# Special Educational Needs & Disability (SEND) Policy

**Policy ratified by the Teaching & Learning Committee**
**Summer Term 2026**

**Review Date: Summer Term 2027 (or as required)**

**Policy Owner: Rachel Davies, Headteacher**

**EXTERNAL POLICY**

At Grove Park Primary School we value all children in our school equally. This is reinforced by the ethos of the school that is committed to care, justice and compassion for all our children.

We recognise our duties under the Equality Act 2010 towards individual disabled children and young people and have due regard to our statutory duties set out in the SEND Code of Practice

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Underpinning our ethos at Grove Park is a 'personal growth' model of teaching whereby the 'whole child' is educated. All members of our community are treated with respect and dignity. Our school values are: Trust, Respect, Enthusiasm and Empathy and the needs of our most vulnerable pupils are fundamental to our ethos and practice. We have a proactive, whole school approach to meeting the needs of all of our pupils and we believe that every teacher is a teacher of every child, this includes those children who have additional needs, special educational needs and/or disabilities.. We are a hub of high expectations, standards and creativity which ensures that all children have the opportunity to reach their potential.
Grove Park is a mainstream school and as such we are not a specialist setting and therefore we do not have specialist provision, rooms or staff.

## What are Special Educational Needs?

Special educational needs (SEND) as defined by the SEND Code of Practice 2015

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:
• Have a significantly greater difficulty in learning than the majority of others of the same age, or
• 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 post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

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 are taught.

## Disabled children and young people

Many children and young people with SEND may also be considered disabled under the Equality Act 2010. A disability is defined as:

'A physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

In law, "long-term" generally means the condition has lasted, or is expected to last, for 12 months or more. "Substantial" means that the impact on day-to-day activities is more than minor or trivial.

This definition can include a wide range of conditions, including sensory impairments (such as hearing or visual impairments) and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Not all disabled children and young people have SEND, and not all children with SEND are disabled. However, there is often overlap between the two. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

The Equality Act 2010 sets out the legal duties schools, early years providers, post-16 institutions, local authorities, and others have towards disabled children and young people:

https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf

## Inclusion at Grove Park Primary School

All staff aim to give every pupil the opportunity to experience success in learning and maximise their potential. In responding to the pupils' diverse needs, we make reasonable adjustments, within the resources of a mainstream setting, to create an effective learning environment, encourage motivation and concentration, provide equality of opportunity, use appropriate assessment approaches and set targets for learning. At Grove Park we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have equality of opportunity and we recognise that some children with SEND may also have additional barriers. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We promote the individuality of all our children, irrespective of ethnicity, physical, medical or educational need, age, disability, gender or background.

## Hounslow Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision that is available and provision that is expected to be across education, health and social care for children and young people (0-25) in their area who have special educational needs and disabilities (SEND).

The Local Offer has two main purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it;
- To make provision responsive to local needs and aspirations by directly involving children and young people with SEND, their parents, and the professionals who work with them in its development and review.

Hounslow's Local Offer directory is the first port of call for parents and carers and information is shared here on what universal, targeted and specialist provision is available for children and young people with SEND in Hounslow.

More detailed information can be found on the Hounslow Local Offer Homepage

**The Governing Board must:**

Meet its legal duties under the Children and Families Act 2014 and have regard to the statutory guidance, 'The SEND Code of Practice: 0 to 25 years'

Ensure that there is a qualified teacher designated as SENDCO.

Reassure itself that the SENDCO has sufficient time and resources to carry out their role effectively.

Ensure that there is a member of the Governing Board or a sub-committee with specific oversight of the school's arrangements for SEND.

Regularly review, with the SLT, how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

Ensure that the principles are acted upon in school and that the best possible provision is made for all the children in their care.
The Governors should be involved in the monitoring and evaluation of provision and an annual report should be made available to parents: https://www.groveparkprimary.co.uk/Special-Educational-Needs-Report/

**Admissions:**

Please see our school website for general information about admissions:
http://www.groveparkprimary.co.uk/OurSchool/Admission-arrangements/

At Grove Park every effort is made to accommodate a broad range of pupils' needs in line with the SEND Code of Practice.

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Admissions authorities:

• Must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures;
• Must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs;
• Must not refuse to admit a child on the grounds that they do not have an EHC plan.

