

Special Educational Needs and Disability Policy



Agreed by Staff	Autumn Term 2023
Date for Review	Autumn Term 2024



SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Special Educational Needs and Disability Co-ordinator (SENDCo) – Mainstream:

There is a member of staff responsible for the Mainstream SEND co-ordination who has completed The National Award for SEND Co-ordinators.

Resource Base SENDCo and Lead teacher:

There is a member of staff who is responsible for the Resource Base SEND co-ordination and who has also completed The National Award for SEND Co-ordinators.

Both SENDCos attend termly SENCoNet meetings to keep up-to-date with national and local developments in SEND and to be aware of training available to staff. The mainstream SENDCo attends the TELA SENDCo meetings to liaise with SENDCos from other schools in the area. Both have completed a variety of INSET to support their role. The mainstream SENDCo has also led training for teachers, LSAs and Governors annually.

Other members of staff at Westfield Infant School to support SEND pupils are:

- A resource base teacher.
- A Speech and Language HLTA (Resource Base)
- A Resource Base HLTA
- Resource Base LSAs: LSA provision within the unit fluctuates depending on numbers and needs of the class. They work within the classroom and to facilitate inclusion within the mainstream classes.

LSA time is allocated in mainstream classes to benefit those pupils who need extra support e.g. LSAs to support English and Maths, SALT/Social and Communication Groups, Motor Skills, ELSA, SEND target work and interventions as well to support pupils with hours within SEND IF or EHCPs.

Westfield Infant School has a 24-place resource for pupils with communication and interaction needs (C and I) supported by a multidisciplinary group of professionals depending on the needs of the pupils. The resource base serves a catchment area wider than that of the school and the LA determines admissions.

The resource base is very much part of the school and offers genuine opportunities for purposeful, planned inclusion and helps to strengthen the ethos of a supportive learning environment where mutual respect and support is apparent. Westfield Infant School has the Inclusion Quality Mark and is recognised as an IQM Flagship School.

Westfield Infant School strives to be an inclusive school, fostering a sense of community and belonging through its:

- inclusive ethos
- personalised learning
- broad, balanced and creative curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all pupils
- organisation of groups/classes to best suit pupils' needs

Where pupils are identified as needing 'additional to and different from' the school ensures that they undertake targeted provision. Regular and rigorous monitoring takes place to ensure pupils are receiving the best possible provision to meet their needs. Parents/Carers are involved at all stages.

Westfield Infant School aims:

- to support the entitlement of all pupils to a creative, broad and balanced curriculum through personalised learning in order to facilitate their development so they are able to achieve the best possible educational and wider outcomes, preparing them effectively for adulthood
- to raise the aspirations of and expectations for all pupils with SEND embedding the ethos of the core values and PHSE curriculum.
- to be a fully inclusive school acknowledging the range of issues to be taken into account in the process of the pupil's development
- to provide a happy, safe and purposeful learning environment which enhances pupils' educational achievement and well-being
- to understand that every teacher is a teacher of every child including those with SEND.

Westfield Infant School's objectives (how we will fulfil the aims) are:

- to work within the guidance provided in the SEND Code of Practice 2015
- to identify and provide for pupils who have special educational and/or additional needs
- to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities
- to develop and maintain appropriate procedures for the early identification of pupils with special educational needs
- to ensure access to a curriculum for all pupils
- to provide SENDCos who will work within the SEND Policy
- to provide support and advice for all staff working with pupils who have special educational needs or disability
- to develop and maintain partnership and high levels of engagement with parents/carers involving them in decision making
- to develop and maintain appropriate records to develop and monitor the Special Educational Needs and Disability Policy and report to the Governors, all staff and parents/carers to ensure the special educational needs of all pupils at the school are met
- to follow EYFS documentation
- to take into account the Single Equality Policy and Accessibility Policy
- to work collaboratively with health and social care services and other professionals to provide support.

Identifying Special Educational Needs

At Westfield Infant School special educational provision is matched to pupils identified needs which are generally in the following four broad areas of need and support:

- communication and interaction (including Autism Spectrum Disorder and Speech, Language and Communication)
- cognition and learning (including Moderate Learning difficulty and Specific Learning Difficulty)
- social, emotional and mental health (including Attention Deficit Hyperactivity Disorder)
- sensory and/or physical needs (including Visual Impairment and Physical Impairment)

The purpose of identification is to work out what action school needs to take. However we consider the needs of the whole child, which is not just their special educational needs.

