



Special Educational Needs

Policy Document

September 2023



Definition of Special Educational Needs and Disabilities (SEND)

“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:

- a) have a significantly greater difficulty in learning than most others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEND Code of Practice 2014

The Code of Practice 2014 describes four broad areas of SEND: -

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

A pupil may have difficulties in more than one of these areas, but usually there is a primary need with other additional needs. This policy aims to address the needs of these pupils and should be read in conjunction with the policies listed in Appendix A. As a staff, we accept that the responsibility for meeting the educational needs of all students in our classroom lies with us.

The Equality Act of 2010 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities. Having a disability does not automatically mean that a child will have a special educational need; if it does not affect their access to the curriculum and progress, it is not a special educational need.

Although there are acknowledged links – in some instances – with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.



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Our aims:-

1. To ensure that the school meets the needs of the Code of Practice 2014 and any updated advice from Government.
2. To ensure that we identify and assess pupils with SEND as early as possible.
3. To ensure the planned curriculum of the school is matched effectively to meet the needs of all children.
4. To monitor the provision for pupils with SEND and ensure that interventions for each child are reviewed regularly to assess their impact, the pupil's progress and the views of the child, their teachers and their parents.
5. To provide support and advice to all teachers in order that they are able to provide matched activities for children with special needs and to build up a collection of evidence to support movement through the procedures of the Code of Practice.
6. To ensure the SENCo works in close consultation with class teachers to set appropriate, and specific targets for children, recorded utilising assess, plan, do, review cycles (APDR) where applicable, as supplied by the Local Authority.
7. To ensure that the school has adequate and appropriate resources to meet the needs of all children with SEND including those of the more able and a system in place to identify and purchase further equipment as necessary.
8. To establish and maintain a close working relationship with parents and outside agencies in order to provide maximum and effective support.
9. To consider the wishes of children, when appropriate, considering age and understanding.
10. To provide regular in-service training for staff to keep them informed of all new legislation and procedures and up-dated strategies, resources etc.

Roles and Responsibilities (see Appendix B for a list of Personnel and Staffing):

The Governing Body has important statutory duties towards pupils with SEND. They should, in co-operation with the Head of School: -

- Determine the school's general policy and approach to children with SEND.
- Establish the appropriate staff and funding arrangements to ensure that pupils with SEND are fully included within the school community - so far as that is reasonably practical and compatible with the pupil receiving special educational provision.
- Ensure that there is efficient use of resources to support the learning of all pupils, including those with SEND.
- Have regard to the Code of Practice when carrying out duties toward all pupils with special educational needs.
- To contribute to the school's annual SEND report to the parents.

Resilience

Expression

Aspiration

Citizenship

Health



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- Provide a designated member of the Governing Body to liaise with the Head of School and SENCo and assist in the oversight of SEND provision within the school.

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision of children with SEND. More specifically the Head of School in liaison with the SENCo takes responsibility for:-

- Keeping the Governing Body fully informed.
- Establishing funding priorities, making necessary financial arrangements in line with the delegated SEN budget to secure provision for children with SEND.
- Liaising with parents of pupils with special educational needs where appropriate.
- Attending meetings with SENCo and named Governor as necessary.

SENCo:

Is a member of the Senior Leadership Team and co-ordinates SEND throughout the school, taking responsibility for: -

- Operating the school's SEND policy on a day-to-day basis.
- Liaising with and advising teachers and teaching assistants.
- Co-ordinating provision for children with special educational needs.
- Maintaining the school's SEND register and overseeing the records on all pupils with special educational needs.
- Maintaining and updating resources for SEND, ensuring that staff have knowledge/access to materials.
- Helping with the assessment of children with SEND.
- Liaising with parents of children with special educational needs.
- Chairing/attending the annual EHCP reviews.
- Contributing to the in-service training of teaching and support staff, attending meetings/courses and disseminating relevant information to staff.
- Liaising with external agencies including the Educational Psychological Service and other support agencies, medical and social services, and voluntary bodies.