Pupils with SEND are treated as fairly as all other applicants and will not be refused on the grounds of not having an Education Health Care Plan (EHCP).

For pupils with an EHCP, we follow the SEND Code of Practice which states:

The child's parent or the young person has the right to request a particular school, college or other institution of the following type to be named in their EHC plan: maintained nursery school, maintained school and any form of academy or free school (mainstream or special), non-maintained special school, further education or sixth form college, independent school or independent specialist colleges (where they have been approved for this purpose by the Secretary of State and published in a list available to all parents and young people)

If a child's parent or a young person makes a request for a particular nursery, school or post-16 institution in these groups the local authority must comply with that preference and name the school or college in the EHC plan unless:
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources or
- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person.

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering the appropriateness of an individual institution, 'others' is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis.

## 4. A graduated response to need

It is vital that parents and staff understand the process and actions involved when a child is identified as having SEND. There is a continuum of need, which will be met with a range of interventions. Only where necessary will specialist expertise be actively sought to provide extra support or guidance.

Class teachers make regular assessments of progress for all pupils and these are used to identify pupils making less than expected progress given their age and individual circumstances. This 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;
• widens the attainment gap.

It can include progress in areas other than academic attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to the next stage of their education or adult life.

The first response to such progress is always high quality teaching targeted at removing a pupil's barriers to learning. Where progress continues to be less than expected the Class Teacher, working with the SENDCO, should assess whether the child has SEND. Pupil progress is tracked using Sonar Tracker and analysed and discussed at termly Data Meetings attended by the Assistant head for Assessment & Data, the Class Teacher and SENDCO.

## In the Early Years

Provision for children with SEND is a matter for everyone in the setting. The Early Years' Leader has responsibility for the day-to-day management of the provision for children with SEND. All practitioners should be involved and fully aware of the procedures for identifying, assessing and making provision for children with SEND. The SENDCO has responsibility for the operation of the policy and the co-ordination of provision. The school's SEND Provision Map applies to the Early Years.

At Grove Park Mrs Michelle McGregor (Assistant Head) is the Early Years' Leader and the SENDCO.

A variety of strategies are used in the Early Years at Grove Park to identify and support children with SEND and to promote equality of opportunity in our Nursery and Reception. These include: transition meetings/paperwork from previous settings; meetings with parents and external agencies (e.g. health workers).

We also use the EYFS framework to review children's progress and share a summary with parents. In addition, the 'Early years outcomes' is an aid for practitioners, and others such as inspectors, to help them to understand the outcomes they should be working towards.

Identifying a child with SEND

The early years practitioners at Grove Park work closely with parents to build on and provide opportunities for children to develop in seven areas of learning. The Government's Early Learning Goals set out what *most* children will have achieved by the end of the Foundation Stage from a planned approach to early education that integrates play and learning. Some children may make slower progress and whilst it must not automatically be assumed that they have SEND, these children will need to be closely monitored and will need carefully differentiated learning opportunities to help them make progress. An Initial Concerns form identifies the areas of concern; it is completed by the practitioners, in partnership with the parents, and a copy is given to the SENDCO. **See Appendix 1: Initial Concerns form.**

## Early Years SEND Support

Where a child appears to be not yet at the expected level for their age or where a child's progress gives cause for concern, practitioners will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs.

Practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEND. All the information should be brought together with the observations of parents and considered with them.

We recognise that a delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, we will have discussions with parents and use external assessments where appropriate to determine whether there are any other factors such as an underlying learning or communication difficulty.

## During the Primary Phase

First quality teaching is at the heart of our approach to SEND at Grove Park. 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. High quality teaching, differentiated as appropriate for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support are used in addition to, not in replacement of, high quality teaching.

The SEND Code of Practice makes it clear that: **"Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND."**

High-quality teaching and ordinarily available provision form the foundation of this graduated approach.

### Ordinarily Available Provision

At Grove Park Primary School, we follow the London Borough of Hounslow's guidance on Ordinarily Available Provision (OAP). This guidance outlines the inclusive practice, adaptive teaching, reasonable adjustments, and targeted support that mainstream schools are expected to provide as part of inclusive practice for children and young people with SEND as part of high-quality teaching and the graduated approach.

Ordinarily Available Provision may include:

- adaptive teaching and differentiated learning opportunities;
- visual supports, scaffolds, and pre-teaching of vocabulary;
- reasonable adjustments to the learning environment;
- targeted small group interventions and short-term catch-up support;
- pastoral and emotional wellbeing support;
- collaboration with parents and external professionals where appropriate.

