

SPECIAL EDUCATIONAL NEEDS POLICY



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Special Education Needs Policy

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Definition of Special Educational Need:-

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 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. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD.

From SEND Code of Practice 2014, pg 15-16

Areas of Special Educational Need.

Four areas of SEND are detailed in the Code of Practice 2014 (page 85)

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. SENDsory and/or physical needs

See Chapter 6, of the SEND Code of Practice 2014 paragraph 6.28 onwards for a fuller explanation.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

This definition of children with learning difficulties includes children with a disability where special educational provision needs to be made. This does not mean that children with a disability necessarily have learning difficulties or that only disabled children with learning difficulties have special educational needs.

The definition of children with learning difficulties includes children with emotional and behavioural difficulties where special educational provision needs to be made. 'Emotional and behavioural difficulties which are persistent constitute learning difficulties' (DFE Circular 9/94).

Definition of a Disabled Person

- You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' means

- 'substantial' is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more - eg a breathing condition that develops as a result of a lung infection

(Definition of disability under the Equality Act 2010)

School Aims

Long Meadow School promotes high achievement and learning for life by working with children to:

- develop thinking skills – knowing how to learn
- become highly motivated life long learners
- meet the challenges of the modern world
- have high self-esteem – belief in themselves and respect for others and the environment
- be able to work independently and collaboratively
- achieve high standards in all areas of the curriculum
- seek to extend themselves in mind, body and spirit

We believe that each child will succeed through experiencing quality in:

- a positive ethos of support, challenge and encouragement
- a relevant, forward thinking, broad and balanced curriculum

- a stimulating, interactive, learning environment
- innovative teaching and an investigative approach to learning
- a variety of exciting learning resources
- an enriching programme of extra-curricular activities and visits
- learning partnerships between school, home and the community

Special Educational Needs Aims

We aim to adopt the principles of inclusion through equality of opportunity and access to a diverse, challenging and differentiated curriculum for all.

We aim to offer our children an inclusive curriculum by paying due regard to principles of:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning

(National Curriculum, DfE, 1999)

Teachers take action to respond to pupil's diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches and
- Setting targets for learning.

(National Curriculum, DfE, 1999)

Equality and Inclusion

We aim to ensure that each child is fully included in all aspects of school life. Fundamental to this aim is the belief that each child has a right to a broad, balanced, relevant and challenging curriculum appropriate to their individual needs and full access to all extra curricular activities on offer. We aim to achieve this by setting appropriate learning targets, teaching styles and access strategies for each child. This may include programmes delivered outside the classroom to develop skills to enable the child to access the curriculum more effectively. We aim to ensure children are not disadvantaged through these programmes and maintain full access to the curriculum.

We aim to provide a high quality service that is effective, efficient and fair. Fundamental to this aim is a belief in equal opportunity for all pupils and staff working in our school. We believe there should be no discrimination on the grounds of race, gender or disability. Please refer to the Race Equality Equal Opportunities Policy for further information.

The school has a Disability Equality Scheme.

(See LMS Single Equalities Policy and Equality Plan 2015-2018)
(Equality Act 2010)

(Code of Practice 2014 6.10)

Medical Conditions

We make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision is planned and delivered in a coordinated way with the healthcare plan.

(Code of Practice 2014 6.11)
(Children and Families Act 2014)

Roles & Responsibilities

The Governing Body

The Governing Body (through the SEND Governor) must:

- make every effort to see that the necessary arrangements are made for any pupil who has special educational needs;
- consult the LA and the governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area;
- make sure that teachers are aware of the importance of identifying children who have special educational needs and of providing appropriate teaching;
- make arrangements and allow pupils with SEND to join in the everyday activities of the school as far is practical;
- report each year to parents on their policy and provision for pupils with special educational needs (see SEND Information Report on website);
- take account of the code of practice when carrying out their duties towards all pupils with special educational needs and

The Governing Body must appoint a Governor to monitor Special Needs policy and practice throughout the school. The Governor appointed to Special Educational Needs is Mr. Iain Blazey.

The Headteacher

The Headteacher:

- has a clear overview of special educational provision in the school and provides strategic direction for SEND provision
- manages resources and staff transparently and effectively

- provides sufficient resources, administrative support and professional support to the SENCo to enable him or her to be efficient
- provides opportunities for the professional development for the SENCo
- monitors the effectiveness of the SEND policy and its implementation in the school
- evaluates the effectiveness of SEND access and provision and identifies its contribution to the overall effectiveness of the school in raising standards for all pupils.
- makes sure that all staff are aware of the needs of the children who are on the SEND register

The head teacher will ensure that those teaching or working with a child or young person who has an EHC are aware of their needs and has arrangements in place to meet them. The school will also ensure that teachers monitor and review the child or young person's progress during the course of a year. Formal reviews of the EHC plan must take place at least annually.

