

West Kidlington School – Staff Information for SEN

Children can be on the SEN register for any of the following 4 Primary Needs:

- Communication and Interaction (C&I)
- Cognition & Learning (C&L)
 - o Learning needs (LN)
 - o Specific Learning Difficulties (SpLD) (Y1-Y6 only)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical (S&P)
 - o Hearing Impairment (HI)
 - o Visual Impairment (VI)
 - o Multi-Sensory Impairment (MSI) (Foundation Stage only)
 - o Physical Difficulties (PD)

The different levels are:

- SEN Support
- Education and Health Care Plan (EHCP)

Children who are on the SEN register have a Pupil Profile, which includes the Individual Tracker. The Pupil Profile is updated 3x per year and stored in the child's electronic individual SEN folder on the One Drive.

Individual SEN Folder:

All children on the SEN register will have a folder which will hold paper copies of all relevant documents for the child. This is stored in a locked cupboard in the SEN base. This information is also shared on the child's electronic individual SEN folder on the One Drive.

Pupil Profiles/Individual Provision Tracker:

- A Pupil Profile is produced for each child on the SEN register. Please carefully look at previous years Pupil Profile to ascertain the needs of the child.
- Reviewed and updated 3x per year at the SEN review meeting with the parent/carer
- Contains assessment information to be updated throughout the year
- Sections:
 1. Pupil View and Aspirations
 2. Parents views and aspirations
 3. Strengths
 4. Analysis of Needs / Barriers to learning (be specific e.g. not broad of Reading but the specific gaps & difficulties. Does this give an understanding of the child?)
 5. Key Incidences
 6. Professional guidance
 7. Strategies to support pupil
 8. Reasonable adjustments
 9. Assessment tracker
 10. How can children be supported at home

The transition (INSET) day in July gives teachers considerable time to discuss each child's needs. The SENCo, will update the Pupil Profile at the start of the academic year. Teachers will then update each child's profile after the assessments have taken place by a given date at the start of the new academic year. The Pupil Profile is a working document but it will be officially updated to fit in with assessments and parents evenings. Updates to the profiles should include key points, strategies and recommendations made by outside professionals in recent visit reports.

- Desired Outcomes:
Work backwards thinking of what the long term goals are to help shape smaller steps. Very specific and measurable goals. These will be amended throughout the year in light of progress.
- Interventions: should show continuity with the target and should be clearly focussed and defined.

- **Baseline:** Thinking carefully of the intervention what is the most accurate baseline to use eg Sandwell, Boxhall, Evidence of work
- **Actual Frequency:** It is vital that an intervention register is taken whenever the intervention has taken place
- **Cost:** Calculating cost of an intervention use the following figures:
 - £12 per hour for TA
 - £25 per hour for Teacher
 - 1:1 rates so if in a group of 5 with a teacher for 1 hour actual cost for individual pupil would be £5 per hour
- **Impact:** will clearly reflect the needs of the pupil and their next steps. They may not be purely learning based but they will need to tie in with their area of need in the code of practice.
- **Next steps:** to be carried out 3x per year. Space for brief comment by teacher
- Ideas of how parents can best support their child will also be shared on the document

Assessments which can be used to identify steps of progress:

PERA: Reading/comprehension Age Assessments (Year 1)

Salford: Reading/comprehension Age Assessments (Years 2-6)

HAST: Spelling Age Assessments

Sandwell Maths Assessment

Example Agenda for Review Meeting with Parents/Carers:

- Start with the positives from the school point of view.
- Review attendance, behaviour and recent attainment data.
- Discuss the impact of the support given.
- Ask the parent and learner about the current provision and check this reflects the viewpoint recorded in the pupil and parent section. Update this section adding more information to what is already there.
- Review the text on the Pupil Profile with the parent and learner. Annotate any changes on the profile.
- Agree the 3 new outcomes for the Child in the short / medium and long term.
- Note any actions to take place between now and the next review meeting and share with SENCo if required.