These approaches are used to remove barriers to learning and support pupils to access a broad, balanced, and inclusive curriculum alongside their peers. SEND Support may be considered where, despite appropriate ordinarily available provision and high-quality teaching, a pupil continues to experience significant difficulties in learning or accessing the curriculum.

Further information can be found in Hounslow's Ordinarily Available Provision guidance: https://www.hounslow.gov.uk/send-local-offer-education/sen-support-schools/2

It is the responsibility of the Class Teacher to remove barriers to learning for children and help them to achieve their targets and access the curriculum through high quality first teaching. E.g. through differentiation, concrete resources, learning breaks, the use of technology, visual prompts, pre-teaching of key vocabulary, writing frames/prompts.
In addition to this, some children may need: pre-teaching, **catch up sessions, work in a focus group, booster groups** to help them reach age expectation. **These are not the same as SEND interventions**.

It is the responsibility of the Class Teacher to timetable and organise these sessions/activities. These catch up/booster sessions should be short-term and effective. If they are not helping a child to catch-up then they need to be changed or adapted. The SENDCO and Team Leader can support with this.

When timetabling catch up/booster/focus groups, Class Teachers must try to avoid children missing too many lessons, where possible, so that they do not miss too much of their age-related curriculum. The SENDCO and Team Leader can support with this.

Class Teachers must ensure they work regularly with those children who have misconceptions or need support to reach age expectation. TAs must work with a range of pupils of differing abilities. In this way the Class Teacher is able to accurately assess these children and stop, change or introduce support as appropriate.

**Identifying Initial Concerns and moving towards SEND Support**

In order to identify a child with special needs, the teacher will need to show that:

- the child is performing significantly below the range expected for their age
- quality first teaching is in place
- reasonable adjustments have been made to remove barriers to learning
- they have a range of evidence over time to show that progress is not being made e.g. assessments on Sonar Tracker, spelling and reading ages; contribution to class discussions, assessment papers, samples of work from books, Pupil Targets, previous test scores, observations

When identifying initial concerns, it is important to look at the child's learning characteristics and style, the learning environment provided by the school, the task and the teaching style to try and eliminate aspects which may be exacerbating the situation. The teacher should collect the evidence and complete an Initial Concerns form **Appendix 1** and then discuss the issues with the SENDCO. The teacher will also meet with parents to discuss their early concerns.

The key test for the need for action is the current rate of progress as measured against potential. If it is not adequate, then in addition to differentiated work, it will be necessary to take additional or different action – SEND Support

Adequate progress can be defined as progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap getting wider
- matches or betters the child's rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self help, social or personal skills
- demonstrates improvement in the child's behaviour.

**SEND Support**

Triggers for SEND intervention could be that the child:

- makes no additional progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- shows signs of difficulty in developing literacy or maths skills which result in poor attainment in some areas
- shows persistent emotional / behavioural difficulties, which are not improved with the usual behaviour management techniques
- has sensory or physical problems, and continues to make little or no progress despite the provision of equipment
- has communication / interaction difficulties and requires specific individual interventions in order to access learning.

Both the parents and the teacher should be actively involved in working with the SENDCO to devise an intervention that should enable the child to make progress. This may include teaching materials, organisation in the class, adult support. The strategies should be recorded in the child's Pupil Target sheet. **see Appendix 2.** This is reviewed termly by the class teacher with the child during Assessment Weeks and with parents/carers at Parent Teacher Meetings

**Advice or Assessments from External Agencies/Professionals**

If necessary, the SENDCO will arrange for external support to enable the school to identify and manage appropriate provision. At this level the specialists will usually see the child in the school, advise the teachers on new targets and accompanying strategies, provide more assessments that can more accurately identify pupil progress and introduce activities or new strategies. These will be recorded in the child's Pupil Targets and copies of any programmes (speech therapy, occupational therapy) will be given to the class teacher and teaching assistant.

Triggers for seeking help are those which, despite receiving extra adult time or an individual programme of support, mean the child:

- continues to make little or no additional progress in specific areas over a long time
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy or numeracy skills

- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite a programme of monitoring and intervention
- has sensory or physical needs and requires additional equipment, advice or direct intervention from a specialist
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

**Working with Parents and Pupils**

Parents have a key role to play in their children's education. They should feel empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- have knowledge of their child's entitlement within the SEND Code of Practice
- make their views known about how their child is educated
- have access to information, advice and support during assessment and to any decision-making process about SEND provision.