(Code of Practice 2014 9.130)

The Special Educational Needs Co-ordinator

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. They are part of the Senior Leadership team.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating 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 head teacher 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

The school's SENCO is Mrs H Jamieson who is released from class teaching for 1 morning each week to coordinate special needs.

The Assistant SENCO

The assistant SENCO :

- Reports to SENCO
- Carries out reviews of Inclusion Files
- Works alongside teachers / SENCO to review PETs (Personal Extra Targets)
- Maintains / Updates SEND register
- Liaises with external agencies and organises meetings
- Prepares paperwork for Annual Reviews
- Undertakes assessments using standardised diagnostic tests and advises class teachers on strategies and programmes to use for children with SEND.
- Audits resources
- Contributes to Teaching Assistants training on SEND programmes used in school
- Assesses pupils and supports them in their learning
- Supports Teaching Assistants with SEND children

The assistant SENCO is Mrs. S. Howkins who works in school for 25 hours per week.

The Class Teacher

The class teacher:

- Provides quality first teaching for all pupils
- Plans work at an appropriate level to ensure access to learning
- Sets targets through PETs
- Ensures that individual learning targets are incorporated into planning

- Plans and oversees the work of teaching assistants
- Monitors the progress of children with SEND
- Provides information to the SENCo as requested
- Provides, as necessary, information and reports to other agencies involved in supporting individual pupils
- Provides reports for annual reviews and other statutory procedures
- Supports pupils in preparation of their own reports for annual reviews
- Alerts the SENCo to any concerns that they have about children with SEND or that they suspect experiencing difficulties to learning
- Sets suitable learning challenges
- Responds to pupils' diverse needs
- Overcomes potential barriers to learning and assessment

The Teaching Assistant

Teaching Assistants

- Are supported and directed by the class teacher and in some cases the assistant SENCO
- Are involved in planning of lessons
- Receive guidance on appropriate teaching and support strategies
- Make an input to planning and review of special provision
- Provide feedback to teachers and the SENCo, where appropriate, regularly
- Are clear about their roles and responsibilities within the school, especially towards named children
- Are given opportunities for continuing professional development

See Appendix 2-3 for details of SENCo and assistant SENCo roles.

The Parents

The school will keep parents informed at all times about their child's learning, progress and special educational needs. Parents have responsibilities as outlined in the home school agreement.

The Child

All children at Long Meadow are involved in setting targets for learning. These targets are agreed in class with the teacher and shared with parents at consultation evenings.

In addition children in Key Stage 2 are involved in setting and reviewing targets on their PETs. This is done before the review at school with the child or at the consultation with parents.

School Facilities & Resources

Special Facilities

Long Meadow School has been purpose built for access with wheel chairs and has disabled toilet facilities.

Resources

Resources to support those who have learning difficulties are stored in The Nest and SEN Room cupboards. These include Reading, Handwriting and Phonic Schemes, Communication and Language Games, Maths Games and a range of photocopiable activities through the On Target Folders. The Assistant SENCO is responsible for maintaining these resources.

The school have purchased some specialist resources to support pupils with sensory difficulties. There is access to loan equipment from the Sensory Impairment Support Service.

Admission Arrangements

Admission to Long Meadow School is controlled by Milton Keynes Council Education Authority. Applications are made to the Authority and places allocated by them using priority criteria. No child should be discriminated against admission to Long Meadow School because of their special educational needs or physical disability.

For children with EHC's for their special educational needs consideration will be given as to whether Long Meadow School can meet the needs of the child appropriately in consultation with Milton Keynes Council prior to admission.

Identification, Assessment & Provision

Most children will make progress within our inclusive curriculum without any great difficulty, however some will require additional or different action.

Early Identification of special educational needs is essential for appropriate provision to be made.

On entry to Long Meadow School:

Foundation Stage Entry Profile Assessments are made in the Early Years during every child's first month in school. Where these assessments indicate some concern the SENCo is consulted to discuss further assessment.

Where a child enters the school during Years 1-6 teacher assessments are made and acknowledging that some children take time to settle into new schools and routines, previous school records are considered. Where concern is indicated the SENCo is consulted to discuss further assessment.