Class Teacher

All teaching staff are responsible for the identification and initial assessment of children with SEND within their class. The class teacher will make provision for such children and ensure that they have full access to the curriculum. Key responsibilities include: -

Resilience

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- Planning classwork to ensure the inclusion of all pupils.
- Recognising pupils who may require SEND provision, gather assessments and implement a plan of action for those children. Record this on CPOMS and follow identification pathway.
- Maintaining records of all pupils with SEND in the class context file.
- Ensuring parents are fully informed and consulted at all stages.
- Attending all planning and review sessions when required.
- Using the B Squared assessment tool to support where appropriate, utilising them as working documents and being rigorous in monitoring progress towards targets.
- Liaising with support staff (TAs) when planning and evaluating programmes of work for pupils.
- Recording the graduated response on the assess, plan, do, review documentation as supplied by the Local Authority.

Teaching Assistants and Support Staff

The role of the TA is to:-

- Be aware of and implement the SEND policy/ behaviour policy and other relevant curriculum policies.
- Assist in the delivery of programmes of work for specific children (for example, intervention programmes etc.) as directed by class teacher.
- Meet with external specialists as required.
- Attend appropriate training courses.
- Deliver interventions within which they are trained to support SEND pupils. Record provision on CPOMS.
- Attend meetings as necessary with Head of School and SENCo.

Lunchtime Supervisors are to:-

- Be familiar with and apply the school's behaviour policy.
- Follow specific behaviour programmes for children as required by class teacher.
- Be alert to incidents of unacceptable behaviour, unkindness or bullying and report incidents to relevant class teachers, or Head Teacher.
- To liaise with teachers, SENCo and Head of School about the specific needs of pupils and assist in ensuring effective inclusion of these pupils.



Admissions Policy

The governing body has agreed with the **LA admissions** criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in The Equality Act 2010. Please see the Admissions Policy for further guidance.

Assessment and Monitoring

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make progress against set targets. Progress, both academically and where appropriate socially will be reviewed at least termly by class teachers in collaboration with parents, the SENCo and the pupils themselves to ensure targets remain focused on the needs of the child. Targets and individual needs will be presented using an Individual Provision Map (IPM), a copy of both will be offered to parents/carers when updated.

Monitoring the effectiveness of intervention strategies is an integral part of the review process that is judged by the success of the individual targets set. Time is allocated during each term to monitor the delivery of interventions to ensure they remain focused on the needs of the child and to ensure the person delivering it is given the chance to receive feedback.

The SENCo tracks the progress of pupils with SEND across all subjects termly as well as annually and produces a report. Ongoing provision and support are also shared with Governors each year.

A Graduated Response to SEND: Assess, Plan, Do, Review

All staff have a responsibility for identifying and supporting students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. Francis Askew Primary School follows the Code of Practice (2014) in operating a graduated approach to identifying, assessing, and supporting pupils with special needs.

See Appendix C which illustrates the graduated stages of special education needs.

Pupils are assessed using teacher assessments, assessments carried out by specialists within the school e.g., SENCo, Fresh Start assessments and external professionals' assessments. A plan is then put into place (in liaison with staff, parents and where appropriate, the child) stating the provision and strategies that will be employed to enable the child to overcome their barriers to learning and make good progress. This plan will be carried out and all people responsible for support will collaborate and communicate throughout to ensure that effectiveness of provision is being evaluated regularly. The plan of support will be reviewed regularly, and outcomes will be assessed. This process of assess, plan, do, review will take place as appropriate and should occur more frequently than once a term.



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Universal level – Quality first teaching

In accordance with National Curriculum and the EYFS curriculum, planning is differentiated to account for the varying abilities of the children in each group. This is overseen as a part of our programme of monitoring and evaluation by the SENCo, SLT and Head of School.

Cause for Assessment

If the child has not made expected progress and has significant greater difficulty in learning than most children of the same age, it may be decided to place the child onto the SEND register and begin the 'assess, plan, do, review' process. There may be the following triggers that alert class teachers to the fact that a child is experiencing difficulties: -

- Making little or no progress despite different approaches to learning being provided
- Child works significantly below that expected for their age and stage
- There are persistent emotional/behavioural difficulties despite different strategies being used
- There may be sensory or physical needs or be little or no progress made despite additional aids, equipment, and advice.