We have a SEND section clearly on our website and this includes a range of useful information for parents/carers:
Our Local Offer: Grove Park Local Offer  Our SEND Report: Grove Park SEND Report

If parents need any advice about special educational needs or disability (SEND), they can contact the Hounslow SEND Information and Advice and Support service (SENDIASS). This service provides confidential and impartial advice to parents. The contact details for SENDIASS are:
e-mail: SENDIASS@hounslow.gov.uk
Telephone: 020 8583 2607

**The role of the SENDCO**

At Grove Park the SENDCO is Mrs Michelle McGregor: senco@grovepark.hounslow.sch.uk

The SENDCO has a responsibility for:

• Overseeing the day-to-day operation of the school's SEND policy
• Co-ordinating provision for children with SEND
• Liaising with the relevant Designated Teacher where a looked after pupil has SEND
• Advising on the graduated approach to providing SEND support
• Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
• Liaising with parents of pupils with SEND
• Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
• Being a key point of contact with external agencies, especially the local authority and its support services
• Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

• Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
• Ensuring that the school keeps the records of all pupils with SEND up to date

See Chapter 6 (page 108) of the Code of Practice for further details of the role.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

## Monitoring and Assessment: 'Assess, plan, do, review approach'

At Grove Park we monitor the progress and attainment of all the children, using both ongoing and summative systems. However, for children who we are particularly concerned about we will gather evidence as a baseline from which to monitor their progress. In line with their Pupil Targets the teacher should then reassess their progress using a range of material we have in school. This forms evidence of their progress overall as well as against specific targets.

A one page Pupil Profile may be developed collaboratively with the pupil, parents, Class Teacher and SENDCO. This may be created if a few cycles of 'assess, plan, do, review' are highlighting the possibility of a pupils having more complex needs.

**Diagnostic**
Checklists – phonics, initial letter phonemes/names, blends, year spelling lists
Catch Up
Self-assessment tasks in class
Peer assessment
Marking and feedback against lessons' objectives and/or success criteria
Self-assessment at the end of lessons/topics
Pupil Target setting discussions between pupil and teacher
Unaided writing

**Summative**
SATs Y6
Teacher assessment against the National Curriculum
Pupil Target Setting and assessment week tests
Spelling/Tables/Mental Maths assessments
Spelling/Reading Ages (as appropriate)
Sonar Tracker statements, bands and KPIs (Key Performance Indicators)
Year group writing checklists

## Partnerships with Support Agencies

The objective is to provide an integrated, high quality, holistic support focused on the needs of the child. Services should adopt a child-centred approach to delivery.

The Local Authority (LA) can provide support for teachers, support for curriculum development, direct teaching/practical support, part-time specialist help and detailed assessments and access to a range of SEND teachers. This includes specialist teachers for pupils with hearing or visual

impairments, behaviour and learning support counsellors, educational psychologists, occupational therapists, speech and language therapists and specific ICT support equipment. Even when there are outside specialists involved, the Class Teacher and SENDCO have overall responsibility for the provision for the child.

The LA should also assist parents in their quest for a statutory assessment or an (Education Health Care Plan) EHCP for their child and advise them on the most appropriate route. EHCPs should be reviewed annually for KS1 and 2. Local authorities should consider reviewing an EHC plan for a child under five at least every three to six months to ensure that the provision continues to be appropriate. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child.

The LA must also produce lists of voluntary agencies that might assist parents in the support of their child. Hounslow Local Offer lists specialist services that can support children under 5 either in nursery/setting or at home: Childcare & Early Years Support 0 - 5

Health support services are available to support both parents and schools. This includes speech and language therapists, occupational therapists and the school nurse. If a child has medical or physical conditions, the SENDCO will need to be in close contact with a range of professionals.

## Applying for a Statutory Assessment

Chapter 9 of the Code of Practice explains the procedure for applying for a Statutory Assessment for SEND. This will affect a very small number of children whose needs require a Statutory Assessment for SEND and possibly an Education Health Care Plan (EHCP). An education, health and care plan (EHC plan) may be needed if a child has very complex needs that can't be supported by mainstream education with SEND Support. A child may be brought to the Local Authority's (LA's) attention by a request for an assessment from the parents, the school or an outside agency. Evidence will be collated and parents need to be fully involved in the process. The LA requests parental views and follows a process.