Class teachers are responsible for the teaching and learning of children within their class. Teachers use a variety of sources to assess children's progress and identify needs. These may include:

- Formative assessments
- Summative assessments
- Parent perception of difficulties/expression of concern
- Concern from other professionals, e.g. health visitor
- Concern from other school professionals, e.g. lunch time supervisors
- Curriculum records
- Teacher's own records
- End of key stage expectations
- Long Meadow end of year assessment criteria
- Children's work
- Standardised tests
- SAT's
- Using Provision Mapping to ensure teaching meets the needs of every child.

The class teacher may, at any time, ask the SENCo's advice about a particular child who may be causing concern. The SENCo can take appropriate and immediate action to reduce the child's barriers to learning.

During the year if a class teacher would like either the assistant SENCO or SENCO to observe a child or offer some advice they will need to complete a Pupil Referral Form.

SEND Register

A child is placed on the Special Needs Register if he/she has not made adequate progress despite differentiated learning opportunities targeted at the child's evidenced and identified area of weakness.

A child on the SEND register may have a PET (Personal Extra Target)

A child may remain on the register for as long as is necessary.

A meeting is arranged with the parents, teacher and where appropriate the SENCo to review the child's progress and to discuss the involvement of outside agencies. Outside agency advice is sought to help meet the needs of the child.

The Assistant SENCo coordinates the involvement of outside agencies. The Assistant SENCo coordinates the borrowing of additional resources and the SENCo works with the teacher and parents to advise on PET targets, programmes and work.

Where the child is attaining well below average and provisions have not been effective, a decision may be made to proceed with a request for an EHC needs assessment alongside the parents.

Formal Assessment

The SENCo is responsible for collating all documentation required for Formal Assessment.

The process of EHC assessment and EHC plan development **must** be carried out in a timely manner. For time limits see flow chart appendix 7

Educational Health Care Plan

The conclusions from an EHCP needs assessment may lead to an Educational Health Care Plan. See Section 9 of the Code of Practice 2014

It details the special educational and non-educational needs of a child and the provision that must be made by the school to help meet these needs. It is a legal document.

The Annual Review is a yearly meeting to discuss the progress the child has made towards their targets and to make decisions as to whether the EHCP is still accurate. The meeting is organised by the SENCo and Assistant SENCO following Milton Keynes Council Handbook Guidelines. All relevant agencies are invited.

(Code of Practice 2014 9.166 pg 193)

The EHCP may remain in place unchanged. Where changes are made the SENCo takes responsibility for amending and returning documents to Milton Keynes Council who will issue a new EHCP.

One Page Profiles

For certain key children a one page profile is written and kept in a discrete place in the classroom. The one page profile highlights any areas of need the child may have and effective strategies used to support them. See appendix 9

Personal Extra Targets

PETs detail the interventions which are additional to or different from those provided as part of the differentiated curriculum. These are written by the class teacher.

The class teacher is responsible for writing each child's PET and ensuring time is allocated to meet the needs of the PET within the class environment. This may involve the child working in a small group or individually with a Teaching Assistant or the class teacher. It may involve adapting resources. In KS1 where the child works with a Teaching Assistant, on going notes are kept. These notes must be recorded on Individual Monitoring sheets (see Appendix 6) which are to be kept in the class Inclusion file showing progress towards the PET targets. This evidence will be used in PET reviews and Annual Reviews. Children who are receiving extra tuition, but are not on the Special Needs Register, must be recorded on a Monitoring sheet. See Appendix 7.

The PET is reviewed when necessary and at least every 6 weeks. The class teacher is responsible for ensuring reviews are held and new PET's drawn up. Parents are invited to discuss

the PET during a time specified by the class teacher within 2 weeks of writing the IEP at the end of each term. Particular attention is paid to the activities at home and ways in which parents can support the PET. Parents sign the review sheet. All children in Key Stage 2 should be consulted about their progress and new targets. Where appropriate this applies in Key Stage 1. PETs need to be kept by the class teacher in their Inclusion File. An electronic copy of the PET is kept on the network as a rolling document to inform new class teachers of past targets.

Additional Temporary Funding

If a child needs a lot of additional support, the school may choose to apply for additional top-up funding. This decision is made by the head teacher, SENCO and class teacher. The appropriate forms are completed by the SENCO and assistant SENCO, these are sent to the Milton Keynes Panel. If a child is receiving medical treatment and this has an impact on their learning, top-up funding can be applied for by completing a medical referral form.