In addition to the above, a child may be identified as potentially requiring SEND provision as a result of the following: -

- Teacher and TA observations evidence and data
- Specialist teachers' observations and data
- Previous schools data/reports
- Parental concerns
- Records of progress
- Screening / testing procedures
- Information from other agencies
- End of Foundation stage profiles, KS1 data

At this stage teachers should assess the need of the pupil, set up relevant programmes of work, monitor progress and build up a bank of evidence that should be given to the SENCo. Parents/Carers will be made aware of the concerns noted in school and will be invited to take part in the planning stages of provision. At the planning stage, advice may be sought from the SENCo, curriculum lead teachers, or external agencies e.g., White House Referral Unit, Autism Outreach Team. Where appropriate, assess, plan, do, review (APDR) documents will be completed to show progress towards agreed outcomes for the child that will be reviewed and updated regularly, and copies will be sent home to keep parents informed of how their child's needs are being met. Any comments from



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parents/carers will be considered. Parents/carers will also be kept informed through liaison with the class teacher informally, and at Parents Evenings when advice and support in helping their child at home can be given.

When reviewing progress towards agreed outcomes, if despite additional input, it is felt that more specialist support is required; the school may decide to call on outside specialist support agencies to help the child make progress. These can include: -

- Educational Psychologist
- Referral units (e.g., Rising Stars, Whitehouse)
- Hearing or vision impaired, Integrated Physical and Sensory Service (IPaSS)
- Autism Outreach Team (Northcott)
- Speech and Language Service (SALT)
- Children and Adolescents Mental Health (CAMHS)
- Sensory Service
- Early Help
- KIDS

Education, Health and Care Plans (EHC Plan)

If despite input at the above stages, adequate progress has not been made and the child's SEND remains significant, a request will be sent to the Local Authority (LA) to consider a Statutory Assessment. A statutory assessment is a multi-professional assessment of a child's needs and the help that is required to support them.

An EHC request form is completed by the SENCo and this will document evidence that the graduated response has been followed and there is evidence of strategies and interventions that have been thoroughly implemented and reviewed using the assess, plan, do, review process (as stated in the SEN Code of Practice 2014). This will also document involvement of external agencies, e.g. pupil referral units, Autism outreach etc and provide evidence of liaison with the Educational Psychologist for at least 2 terms.

If the child meets the criteria for an EHC Plan, the LA will issue an EHC Plan detailing the needs of the child, what provision will be made for them, aims and objectives, and the level of banding.

The funding that may accompany an EHC Plan does not have to be spent on providing a teaching assistant for individual support and may be spent on providing resources/training, whatever is best to meet the needs of the child. All children will be assessed on an individual basis and wherever possible, the promotion of independence will be supported to avoid over-reliance on adult support.

Once the EHC Plan is issued, it is then reviewed annually. Children who are in the Early Years have their EHC Plans reviewed every 6 months.



Inclusion – Access to the curriculum

All children in school are given access to a broad and balanced curriculum. The curriculum is carefully planned to ensure that it is relevant to the school context and the intent, implementation and impact of all lessons meets the varied needs of all groups of learners. Children with SEND are fully integrated, where possible, into the whole school. The school has adopted several strategies to ensure full and complete access:

- Individual approaches and strategies – carefully planned to meet the needs of the child
- In class support*
- Withdrawal/support*
- A tailored curriculum with matched/differentiated activities
- Specific equipment to allow access
- Specialist teaching i.e., support outside agencies

*In- class support and withdrawal are wholly dependent upon the child's individual needs, considering classroom routines, phase structure, availability of resources and support. Consideration of these factors ensures that each child has full access to the whole curriculum.

Access to the curriculum is enabled via differentiation or task or approach. In each curriculum area, advice is given on making specific subjects accessible to all pupils.

Regular assessment helps class teachers determine the next learning step for each pupil. Children with SEND may need to have the Statements of Attainment broken into small steps to assist both with assessment and the setting of new learning objectives. It should then be possible to produce an individual teaching programme geared more precisely to meet individual's needs.