The LA decides whether to make a Statutory Assessment.

Information about Statutory Assessment forms part of Hounslow's Local Offer and parents can find information on the website:

https://beta.hounslow.gov.uk/send-local-offer-education-health-care-plans

There will be termly review meetings with parents of pupils with an EHCP – outside agencies (e.g. Occupational Therapists/Advisory Teachers) working with pupils arrange/attend these meetings.

Annual Review meetings are held to review progress, short term targets, provision and funding. Pupils are invited to attend these meetings and give their views.

## Identifying Special Educational Needs – Broad Areas of Need

Some children will demonstrate a range of these areas of need. The guidelines from the SEND Code of Practice are to try and support staff and parents in understanding the range of types of special need. There are four categories of difficulty but many children have a combination:

**Communication and interaction**
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Conditions (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others, regulate their emotions and manage the school environment.

**Cognition and learning**
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs**
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require

additional ongoing support and equipment to access all the opportunities available to their peers.

*Medical needs*
A medical diagnosis does not necessarily mean the child has SEND.

**Looked After Children**
Children who are being accommodated, or who have been taken into care, by a local authority (i.e. under Section 20, or Sections 31 or 38 of the Children Act 1989) are legally defined as being 'looked after' by the local authority. We are aware that around 70% of looked after children have some form of SEND, and it is likely that a significant proportion of them will have an Education, Health and Care (EHC) plan.

At Grove Park, our designated person responsible for Looked After Children and the Safeguarding Lead is:
**Rachel Davies – Headteacher**

**Appendix 1**

## INITIAL CONCERNS FORM

| | | | |
|---|---|---|---|
| Name: | | DOB: | |
| Tel: | Attendance: | Home Language: | Ethnic Origin: |
| What is happening to cause concern: | | Strengths: | |
| In what context does it happen?<br>. | | Child's View: | |
| How frequently does it happen? | | External Support: | |
| Family context that may be relevant: | | | |
| Potential barriers to learning or positive behaviour? | | | |
| What would you like them to be able to do? | | | |
| What are we already doing to remove barriers? Quality first teaching strategies currently being used:<br>- Visual aids<br>- Pre-teaching of vocabulary<br>- Appropriate seating | | | |
| Interventions/additional provision in place: | | | |
| Communication with parents/carers about the child's barriers to learning: | | | |
| Signed: | | Date: | |
| **ACTION** | | Review Date: | |

**Appendix 2: Early Years and Key Stage 1 Pupil Targets and Provision Map for Pupils on the SEND Register (SEND Support and EHCPs)**

Child's Name Special Jobs

**How we will help Child's Name to be successful:**

- **An adult will hear Child's name read every day and focus on punctuation in texts and stories;**
- **Miss Smith will work with Child's Name twice a week on learning their number bonds;**
- **We will ensure Child's Name has a quiet space when writing and that they have one learning break every 15 minutes**

**I am going to use capital letters and full stops at the beginning and end of every sentence.**

**I am going to learn to rapidly recall my number bonds of 10.**

**I am going to make sure I do my best concentrating when I am writing.**

**Appendix 2: Key Stage 2 Pupil Targets and Provision Map for Pupils on the SEND Register (SEND Support and EHCPs)**

| **My Targets** | | |
|---|---|---|
| Name: | Term: | Class: |
| **English Targets** | | **Do my teacher and I think I have achieved my target?** |
| **Reading Target**: | | |
| **Writing Target:** | | |
| **Maths Targets** | | **Do my teacher and I think I have achieved my target?** |
| **Arithmetic Target:** | | |
| **Reasoning Target:** | | |
| **Additional Target:** | | |
| **How I will demonstrate our TREE Values this term** | | |
| **TREE Target:** | | |

**How we will remove any barriers to learning and help Child's Name to be successful:**

- Name has an adult to help them in maths.
- Name uses the enable table to help them to become more independent with their maths.
- Name receives additional in class support during writing and maths.
- Name attends a weekly memory group.
- Name attends a weekly reading comprehension group.
- Name reads to Teaching Assistant most mornings.
- Name will repeat long instructions back to an adult, to make sure they have remembered all of them in the correct order