Home tuition

If a child is receiving medical treatment and is unable to attend school for a prolonged period of time, home tuition can be arranged which is funded by Milton Keynes Council.

Documents/Record Keeping/Transfers

Documents/Record Keeping

All documents relating to the children and their special educational needs are considered private and confidential.

The Assistant SENCO keeps a file with any reports, EHCPs and notes.

A copy of each child's PET is kept in the teachers Inclusion file.

Notes/Records made by Teaching Assistants are kept in the Inclusion file.

All information received from outside agencies is put in the child's file in the SEND office. A copy of recommendations is given to the class teacher and filed in the teachers inclusion file.

Consultations with parents are recorded in the 'Log of Meetings' form which is kept in each class teacher's inclusion file.

Transfer

At the end of each academic year the current and receiving class teacher meet to talk about the children in the class, particularly discussing any children with PETs and to transfer any additional documentation eg individual risk assessments

All SEND class teacher's records are passed to the receiving teacher.

Transfer at Year 6

The SENCo or class teacher meets with the SENCo from our feeder schools to talk about children with special educational needs. A copy of each child's most recent PET is given to the SENCo.

All SEND records are transferred to the feeder school on the last day of term.

Where a child who has an EHCP is transferring to another school, the feeder school is invited to the annual review to discuss transfer issues. This review should take place before the transfer.

Partnership with Parents

We aim to develop partnerships with parents as part of school policy.

In accordance with this:

- Parents are informed at the earliest stage when a concern is identified.
- Support arrangements are discussed with parents at all levels of action.
- Parents are always invited to reviews and kept informed of their child's progress.
- Teachers are always willing to meet with parents at times other than consultation evenings and reviews should the parents have concerns.

Parents are informed at the outset of 'The SEND Parent Partnership' and any other useful agencies who may support them.

Educational Links

The school is part of the MK West Flank Schools Partnership and participates fully in Special Educational Needs Cluster Meetings.

Complaints Procedure

Our aim is to provide as high a standard of provision as possible for our children with special educational needs. As with any complaint expressed by parents the matter is given prompt and appropriate attention. Parents are encouraged to discuss their grievances with

- a) the class teacher
- b) the headteacher (who may consult the SENCo)

If the complaint is not dealt with to the parent's satisfaction they may refer their complaint to the Chair of Governors. In the unusual event that a resolution or plan of action should not be to the parent's satisfaction the Education Manager at the Area Education Offices can be contacted.

Appendix 1

The Eleven Categories of Special Educational Needs

1. Cognition and Learning Needs

- Specific Learning Difficulty (**SpLD**)
- Moderate Learning Difficulty (**MLD**)
- Severe Learning Difficulty (**SLD**)
- Profound and Multiple Learning Difficulty (**PMLD**)

2. Behaviour, Emotional and Social Development Needs

- Behaviour, Emotional and Social Difficulty (**BESD**)

3. Communication and Interaction Needs

- Speech, Language and Communication Needs (**SLCN**)
- Autistic Spectrum Disorder (**ASD**)

4. SENDsory and / or Physical Needs

- Visual Impairment (**VI**)
- Hearing Impairment (**HI**)
- Multi-sensory Impairment (MSI)
- Physical Difficulty (**PD**)

Other (**OTH**)

Appendix 2 – SENCO Role

Long Meadow School

Job Description - Special Needs Co-ordinator

To work closely with the Headteacher to ensure that the needs of children with special educational needs are met in line with the Code of Practice for SEND.

Specific Responsibilities:

1. To supervise the work of the Assistant SENCO
2. To monitor the progress of children on the Special Needs register
3. To support and guide teachers in drawing up Individual Education Plans
4. To monitor the Assistant SENCO support in assisting teachers with resources for meeting the needs of children
5. To monitor provision for children with SEND in each class by meeting the teachers termly to review monitoring files + PETs
6. To monitor the Assistant SENCO support in supporting teaching assistants who are working with children with SEND
7. To meet representatives of external agencies who are working with children in the school with SEND
8. To work with the Headteacher with children who have a EHC Plan to ensure their needs are being met
9. To review the progress of children who have a EHC Plan on a yearly basis with the Headteacher
10. To have an overview of additional programmes that are being taught to children in target groups e.g. booster, Numicon, and to monitor the children's progress

Appendix 3 – Roles and Responsibilities
Long Meadow School - Special Needs Duties