Inclusion

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy will enable pupils with SEND to be an integral part of our school community. Regardless of the stage pupils have reached our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each child, detailed assessment and planning to ensure we meet the needs of all learners and their requirements, using differentiated activities and the organised, strategic use of support staff.

Pupils will only be withdrawn from normal activities when:

1. The child will benefit from some intensive individual work on a cross curricular skill (e.g. reading).
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the child to participate and some alternative has to be arranged.
3. Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum.



REACH Provisions

To ensure that we are meeting the needs of all pupils at Francis Askew Primary School, including those with SEND, internal REACH provisions have been created within the setting. These rooms are named REACH1, REACH 2 and REACH 3 in line with our curriculum drivers (resilience, expression, aspiration, citizenship and health).

REACH 1

REACH 1 supports pupils in key stage 1 with communication difficulties, including those with an ASD diagnosis, in an environment that they can thrive and develop strategies that they can utilise to be successful in the mainstream classroom. REACH 1 uses the TEACCH approach, which breaks learning down into three stages: teacher-led task, independent task, choice task.

REACH 2

REACH 1 supports pupils in key stage 1 with communication difficulties, including those with an ASD diagnosis, in an environment that they can thrive and develop strategies that they can utilise to be successful in the mainstream classroom. REACH 1 uses the TEACCH approach, which breaks learning down into three stages: teacher-led task, independent task, choice task.

REACH 3

REACH 3 supports pupils across the school with SEMH using the Thrive Approach (see Appendix D). Each pupil accessing this provision has a personalised plan that will be carried out on a 1:1 level with a trained member of staff.

Record Keeping

Each teacher has a folder containing all relevant information about each child with special needs in their class.

The information in this folder will pass through the school with the pupils until they reach the 6th year when the information will be passed on to the relevant secondary school. This system ensures a whole school approach. The SENCo monitors effective record keeping and provision for SEND within each class. Most data is now kept electronically on the schools intranet and logged on a confidential and secure programme, CPOMS. Staff are also required to formally log on a provision map individual support for every child on the SEND register.

In a centralised place (the SENCo's office), master copies of the records, details of standardised tests and where appropriate, medical records, are kept. Other records will include copies full EHC Plans, annual reviews, and reports from professionals. There will be comments from pupils where appropriate and any additional information from parents, TAs, or lunch time supervisors. A copy of the SEN register is kept up to date and placed electronically on a Staff Shared drive on the school's intranet.

The school uses the B Squared assessment (KS1 and KS2) and the EYFS early learning goals as a tool to inform targets and outcomes.



Liaison with Parents/Carers

Parents/carers are sent an annual letter (in the autumn term) inviting them to a coffee morning where the school's SEND policy and procedures are outlined. This is also an opportunity for parents to ask any questions that they must key staff members. Subsequent to this, parents/carers are invited to a meeting with the SENCo to discuss any issues or concerns. Parent/carers are then updated regularly should their child's SEND status be changed. Parents/carers will also be kept informed through liaison with the class teacher informally, and at Parents Evenings when advice and support in helping their child at home can be given. Parent/carers will be involved in review process of provision and any comments will be considered. Parents/carers are invited to a termly 1:1 review and half-termly parents' forums, in addition to the coffee morning, to discuss the progress and SEND of their child.

Voice of the Child

"It is very important to engage directly with children and young people to discuss their needs, and plan how they can achieve the best outcomes. This should be integral to all planning for children and young people with SEN throughout their lives." (SEN Code of Practice, 2014).

Pupils are therefore involved in discussing their provision and what they feel will help them achieve their full potential at Francis Askew. They are invited to all review meetings (as is appropriate) and are made to feel that they can contribute/have an opinion about their support at Francis Askew. Where the child may be unable to verbally communicate or provide a written input, observations of pupils are made during child-initiated times to gather information regards their likes, dislikes and difficulties.

