



~ inspiring each other ~

Grove Park Primary School

Special Educational Needs Policy

Updated: May 2017
Date for review: May 2018

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.

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. Furthermore, we are an inclusive school 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. Grove Park is a hub of high expectations, standards and creative flair which ensures that all children have the opportunity to reach their potential.

What are Special Educational Needs?

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

A child or young person has SEN if they have 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her 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 who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a

disabled child or young person requires special educational provision they will also be covered by the SEN definition.

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

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Inclusion at Grove Park Primary School

Teachers aim to give every pupil the opportunity to experience success in learning and maximize their potential. In responding to the pupils' diverse needs, we 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 there is no distinction made between boys and girls or between children from different ethnic origins, cultures, faiths, social groups or children with particular medical, physical or educational needs.

Legalities within the New Code Of Practice – 2002 2015

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN

- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005
- There is new guidance on supporting children and young people with SEN who are in youth custody

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 within the [Hounslow Local Offer policy statement](#)

The Governing Body must:

Ensure that there is a qualified teacher designated as SENCO.

Ensure that there is a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.

Regularly review, with the SLT, how expertise and resources used to address SEN 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 to parents.

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 SEN to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEN 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 SEN 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 SEN 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 SEN 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:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

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 SEN. 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 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 adult life.

The first response to such progress is always high quality teaching targeted at a pupil's areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. Pupil progress is tracked using Target Tracker and analysed and discussed at termly Data Meetings between the Class Teacher, Senior Leadership Team and SENCO.

In the Early Years

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

A variety of strategies are used in the Early Years at Grove Park to identify and support children with SEN or disabilities 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, including child minders, nurseries and others such as inspectors, to help them to understand the outcomes they should be working towards.

Identifying a child with SEN

The nursery practitioners at Grove Park work closely with parents to build on and provide opportunities to develop in six 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 SEN, 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 SENCO. **See Appendix 1: Initial Concerns form.**

Early Years SEN Support

Where a child appears to be behind expected levels, 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 SEN. 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 SEN, 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 SEN. 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.

Please read on in the Policy for applying for a Statutory Assessment in SEN.

During the Primary Phase

First quality teaching is at the heart of our Provision Map for SEN 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 for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support are used in addition to, not in replacement of, high quality teaching,

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

At Grove Park our approach is to: assess – plan – do – review in line with the SEN Code of Practice.

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, writing frames/prompts. In addition to this, some children may need: **catch up sessions, work in a focus group, booster groups** to help them reach age expectation. **These are not the same as SEN interventions.**

It is the responsibility of the Class Teacher to timetable and organise these sessions/activities e.g. during soft start, assembly, lessons. 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 SENCO and Team Leader can support with this.

When timetabling catch up/booster/focus groups, Class Teachers must try to avoid children missing too many English/Maths lessons where possible so that they do not miss too much of their age-related curriculum and fall further behind. The SENCO 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 SEN 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 Target Tracker, spelling and reading ages; assessment papers, samples of work from books, Assertive Mentoring 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 SENCO. 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 – SEN 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.

SEN Support

Triggers for SEN 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 SENCO 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 termly Assertive Mentoring target sheet. **see Appendix 2 Assertive mentoring with**

SEN Support. This is reviewed termly by the class teacher with the child during Assertive Mentoring week and with parents/carers at termly Parents' Meetings

Advice or Assessments from External Agencies/Professionals

If necessary, the SENCO 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 Assertive Mentoring 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, 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 SEN 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 SEN provision.

We have a SEN section clearly on our website and this includes a range of useful information for parents/carers:

Names, roles and contact details of our Inclusion Team:

<http://www.groveparkprimary.co.uk/Inclusion-Team/>

Our Local Offer:

http://www.groveparkprimary.co.uk/admin/pages/SEND_Local_Offer_2016_2017.pdf

Our SEN Report:

<http://www.groveparkprimary.co.uk/Special-Educational-Needs-Report/>

There is a Parents' Partnership Officer in Hounslow who can be contacted on 0208 583 2607.

The role of the SENCO

At Grove Park the SENCO is Rachel Davies: info@grovepark.hounslow.sch.uk

The SENCO has a responsibility for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEN
- 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 SEN up to date

See Chapter 6 (page 108) of the New Code of Practice for further details of the role.

https://www.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 collect a specific sample of work as a baseline from which to monitor their progress. In line with their Assertive Mentoring 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.

Diagnostic

checklists – phonics, initial letter phonemes/names, blends, year spelling lists

Catch Up

self-assessment tasks in class

peer assessment

Assertive mentoring discussions between pupil and teacher

unaided writing

Summative

SATs - Y2 – Y6

Teacher assessment

Assertive Mentoring and assessment week tests
dictation - Y1 – Y6
Spelling tests
Spelling/Reading Ages
Target Tracker statements and steps

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 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 SEN 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 SENCO ~~has~~ 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.