Responsibility of SENCO	Responsibility of SENCO Assistant	Responsibility of other
<ul style="list-style-type: none"> • To monitor and provide support for Assistant SENCO support in carrying out duties as and when necessary • Termly meeting with SEND governor • Writing of monitoring and evaluation report for governors • Meeting with outside agencies and requests for support • Conduct of Annual Reviews • Meeting with teachers as and when they require guidance • Work on SEND development plan • Organising and attending meetings with parents • Communicate SEND developments to staff • Plan and deliver staff training • Develop effective liaison between schools • Review of SEND policy • Review of SEND statement in Prospectus • WAVE provision • Index for inclusion • Pupil participation in PETS • Monitoring of ICT to support SEND • Analysis of SEND results/progress • Evaluation of support programs • Teacher observations 	<ul style="list-style-type: none"> • To report to SENCO on outcomes of responsibilities carried out • Audit of TA timetables / SEND support alongside SENCO • Review of inclusion files / monitoring files alongside SENCO • Review of IEPs as requested • Maintaining / updating SEND register • Organising Educational Psychologist / S&L / SENDDIS visits • Meeting with outside agencies • Preparation of Annual Reviews • Audit of resources / ordering resources • Offer advice / guidance to support staff • Arrange assessments for children either from SENDDIS or in school • Monitor progress of SEND pupils • Make arrangements for SEND INSET as requested • TA induction and training as requested by SENCO • TA training on SEND programs used in school as requested by SENCO • Collect data on support programs • Collect data on SEND results 	<ul style="list-style-type: none"> • Covering classes to allow teachers to meet other professionals – SD to arrange cover supervision • Differentiation of year group plans – team leaders • Self evaluation form – SD

Appendix 4

Long Meadow School Provision Map 2016-2017
Quality First Teaching

<p>Conditions for learning <i>Pupils work in a classroom climate in which they feel safe, secure and valued.</i></p>	<ul style="list-style-type: none"> • Access to adults and any resources used has been planned for, e.g. background noise avoided where possible, light source in front of teacher not behind, blinds in classroom • Classroom and behaviour expectations are displayed with visual prompts; effective and positive behaviour management strategies are used, including class routines, and listening rules • All learners are clear about structure of lesson and day, e.g. visual timetables are on display • Contribution of all learners valued – secure, safe and supportive learning environment • EYS to Year 1 transition planned through rotational activities in the autumn term. • Transition from whole-class learning to independent and group work clearly signalled and effectively managed • Texts and equipment are at learner’s instructional level and matched to their age, ability and needs • Classroom displays and learning walls are used effectively and interactively • A whole school behaviour policy is in place and Rewards and Consequences displays are consistent across the school • Focus on positive praise, including Golden Book • Circle time used as a vehicle to discuss PSHE issues • Teach children classroom routines and responsibility • Clear labelling of all resources in classroom • Circle time used to support the work of the School Council and eco-monitors ensuring each child has a voice to give opinions and be listened to • Restorative practice circles daily. • Classroom displays used to celebrate, reinforce and extend learning • Responsibility / Monitor roles set up in year groups to support the running of the school e.g. eco-monitors, playground buddies, stars of the week. • Supportive learning environment established
<p>Development of learning <i>Questions probe understanding and develop thinking and</i></p>	<ul style="list-style-type: none"> • Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly • Use of a variety of questioning and techniques used so as to challenge learners at all levels • Contributions reflected back by teacher in expanded form or expanded on by other learners • Visual and tangible aids used and made available when required, e.g. story sacks, real objects, signs and