SEND Budget/Resources

Currently, the SEND Budget with the Pupil Premium is utilised to provide the following resources to support SEND provision in general and those children eligible for free school meals and Children who are Looked After (CLA) with or without SEND :-

- Trained support staff (see Appendix B)
- Specialist teachers (see Appendix B)
- The development of teaching areas to support targeted interventions (REACH Rooms)
- Investment in the whole-school Thrive approach (see Appendix D)
- Books to support reading development of all children including those receiving Fresh Start intervention
- Assessment tools for identifying specific difficulties of pupils with SEND
- Educational Psychologist time to support high priority pupils
- Speech and Language therapist support



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- School nurse support for pupils with behavioural and emotional difficulties, sensory and physical difficulties but also to provide support in general to parents/carers of pupils with SEND.
- SENCo time
- Specialist equipment such as writing slopes, specialised stationary, weighted blankets, and coloured overlays.

Transitions

When pupils transfer to another primary school, all documents and records are sent to the receiving school. If the destination is unknown, records are kept securely until information is received. A transition document provided by the LA is also completed and telephone conversations between the SENCo at Francis Askew and the SENCo from the receiving school are sought whenever possible.

When transferring to secondary school the transfer liaison teachers visit the school and speak to the Y6 teacher and where possible, to the SENCo. If a personal interview is not possible then a telephone conversation imparts any relevant information. All SEND records along with a completed transition document are sent to the secondary schools. The transition document is completed, when possible, with parents/carers and pupils to provide reassurance and allow for the transfer of accurate information.

Links with other organisations

The school makes full use of the various advisory services, such as City Psychological Services, Integrated Physical and Sensory Services, Social Services, Speech and Language Therapist, the School Health Service, The White House Referral Unit, Northcott Autism Outreach, KIDS Parent Partnership and other appropriate agencies as and when necessary.

The SENCo is also part of a SENCo group in the multi-academy trust and attends regular meetings with the Local Authority which enables the sharing of effective practice and the dissemination of up-to-date information and guidance.

Staff Development

Staff Development needs in relation to SEND issues are identified during the year and considered at the annual review of INSET provision undertaken by the Head and the Senior Leadership Team.

Inset provision will be of various kinds, e.g., in-house by the SENCo or from outside agencies involved in Special Needs, such as Integrated Physical and Sensory Services (IPaSS), Whitehouse Pupil Referral Unit, Autism Outreach team, etc.

Governors are invited to attend the sessions and to give feedback if they feel it appropriate.

The SENCo will attend courses and meetings with the aim of being up to date with all SEND information which will then be disseminated to the staff through in-service training.



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Evaluating the success of the SEND policy

The effectiveness of the SEND policy will be judged against the aims set out on pages 2 and 3.

The policy will be reviewed annually, and the Governing Bodies Annual Report will report on the implementation of the policy.

Certain areas of the policy will be scrutinised annually, these being: -

- Whether the statements of objectives are clear and unambiguous and whether they are still pertinent to the school.
- Whether the allocation of resources to and amongst pupils with special needs is correctly made and whether the best use of these resources is being made.
- Whether the assessment and review arrangements are adequate, and give clear evidence of progression, adherence to procedures and policy, and provide sound evidence for future planning.
- Whether access to a balanced and broadly based curriculum is being provided for all pupils with SEND and whether these pupils are integrated fully in the school.
- If the complaints procedure is functioning successfully and that all parents know how to use it.
- Whether the Inset provision is of a satisfactory and useful nature and addresses appropriate issues.
- Whether use is made of outside agencies to their fullest extent, together with the links with parents and the wider community.

Complaints

Complaints about SEND provision within the school are first dealt with by the SENCo during arranged interviews.

Where a satisfactory conclusion cannot be reached, the parent then makes an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached, then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.



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Appendix A

The SEND Policy cross-references with:

- Curriculum Policies which outline arrangements for access, support and differentiation

(See Curriculum Policy; National Curriculum 2014)

- Access Policy
- Equality Act 2010
- Children with Medical Needs Policy
- Partnership with Parents Policy
- Admissions Policy
- Behaviour Policy
- Teaching and Learning Policy
- Child Protection Policy