At Westfield Infant School we consider what is **not** SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current disability equality legislation, this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a looked-after child

- Being a child of a serviceman/woman

Any concerns relating to a pupil's behaviour is an underlying response to a need which we need to identify.

Criteria for entering a pupil on the SEND Record

Quality first, adaptive teaching at Westfield Infant School that is differentiated/scaffolded will meet the individual needs of the majority of our pupils. However some of our pupils need special educational provision that is 'additional to or different from' this (Section 69 (2) of the Children and Families Act 2014/regulations 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014). At Westfield Infant School we ensure that such provision is made for those who need it and this special educational provision is underpinned by quality first teaching. This information is outlined in the school's SEND Information Report which can be seen on the SEND section of the website.

The EYFS profile provides a well-rounded picture of a pupil's knowledge, understanding and abilities. It is used to identify pupils with special educational needs and informs plans to make provision for pupil's future learning and identifies any additional needs for support. For most of our pupils, special educational needs are identified early however with some pupils their difficulties become evident as they develop so staff are constantly monitoring pupils ensuring that they are making expected progress. Information is shared with relevant staff particularly as pupils move year groups to ensure this monitoring continues.

Westfield Infant School's graduated approach to Special Educational Needs support- assess, plan, do, review.

(A four-part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes).

At Westfield Infant School we identify pupils with special educational needs early through

- teacher's observations
- support staff's observations
- rigorous monitoring and assessments
- parent/carer's views
- pupil's views
- knowledge (CPOMS) and pre-school/previous school history.

Any concerns and a referral can be made to the SENDCo. Through discussions and observations around the graduated approach a professional decision is made regarding support. The graduated response is used to assess if the pupil requires continued further support that is 'additional to/different from' their peers. This information is recorded on an Initial Concerns Checklist as part of the school's SEND review cycle (Appendix A) which is shared and signed by parents/carers. At this stage parents/carers are informed about the LA's information, advice and support service. They are given a copy of the Westfield Infant School booklet for parents/carers of pupils on the SEND Record. Information on the SEND section of the website is shared including a simplified version of the school's SEND Information Report. At the next agreed review date it is decided whether the pupil can be removed from the ICC cycle or if it is appropriate from the evidence collected to place them on the SEND record.

The evidence will be in the form of relevant information listed below:

- EYFS Baseline Assessment – Government baseline (RBA) is statutory however this is a computer program which school will not receive data from. School baseline using the new development matters and birth to five government documents will be inputted onto target tracker by October half term. End of year assessments will use the Early Years Foundation Stage Profile – Guidance from STA 2021.
- Individual pupil tracking (as part of the TELA SENDCo group a small steps tracker was developed and adopted to be used to track progress of pupils who remain emerging in core

subjects and the teacher assessment is showing poor progress as well as supporting SMART target writing within a Westfield Support Plan). To be used when no progress is evident. The Leicestershire County Council Early Years SEND small steps document and tracker will be used when appropriate for age and stage assessment.

- Ongoing teacher assessments, formally uploaded at the end of each term and end of year pre-key stage standards used at the end of KS1 for pupils attaining lower than working towards the expected standard and engaged in subject-specific study. Where pupils are not engaged in subject-specific study, attainment will be reported using the engagement model.
- Year 1 Phonics Screening Check
- SENDCo assessments (Goodman's SDQ, BVPS, Lucid rapid SpLD screener, Boxall profile) and observations
- what support/provision has already been in place and the outcomes of this (APDR)
- pupil's views/work
- parent/carer's views
- medical notes
- information and reports from any other agencies
- pupil records (information on CPOMS, Target Tracker)
- End of Key Stage 1 teacher assessments
- ELSA social and emotional support assessments
- support/provision that has already been in place and the outcomes of this
- new provision put in place to support identified needs and the impact the provision has

When sufficient evidence has been collected and it is agreed by the relevant teaching staff and parents/carers that the pupil is still not making expected progress despite high level quality first teaching and support then the child will be placed on the SEND Record as having SEND support. If a pupil is not placed on the SEND Record at this point, they will continue to be monitored through the usual class monitoring systems ensuring all the correct provision is in place.