<p><i>reflection</i></p>	<p>symbols, photographs, variety or number lines, computer animations, abstract concepts made concrete</p> <ul style="list-style-type: none"> • Concept cartoons are used to create independent thinking • Links made to previous learning objectives • Tasks made more open or more closed according to learners' needs • Challenging yet achievable tasks are set • Home Learning is linked to consolidate and develop the learning taking place in class • Challenge used in learning activities to extend learning, and promote involvement and active learning • Active learning encouraged with active participation in whole class input • Structured activities set for between 8.45 and 9.00am to maximise learning for children at the start of the day • Differentiated curriculum planning, activities, delivery and outcome • Vocabulary, assessments and key skills clearly identified in planning • Marking related to Learning Objective with next steps identified • Home school links with reading records, books changed daily if read at home • Targets are shared with parents regularly at parents' evenings, on reports and in books for reference • Plenary used to review and check learning • Pupil participation encouraged using interactive strategies • BLP values for the term are displayed in every classroom and are within lessons
<p>Engagement with learners and learning <i>Pupil groupings are flexible and maximise learning</i></p>	<ul style="list-style-type: none"> • Learners help and support each other with ideas; they give one another space in which to think and respond to questions • Variety of groupings used so that learners are able to draw on each other's strengths and skills, produce random groups for talk partners • Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged • Learners' seating purposely organised • Active selection of resources and approaches to reduce and remove barriers to learning
<p>Knowledge of subjects and themes <i>Teaching is lively, engaging and involves a carefully planned blend of approaches that direct pupils' learning</i></p>	<ul style="list-style-type: none"> • New or difficult vocabulary clarified, written up, displayed and revisited with pre tutoring where appropriate. • Multi-sensory teaching approaches (visual, verbal, kinaesthetic) in use • Tracking back in literacy and numeracy to reinforce previous learning • Visitors invited in to extend teaching e.g. Pantomime, Police, Fire, Ambulance PCSOs, Vicar • Experimental/investigative learning planned for • External experts used to teach PE e.g. Dance, Gymnastics and Specialist Sports • Themed days – Science day, Maths day, ECAR and ECAW days. • Trips out organised to extend and reinforce learning • Abacus Evolve numeracy programme used across the school • Jolly Phonics/Letters and Sounds programmes to develop phonics across the school
<p>Planning <i>A range of assessment strategies, including peer and self-assessment, inform teaching</i></p>	<ul style="list-style-type: none"> • All learners are clear about the lesson objective and success criteria • Children generating own success criteria • Children are involved in generating the success criteria for the lesson • Tasks clearly explained or modelled – checks for understanding, task cards or boards as reminders, time available and expected outcomes made clear to all learners

	<ul style="list-style-type: none"> • Lolly sticks are used to encourage all children to share the ideas and contribute to the learning taking place • Learners have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display • Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another • Peer assessment/self assessment • FACT and IDP checklists are used to inform planning and learning • Talk Partners are used in every lessons • Quality feedback given, e.g. marking, verbal, feedback labels, Success Criteria grids • Mini plenaries are used to consolidate learning, rectify misconceptions and extend thinking • APP files kept and contributed to by all staff, clear additional evidence collected e.g. work, comments. APP records kept on every child
<p>Understanding Learners' needs <i>Pupils are offered a variety of ways in which to record their learning</i></p>	<ul style="list-style-type: none"> • Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words • Support in place for children with working memory problems – sticky notes, jottings, tasks broken down, concrete material to support • Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role • Scaffolding (e.g. problem solving grids or visual tools or clue cards) provided where needed, marking policy providing effective feedback used • Talking and writing partners used • Structured handwriting programme is followed to develop handwriting patterns, letters and joining • Structured phonics programme is followed, implemented and embedded in reading whole texts supported by rich literacy provision • Visual and tangible resources used to reinforce learning • Multi-SENdsory approaches (VAK) are adopted • Learning is self assessed at the end of every lesson. Smiley face system used independently by all children • Parental involvement in Home Learning and supporting their child to meet their next steps • Tasks and activities differentiated by ability – all levels catered for • Resources carefully choSEND to match ability and to motivate children
<p>Links beyond the classroom <i>Various approaches, notably ICT are used to help learners extend their learning</i></p>	<ul style="list-style-type: none"> • Alternatives to paper and pencil tasks used where appropriate, e.g. ICT, diagrams • Effective use of ICT as an access strategy • Using the outdoor environment to incorporate practical activities • Use of the IWB • Parents actively involved in their children's learning • Links made to prior knowledge and learning