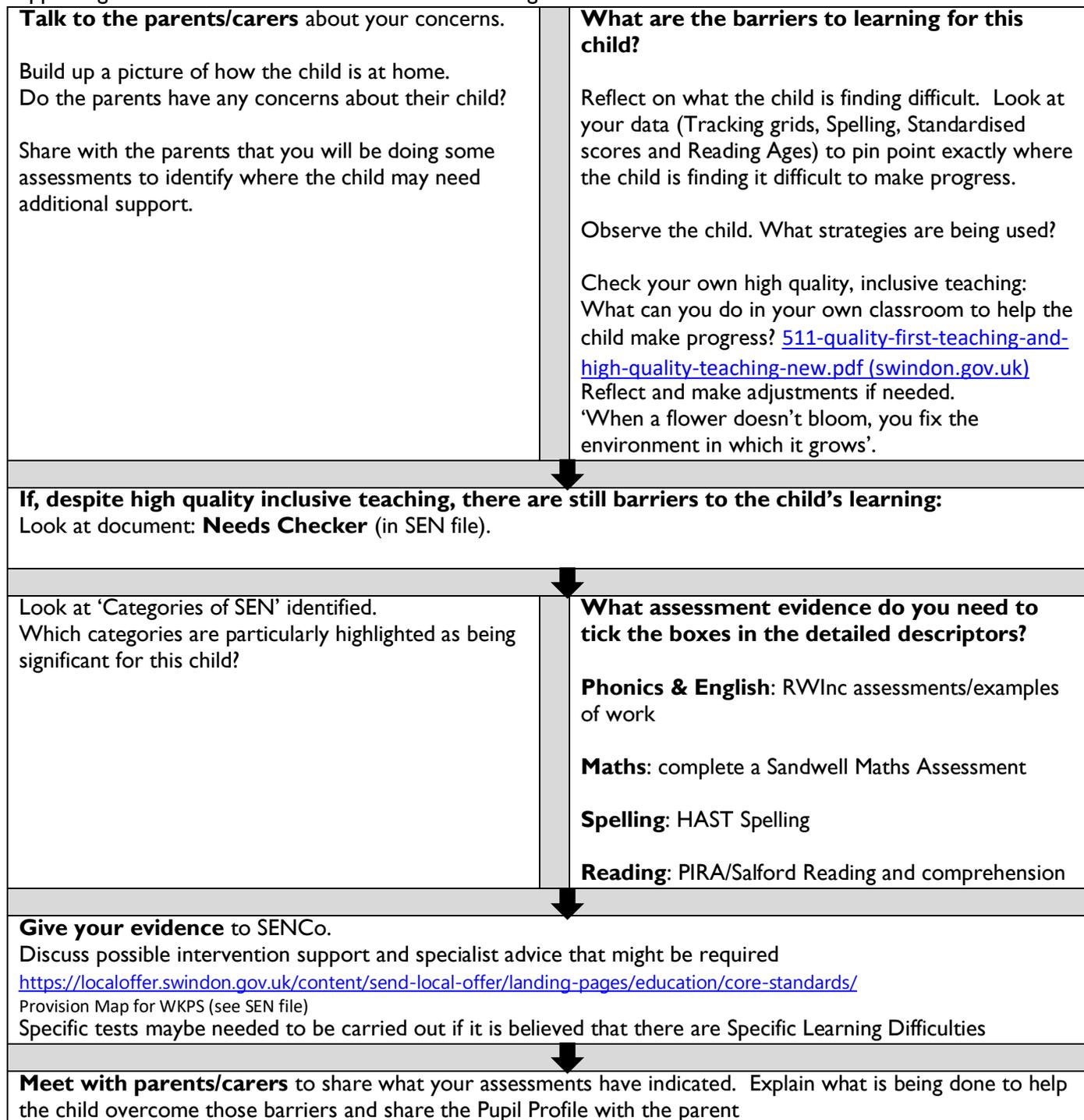
After the Meeting:

- Follow up any actions /questions raised.
- Feedback any concerns to SENCo.
- Pupil Profile to be updated on the One Drive and email the SENCo so that she can review the document
- Ensure a paper copy of the Pupil Profile is given to the parents/carers.

What to do if you are concerned about identifying and supporting needs of child not already SEN

See following flow chart and refer to 'Needs Checker' in your class SEN folder.

Supporting a child to overcome barriers to their learning:



Intervention Group Register and Record

Keep a register for all the planned sessions of an intervention so you can clearly comment on the actual attendance on the Individual Pupil Profile. This information will also feed into the whole school provision map. It is useful to detail why a session did not happen (absence of pupil, absence of TA, trip etc).

Pupils who are not on the SEN register can form part of intervention groups and should also be listed on the intervention record.

All intervention Group Records must have a baseline assessment carried out at the beginning of the intervention and repeated at the end to show progress. Please make sure this is handed into the SENCo at the end of the intervention.