Appendix B

Personnel and Staffing

Head of School	Mrs L Martin
Deputy Head Teacher	Mrs F Rihane
Assistant Head Teachers	Mr M Dale Mr K Dunlin
SEND Co-Ordinator	Mr M Dale
SEND Governor	Mr M Smith
Child Protection Co-Ordinator (lead)	Mrs F Rihane
Child Protection Co-Ordinator (deputy)	Mr A Foster Mrs A Marrow Mrs M Heeley
Designated Teacher for Looked After Children	Mr M Dale
Thrive Licensed Practitioners	Miss E Stephenson
ELSAs	Mrs D McMillan Mrs L Tennison Mrs P Divakarla Miss E Stephenson Mrs L Constable
SALT TAs	Miss H Nicholson Mrs J Smith
Teaching Assistants	Mrs A Bulman Miss J Davidson Mrs J Murray Mrs J Smith Mrs K Pougher (HLTA) Mrs W Rookyard Mrs D McMillan Miss A Bateman Miss C Landau (HLTA) Ms. M Harrison (HLTA) Mrs J Horsman Mr C Williams Miss E Stephenson Mrs P Divakarla Mrs L Tennison Miss A Armstrong Miss L Constable Miss H Nicholson Mr A Badcock
Nursery Nurses	Miss L Roe Miss A Bateman Mrs A Stockdale

All Teaching Assistants have accessed training and implement provision in one or more of the following areas:-

Resilience

Expression

Aspiration

Citizenship

Health



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- Fresh Start
- 5 Emotional Literacy Support Assistants (ELSA)
- 1 Thrive Practitioner
- 14 Teaching assistants have a Level 2 Qualification in supporting children with Autism
- Read Write Inc
- Speech and Language Support
- Autism Support
- Friendship Groups
- Sign Language
- Physiotherapy
- Rekenrek Maths interveniton
- English as an Additional Language (EAL) Support Programmes
- Level 2 in Children and Adolescents Mental Health
- MAPA training (theory in de-escalation and for some staff, physical restraint training too)
- Precision Teaching



Appendix C

A Graduated Response to SEN: Assess, Plan, Do, Review

Quality First Teaching (as outlined in the Removing Barriers to Achievement (2004) paper and the National Strategies three waves of intervention model).

High quality teaching that is differentiated and personalised to meet the individual needs of most children and young people.

Cause for concern:

If **Quality First Teaching** and effective differentiation is not alleviating the concerns regarding a child or young person's progress then the setting will consider following the graduated response and addressing the relevant SEN* needs via SEN Support.

*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 most 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.

SEN Support: In school strategies to support needs. School / setting begin the four-part cycle of the graduated response – Assess - Plan - Do - Review (A-P-D-R). Depending on CYP's needs it is possible several cycles of A-P-D-R will occur.

SEN Support: If child is still not making expected progress after agreed interventions have taken place, further interventions and involvement of external professionals may be appropriate. Once these have been agreed continue to follow A-P-D-R.

SEN Support: Support Plan drawn up with input from child, parent, and relevant professionals. A-P-D-R cycle continues.