<p style="text-align: center;">Plus for some pupils – catch up Wave 2</p> <p>QFT Plus targeted catch up provision for groups to enable pupils to get back on course to meet national expectations.</p>	<p style="text-align: center;">Plus for a few pupils Wave 3</p> <p>QFT Plus personalised provision for children with SEND, EAL and MA</p>
<ul style="list-style-type: none"> • Nurture Group support to develop language skills, confidence, understanding of school expectations and basic skills Taken learning mentor • Self esteem boosting group, i.e. Blow your own trumpet, Time to Talk (taken by Learning Mentor) • Additional Transition Groups – taken to Secondary School and between key transition times at LMS more often by Learning Mentors • Specific Support from EMASS TA Farhina to develop specific understanding of English, extending vocabulary and related understanding in groups • Challenging activities planned specifically for MA children as necessary • Pupil Progress Meetings used to identify additional needs which can be catered for with group intervention e.g. number, hand control, etc. • Catch up programmes – Literacy and Numeracy • Targeted intervention programmes • Precision teaching • In class support from teaching assistants • Laptops • Learning Mentors • Communication skills group • In class support with focus on supporting speech and language (School Start programme) • Booster groups led by HLTA • Individual daily readers in addition to daily or guided reading. • Pre-teaching for SEND and EAL • Small group Circle time • Social skills groups • Anger management • In class support for supporting behaviour targets, access to the curriculum and safety • TA and CT monitoring of children’s progress 	<ul style="list-style-type: none"> • Intense literacy and numeracy support • Specialist literacy and numeracy programmes • Professional outside agency advice and support • Access to ICT • Writing slopes • Pencil grips • Individual work station • Individual visual timetables • Individual checklists • Stress balls and fiddle toys • Keyboard skills training • Additional fine motor skills practice • Additional gross skill motor skills practice. • Specialist programmes devised by speech and language therapist • Social stories • Comic strip conversations • Individual counselling • Individual reward system • Individual support in class to access curriculum activities • Access to specialist ICT hard and software – iPad • IEP sticker charts • Visual reminders of behaviour • Structured visual supports • Reviewing of IEP targets termly and reviewed with parents • Handwriting activities and mnemonics • A line tracker for following texts • Use of a different colour for each line on a whiteboard • Providing a child with a photocopy transcript of smart board for the child who will have difficulty copying • Take into the consideration the text type and format used including background colour

Appendix 5

Long Meadow Provision Map 2012 – 2013 Areas of need – Cognition and Learning, Communication and Interaction, Behavioural, Emotional and Social, and SENDsory and Physical

Provision Map of Resources for Long Meadow School

Area of need	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literacy	Letters and Sounds Jolly Phonics On Target Oxford Reading Tree Language Master Easi Speak Microphones Clicker 5	Letters and Sounds SEFT On Target Oxford Reading Tree Language Master Easi Speak Microphones Clicker 5 ELS	Letters and Sounds SEFT On Target Oxford Reading Tree Language Master Easi Speak Microphones Clicker 5 ALS	Letters and Sounds SEFT On Target Wellington Square Tracker Rising Star Language Master Easi Speak Microphones Clicker 5 Sir Kit	Letters and Sounds SEFT Toe by Toe Wellington Square Tracker Rising Star Language Master Easi Speak Microphones Clicker 5	Letters and Sounds SEFT Toe by Toe Wellington Square Tracker Rising Star Language Master Easi Speak Microphones Clicker 5	Letters and Sounds SEFT Toe by Toe Wellington Square Tracker Rising Star Language Master Easi Speak Microphones Clicker 5
Numeracy	Numicon	Overcoming barriers Wave 3 numeracy intervention Numicon	Overcoming barriers Wave 3 numeracy intervention Numicon	Overcoming barriers Wave 3 numeracy intervention RM Maths Springboard Numicon	Overcoming barriers Wave 3 numeracy intervention RM Maths Springboard Numicon	Overcoming barriers Wave 3 numeracy intervention RM Maths Springboard Numicon	Overcoming barriers Wave 3 numeracy intervention RM Maths Springboard Numicon
Social Skills	Pals Time to Talk SEAL	Socially speaking Pals Time to Talk SEAL	Socially speaking SEAL	Socially speaking SEAL	Socially speaking SEAL	Socially speaking SEAL	SEAL
Speech	School Start SALT resources	School Start SALT resources	School Start SALT resources	School Start SALT resources Understanding and using spoken language Sound linkage	School Start SALT resources Understanding and using spoken language Sound linkage	School Start SALT resources Understanding and using spoken language Sound linkage	School Start SALT resources Understanding and using spoken language Sound linkage
Handwriting	Write Dance Pen Pals	Write Dance Pen Pals	Pen Pals	Pen Pals	Pen Pals	Pen Pals	Pen Pals Speed up
Coordination	BEAM	BEAM	BEAM	BEAM	BEAM	BEAM	BEAM