All pupils at Westfield Infant School on the SEND Record will have a Westfield Support Plan (Appendix B) so we are able to:

Assess by identifying a pupil's needs and monitoring their progress including needs identified by other professionals supporting the child.

Formative and summative assessment is used to monitor impact of QFT as well as 'additional to/different from' support, including all those listed above. Outside agencies are referred to when appropriate and their findings are used to inform our Westfield Support Plans.

Statutory assessment arrangements for pupils working below the standard of national curriculum assessments include 'pupil can' statements (pre-key stage standards), representing the key aspects of each subject which allow for progression towards the national curriculum. These standards will be used for statutory assessment at the end of key stage 1 for pupils working below the standard of national curriculum assessments engaged in subject-specific study.

Pupils working below the level of the national curriculum and not engaged in subject-specific study will be assessed using the Engagement Model which is a teacher assessment tool for pupils who are at key stage 1 (KS1). Pupils may be assessed using the Engagement Model if they have special educational needs and disabilities (SEND), which mean they cannot demonstrate recognisable and specific skills, knowledge and understanding in:

- English language comprehension and reading
- English writing
- mathematics

As such, they are unable to engage in such subject-specific study.

The engagement model is formed of 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

Plan by meeting with parents/carers to discuss the interventions/support that are going to be put in place and the expected impact on progress, development or behaviour with a clear date for review. These plans take into account the pupil's and parents/carers views. This will reinforce the contribution that needs to be made at home. Liaison with outside agencies and the SENDCo can inform intent. Interventions and support are documented. Targets are individual and SMART.

Do by staff working with the pupil (with the support of the SENDCo) to oversee the implementation of the interventions or programmes agreed as part of SEND support. Individual targets are monitored on a tracker through rag rating and shared with parents when updated.

Review by monitoring the effectiveness of the support and its impact on the pupil's progress by an agreed date. The impact of the support is evaluated by all those involved and any changes are agreed in light of the pupil's progress and development. Parents/Carers have clear information about the impact of the support provided and are involved in planning the next steps. Where there is little or no improvement school will seek advice from specialists (referring to the LA's local offer) with the agreement of parents/carers. The involvement of specialists and what is discussed or agreed is always recorded and shared with parent/carers and all teaching staff involved with the pupil. Relevant information will be added to CPOMs. The electronic SEND Record and provision map has been developed to store internal information regarding pupils on the SEND Record or with Initial Concerns.

The services/specialists that Westfield Infant School have access to are:

- Educational Psychology (EPIC discovery trust)
- Specialist Teaching Services which has been restructured into the following teams:
 - Vision Support Team
 - Assistive Technology for Education Team
 - Autism and Learning Support Team
 - Hearing Support Team
- Dorothy Goodman outreach support
- Oakfield Behaviour Support
- Special Educational Needs Assessment Service (SENA)
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- School Nurse
- Member National Association of Special Educational Needs (NASEN)
- SEND Information Advice and Support Service (SENDIASS)
- Thomas Estley Learning Alliance (TELA).

Westfield Infant School is actively involved with:

- Leicestershire SEN Co-ordinators Network
- TELA SENDCo group

A number of these organisations are now traded services and the school is required to fund assessments and specialist support where appropriate.

If Westfield Infant School identifies that additional support is required to meet a pupil's and family's needs referrals can be made to 'Early Help' using an online form to request services.

The form can be completed by professionals, friends or by the family themselves (<https://resources.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/early-help>).

The First Response team will help to ensure that any request for help where needs are adequately identified will be responded to appropriately. It includes universal help 'to prevent problems developing, and targeted help that is offered to particular children, young people and families with existing risk factors, vulnerabilities or acknowledged additional needs in order to protect them from developing problems or to reduce the severity of problems that have started to emerge'. This can include a support worker working with parents/carers and pupils within the home including those with SEND.

Contact is made with the Social Services Department and Education Welfare Service as appropriate.

Westfield Infant School has clear procedures for involving all local support services and discussions will involve parents/carers whenever possible.