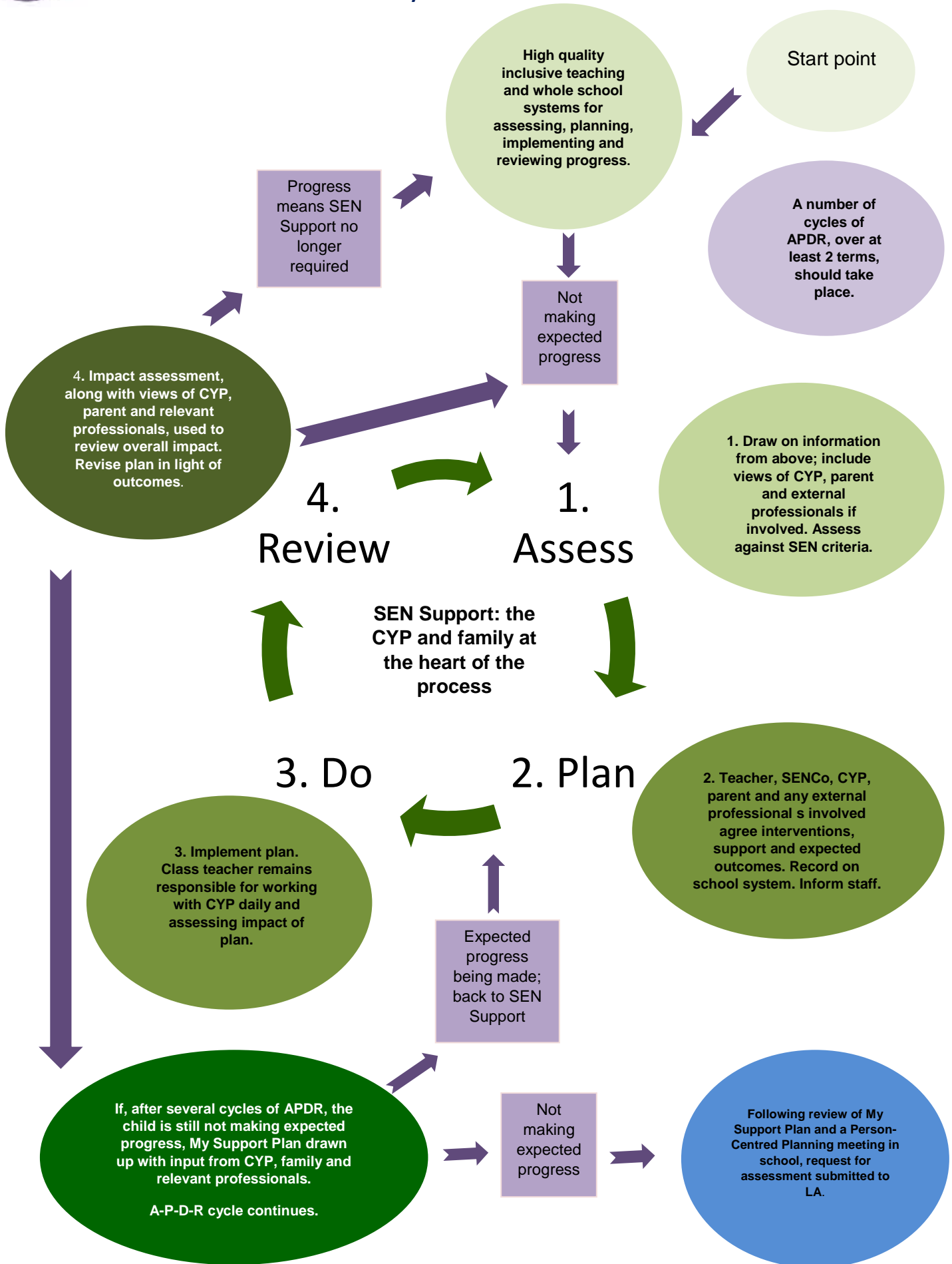
Statutory assessment: PCP Meeting held with child, family, and relevant professionals as part of My Support Plan review. Support Plan and A-P-D-R used as basis for request for assessment.



SEN Support: Meet with family and CYP at least termly to assess needs and discuss progress.



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Appendix D

Thrive Rationale



We use Thrive because we are committed to the children in our care, and we want to understand why they behave the way they do and therefore how we can best support them to develop and learn. As a result of this belief, all staff have received training on using Thrive effectively so that we can recognise any gaps in our pupils' emotional, relational development and their learning but also how to address them.

Thrive is a systematic approach to the early identification of emotional developmental need in children so that differentiated provision can be put in place quickly by the adults working most closely with the child. It is preventative, reparative, pragmatic and easy to use! By addressing emotional needs, it builds resilience, decreases the risk of mental illness, prepares children for school and equips them to be ready and willing to learn and it helps those children at risk of underachieving or exclusion to stay in school and re-engage with learning.

As this approach is part of our culture and ethos every class teacher undertakes a whole class screening three times a year. They use the online assessment and planning tool to identify any emotional needs that are underlying observed behaviours.

Once the assessment is complete strategies are chosen to be delivered in class or in small groups. Mr Dale (AHT – leading inclusion) and Miss Stephenson (ELSA), who are based in the REACH 3, are undergoing training to become trained licensed practitioners who will carry out full assessments with individual pupils; again, a detailed action plan is drawn up and learning targets identified. Action plans are drawn up for school, home and for any other professionals working with the family so a consistent approach is in place and regularly reviewed for impact.