SEND/Wave provision map HJ SH

Appendix 7

Date: _____ Name: _____ Class: _____

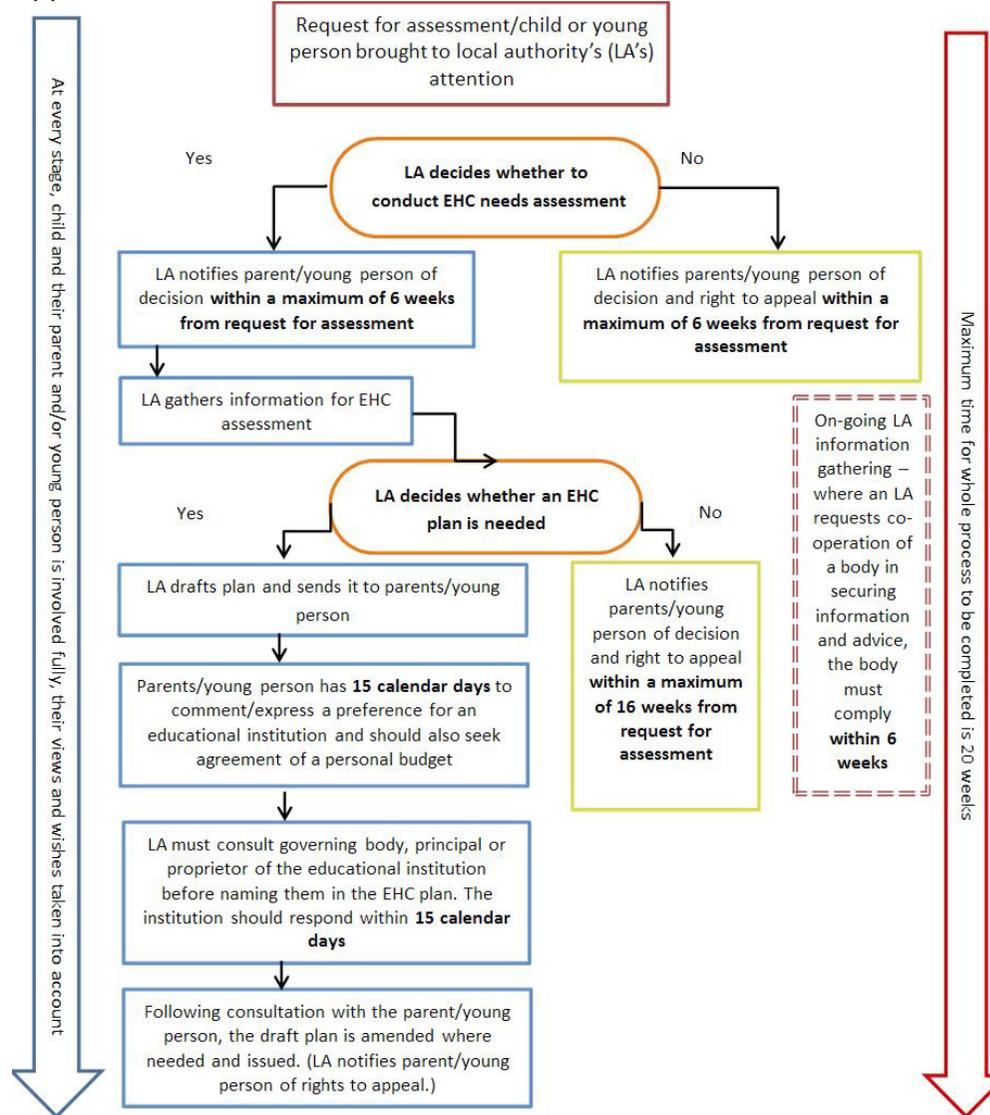


1st Target	2nd Target
 ★ How did I do? ★	 ★ How did I do? ★
RA6 <input type="radio"/> M <input type="radio"/> T <input type="radio"/> W <input type="radio"/> T <input type="radio"/> F	RA6 <input type="radio"/> M <input type="radio"/> T <input type="radio"/> W <input type="radio"/> T <input type="radio"/> F
Initials <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Initials <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Date: _____

1st Target	2nd Target
 ★ How did I do? ★	 ★ How did I do? ★
RA6 <input type="radio"/> M <input type="radio"/> T <input type="radio"/> W <input type="radio"/> T <input type="radio"/> F	RA6 <input type="radio"/> M <input type="radio"/> T <input type="radio"/> W <input type="radio"/> T <input type="radio"/> F
Initials <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Initials <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Appendix 8



APPENDIX 9

Area of need and what I find difficult:	Things I am good at:	Medical:
When I am anxious I:	All about me	If I need help to follow instructions you can:
When I am cross the best way to help me is:	PHOTO:	To help me understand and learn:
I have support from:	Name	Other adults in school who help me:
	My friends are:	