Where, despite Westfield Infant School having taken relevant and purposeful action to identify, assess and meet the special educational needs of our pupils and they have not made expected progress, with the support of parents/carers evidence will be collected in the form of a SEND Support Plan. Then with other professionals involved it will be decided if a request for 'SEND Intervention Funding' or a referral for statutory assessment is necessary. If a referral for statutory assessment is successful pupils will be supported through an Education, Health and Care Plan. This is reviewed each year. This review, where relevant, also includes planning and preparing for transition which is shared with parents/carers and pupils so they are involved in this planning process. Representatives from the school attend review and case conferences whenever possible. On the rare occasions when a representative from Westfield Infant School cannot attend such meetings a written report will be provided.

Alternatively if pupils begin to make sustained progress once this provision is in place with parents/carers agreement they will be taken off the SEND Record. However their progress will continue to be monitored.

Involvement of Parents/Carers

We are committed to the development of close working relationships with parents/carers, and recognise the crucial nature of such relationships when supporting pupils with special needs. The school encourages parents/carers to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child's needs and the provision, which is being made for them. They will be continually involved in the planning and implementation of their child's educational provision. As soon as a parent/carer or teacher becomes aware that a pupil has special educational needs of a temporary or more permanent nature the following procedures begin:

- parents/carers views will be sought and will be valued equally with those of professionals involved
- parents/carers will be involved in decision making
- parents/carers will be encouraged to recognise their responsibilities towards their child
- school will support parents/carers to help them to understand and support their child at home
- school will share information in whichever format parents/carer find the easiest to access
- parents/carers are kept fully informed at all stages through individual meetings with the class teacher or SENDCo.
- parents/carers are asked to give us any information they have about their child which may help school in meeting his/her needs
- parents/carers are regularly updated on their child's progress and new targets are set
- following assessments by outside agencies reports are shared with parent/carer to ensure they understand the findings of the report
- school can support parents/carers with any paperwork or share contact details of organisations that can help.

Pupils Involvement

We believe that whenever possible pupils should be supported towards developing a balanced awareness of their needs and strengths. In order for pupils with special needs or disability at our school to be supported on their journey towards becoming effective self-advocates they:

- discuss their problems, feelings and difficulties with sensitive/sympathetic adults and other pupils
- are encouraged to recognise and celebrate their own achievements including using "I can/I know..." statements (where appropriate)
- comment on their own progress including using the 'thumbs' self-evaluation system to encourage personalised learning (where appropriate)
- are encouraged to recognise that mistakes and misconceptions are part of the normal learning process by the teacher and used constructively to facilitate corrective learning and develop resilience.

- sign their new Westfield Support Plan so they are aware of their targets and share their completed one to celebrate their successes
- participate in 'whole school life' which is sometimes funded by the Pupil Premium Grant, e.g. after school clubs, breakfast club.

Managing Pupils' Needs on the SEND Record

Pupils on the SEND record have support based on their needs. Most will have a Westfield Support Plan with individual targets. Some may alternatively or additionally have an Individual Health Care Plan, Westfield behaviour support plan or one page profile. There is a single category of SEN Support (K) which may lead to a request for funding being completed to apply for 'SEND Intervention Funding' or as a referral for an Education, Health and Care Plan. Pupil's progress is reviewed three times a year when a meeting is arranged with parents/carers. This can be during Pupil Progress Evenings or during specially arranged meetings. During these meetings the class teacher/SENDCo will share the outcomes of the support in place and future action/support will be agreed. Records of these outcomes will be kept and shared with all the appropriate school staff. Parents/Carers will have a copy of the agreements. Pupil's views will be gathered as part of the preparation.

All SEND information is stored securely. This is shared and passed to the relevant member of staff at the pupil's next setting when they leave Westfield Infant School. The General Data Protection Regulations are applied.

The school's local offer (SEND Information Report) outlining how it meets the needs of pupils with Special Education Needs and/or Disabilities can be found on the website.

