) *Task * learning style *visual resources

Analysis of Progress Data

Discussions should be held at pupil progress meetings, to raise concerns about any children who are not meeting ARE or who are not making progress.

Discussion with Parent

This can take place at parents evening, however, should concerns arise before parents evening the class teacher should organise a meeting. This meeting should highlight the initial concerns. The class teacher should also explain that the child will be receiving 6 week of interventions.

Action Plan

A review of the current provision should be completed and then an action plan should be created. This may be where children are added to a Provision Maps on Edukey. This needs to include entry data for the child, the interventions that are going to take place and by whom and when followed by a review. This needs to be reviewed after 6 weeks to show the impact of the intervention.

Initial SEN concern checklist

Class teachers should complete this document and share it with parents, to make them aware that a discussion with the school SENCO will take place regarding their child. Any additional provision can also be shared at this meeting.

Discussion with SENCO

This should be an organised meeting to discuss your initial concerns and to provide the SENCO with strategies the class teacher has already put in place and reviewed. This will allow further strategies/ suggestions to be made to ensure the needs of the child are met.

As a teacher what do I need to do for children at action 1?

Provide Inclusive Quality First Teaching for all children. Use AFL throughout lessons to monitor children's progress.

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Ensure lessons are appropriately differentiated, to meet children's needs, identified through AFL.

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Raise concerns about any children who are not making age related expectations/ not making enough progress.

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Raise concern with parents/carers and inform them on the next steps.

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Add any additional provision onto the Provision Map on Edukey.

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Review the provision and record exit date.

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Share reviewed provision with parent/carer

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Complete the SEN initial concern form and inform parent that you are referring the child to the school SENCO.

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Meeting to be held with the SENCO to discuss concerns and to establish the next steps.

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What should I do if I think a child in my class is not making progress, after following action 1?

Action 2 intervention should only be implemented when all action 1 criteria have been met/implemented.

Action 2

Support Plans

Where children are not making progress and targeted interventions need to be put in place, a meeting should be held with the parent/carer, class teacher and SENCO, to inform parent/carers that their child will be given a full Support Plan and will be logged as SEN on the schools system. This document will enable staff, parents/carers and children to establish 3 clear and SMART targets to focus on for that half term. These targets need to be closely monitored and reviewed every term or before if needed. Targets can be based around home learning, school learning and/or behaviour.

Should a child need additional support in the future- a cycle of 3 reviewed Support Plans will be required as evidence.

Targeted Intervention

Activities/ interventions within the classroom should be planned, to work towards meeting the three targets stated in the child's Support Plan for that half term. Targeted interventions could be in the form of adapted resources, such as printing activities on particular coloured paper, using a pencil grip. Teacher input planned throughout the week, usually in the form of small groups and varied level of support.

Review

This should take place with the parent and child at least each term. This is to be organised by the class teacher. Should targets be met sooner or a child's progress is to regress further, the meeting should be held as soon as possible. SENCO can be present at this meeting.

As a teacher what do I need to do for children at action 2?

Class teacher should meet with parents/carers and SENCO (if necessary), to inform parent/carer that their child will have a Support Plan and will be put on to the SEN register.

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Create Support Plan. Set three targets for the child to focus on that half term.

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Complete the child's one page profile with the child.

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Provide opportunities through targeted intervention- classroom based support, for the child to work towards achieving their targets.

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Organise meeting with parents to review the child's Support Plan, every term, or sooner if needed. This needs to be recorded on Edukey.

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Share concerns with parents and set new/adapt existing targets on the Support Plans.

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Inform parent if their child needs a more personalised approach of intervention (action 3).

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Begin to identify the personalised interventions which will be use to meet the child's needs. Make sure parents/carers are aware of these.

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What should I do if I think a child in my class is not making progress, after following action 2?

Action 3 intervention should only be implemented when all action 1 and 2 criteria have been met/ implemented. At wave 3 a child should still have a Support Plan in place to ensure the asses, plan, do and review process is being followed.

Action 3

Targeted Intervention

All staff should be aware of the child's need and understand their one page profile. The child will need to access purposeful, planned interventions, which should be organised by the class teacher with support from the SENCO.

A timetable of support should be created by the class teacher, to show the child, parents and staff the support the child receives each week.

Review

This should take place with the parent and child every term. This is to be organised by the class teacher. Should targets be met sooner or a child's progress is to regress further, the meeting should be held as soon as possible. SENCO can be present at this meeting.

Consider External Agency

Where a child has still made little or no progress, the class teacher and SENCO may decide to consider input from external agencies. Parents need to be informed and asked to attend a meeting, to discuss next steps, this should take place with the class teacher and SENCO.

External Agency

The class teacher is responsible for implementing the advice from external agencies, with support from the SENCO and SLT. The intervention should be evidenced, monitored and reviewed by the class teacher. The class teacher should add the recommendations to the child's Support Plan.

Gather evidence for an EHCP referral

The SENCO and the class teacher will work together to gather the evidence of the provision that has been put in place to date.

Referral for EHCP

As a teacher what do I need to do for children at action 3?

Share Support Plan with every member of staff who works with the child.

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Organise purposeful interventions, with support from the SENCO and SLT.

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Create a timetable of support to show the support the child receives on a weekly basis. Share with parents and staff.

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Organise a meeting with parents to review the child's Support Plan, focusing on the targeted interventions.

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Share any concerns with parents and set new targets on the child's Support Plan.

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Discuss possibility of external agency involvement with the SENCO and parent.

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Complete the referral paper work for the external agency and return to SENCO.

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Implement advice from the external agency, with support of the SENCO

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Add external agency recommendations to the child's Support Plan.

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Support SENCO to complete ECHNA referral form for an EHCP

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