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 SENCO 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 SEN. This will affect a very small number of children whose needs require a Statutory Assessment for SEN and possibly an Education Health Care Plan (EHCP). 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:

http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=2341_2

http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/advice.page?id=XkssntuLZIQ&localofferchannel=2341_2&&c=008752

Pupils with an EHCP have a more detailed Individual Education Plan to show the provision in place to help them meet their short term targets – **see Appendix 3**

Identifying Special Educational Needs – Broad Areas of Need

Some children will demonstrate a range of these areas of need. The guidelines from the SEN 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 ASD, including Asperger's Syndrome and Autism, 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.

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 SEN.

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 SEN, and it is likely that a significant proportion of them will have an Education, Health and Care (EHC) plan.

At Grove Park, our SENCO is also the designated person responsible for Looked After Children and is also the Designated Safeguarding Lead:

Rachel Davies – Deputy Head

REMEMBER- Advice for teachers

- ✓ **All teachers are teachers of special needs.**
 - **SEN provision is in addition to quality first teaching, differentiation and reasonable adjustments to remove barriers to learning.**
 - **Display the alphabet, key words and numerals.**
 - **Teach and reinforce handwriting formation in line with school policy.**
 - **Be clear about the objective for the lesson.**
 - **Ask children to repeat instructions.**
 - **Use writing frames and key question words.**
- ✓ **Children are entitled to have full access to the curriculum and to experience success**
- ✓ **Talk to parents.**
- ✓ **Keep evidence.**
- ✓ **Be positive and encouraging. You are there to help learn and not just to teach.**

Appendix 1



INITIAL CONCERNS FORM			
Name:		DOB:	Male/ Female:
Tel:	Attendance:	Home Language:	Ethnic Origin:
What is happening to cause concern:		Strengths:	
In what context does it happen?		Child's View:	
How frequently does it happen?		External Support / family issues:	
Behaviour:		Request for observation / SENCO meeting:	
Potential barriers to learning or positive behaviour?			
How would you like them to behave?			
What would you like them to be able to do?			
What are we doing to help? Quality first teaching strategies currently being used:			
Interventions/additional provision in place:			
These concerns have been discussed with the parents: <input type="checkbox"/> (please tick)			
Signed:		Date:	
ACTION EARLY YEARS / SCHOOL		Review Date:	

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 his number bonds;
- We will ensure Child’s Name has a quiet space when writing and that he has one learning break

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 Assertive Mentoring Targets and SEN Support – also includes child’s photograph



My Assertive Mentoring Targets

Name:	Term:	Class:
Red	Yellow	Green
I could remember to: <ul style="list-style-type: none"> • Try my best as often as possible. • Take care with my presentation as much as I can. • Check my work carefully • Ask for help if I need it. 	I could remember to: <ul style="list-style-type: none"> • Consistently try my best • Keep presentation neat all of the time • Check my work carefully for small errors. • Be as independent as I can 	I could remember to: <ul style="list-style-type: none"> • Keep up my excellent effort in class. • Model outstanding presentation. • Be proactive in moving my learning forward across all subjects.
English		
Work on my handwriting – concentrating on c, o, a, g and u.		
Maths		
I will continue to work on counting up and back in my 2’s and 5’s and 10’s with ease.		
Positive Behaviour		
I will carry on being brave coming into school independently.		
How can we help achieve these targets?		
<ul style="list-style-type: none"> • I have a fine motor skills pack to use in the morning. • I will have a handwriting and spelling intervention weekly. • I am working on my 2, 5 and 10 times tables weekly with TA. • I have a handwriting pack to work my way through. • I have a support cushion, a lean desk and a special pencil to help with his writing. • I am a class helper in the morning! 		

Appendix 3: Template for IEP for pupils with an EHCP



Grove Park Primary School

Nightingale Close, Grove Park Terrace, Chiswick, London W4 3JN Tel: 020 8994 7405

EHCP Individual Education Plan (IEP)

This IEP is to be read alongside Child's EHCP where his long term outcomes are outlined in detail.

Name: DOB:	Teacher:	Year:	Date: TERM
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SUPPORT:

AREAS OF ADDITIONAL NEED:.

STRENGTHS:.

EHCP Short Term Targets	Spring Term Targets	Strategies to remove barriers to learning	Review Start of Summer Term

Child's Name has spent time with his Class Teacher on a 1:1 basis deciding on his Assertive Mentoring Targets which are included within this IEP to ensure he feels involved in his learning and targets

Agreed and signed by Parent/Carer: _____ Date: _____

Agreed and signed by Class Teacher: _____ Date: _____

Agreed and signed by 1:1 Support: _____ Date: _____

Agreed and signed by SENCO: _____ Date: _____