Roles and Responsibilities

The school's SEND Co-ordinator, Headteacher or Resource base Teacher/SENDCo will:

- determine the strategic development of the SEND policy
- have a day-to-day responsibility for the operation of the SEND policy
- co-ordinate and review provision for all pupils with SEND
- ensure that the approaches used/provision in place are based on the best possible evidence and are having the required impact on progress
- track pupils progress towards their targets
- lead staff in ensuring the school meets the requirement of the SEN and Disability Reform 2014
- maintain the SEND record
- ensure all relevant staff receive updated information regarding pupils on SEND Record (CPOMS)
- oversee and review the individual records and assessments of all pupils with SEND
- liaise with, advise and contribute to the in-service training of fellow teachers and other staff
- increase the confidence and knowledge of all practitioners and teachers so that they can make adjustments that will challenge the gap between pupils with different types of SEND and their peers
- support staff to use more effective strategic approaches and responses to the diverse needs of individual pupils
- advise on a graduated approach to providing SEND Support (Assess, Plan, Do, Review)
- improve outcomes for all pupils by helping school to develop a more inclusive practice
- lead or oversee the smooth running of suitable initiatives that benefit pupils with SEND or liaise with relevant staff e.g. Precision Teaching, colourful semantics
- liaise with parents/carers and provide any support they may need to help their child reach his/her full potential
- ensure decisions are informed by the insights of parents/carers and where relevant pupils
- liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- liaise with early years providers, other schools, Educational Psychologists, Health and Social Care professionals and independent or voluntary bodies

- represent Westfield Infant School at SENDCo Network meetings and other relevant meetings to keep school informed of current changes
- contact 'Early Help' services team where relevant who will decide which services need to be contacted or refer cases to and liaise with LA support services and other external agencies
- investigate and introduce suitable new initiatives that would benefit pupils with SEND e.g. ELSA sessions, Luncheon Club, Lunch time Sports Club and Behaviour Support
- liaise with the relevant designated teacher where a looked after pupil has SEND
- advise on the deployment of the school's delegated budget and other resources to meet the needs of the pupils' effectively
- work with the school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek 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.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, can assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) teachers should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Most gaps in progress can be addressed through high quality teaching and are not the result of special educational needs.

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The Headteacher and the nominated Governors monitor the programme, policy and provision throughout the year. All Governors are aware of their responsibilities for SEND and discuss the issues regularly as part of the Governors' Achievement of Pupils (SEND) subcommittee. The school has evidence of monitoring classroom practice and self-evaluation in the form of a Special Educational Needs and Disability portfolio which is shared with the SEND Governor during the Spring Term and through the SEND Governors Report and overview. Priorities are identified through the Strategic School Development Plan and shared. The termly report to Governors by the Headteacher includes updated information on the number of pupils on the SEND record. The Headteacher and Governors ensure the quality of teaching for pupils with SEND and the progress they make is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

The Headteacher is the Designated Safeguarding Lead (DSL) and there are four Deputy DSLs to whom safeguarding concerns about a child can be raised. There is also a Link Governor for safeguarding. The Deputy Headteacher is the member of staff responsible for the Pupil Premium Grant Funding.

Storing and Managing Information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use adhering to the General Data Protection Regulations.

If a member of staff answers the telephone and is asked for confidential details concerning a child they will note the name and contact details of the person asking the questions and check with the Headteacher or Deputy Headteacher before returning the call with the information. This ensures that only authorised persons receive such information.

When transferring/sharing details and information by email only initials should be used. If further identification of the child is required information can be sent by the office through Secure File Transfer which is an encrypted secure way of sending information to County Hall, other schools, SENA or the Educational Psychology Service. If information is sent to other settings via email Egress is used which encrypts messages/attachments.

Please refer to the Confidentiality Policy and Links and Liaison with Westfield Junior School Policy.

Training and Resources

Westfield Infant School has a delegated budget. Funding from the Pupil Premium Grant allocation has allowed for the reorganisation of staff and groups of pupils for Year 1 and Year 2 Maths and English lessons to meet the needs of the current cohort. Funding provided by the Pupil Premium Grant will also continue to support English and Maths interventions and sessions to increase parent/carer knowledge and support.

The Pastoral Manager has received training for ELSA, Route to Resilience, Fun and Families, drawing and talking practitioner, youth mental health first aider and is a Relax Kids coach. Other staff are also ELSA trained. All information that needs to be shared with relevant staff concerning the pupils who attend ELSA is done so through CPOMs. Support is also provided as required to include the opportunity to attend Luncheon Club and activities at play time/ lunch time with a higher ratio of adult supervision. Interventions give the pupils an opportunity to further develop social skills and improve self-esteem.

The Governors of Westfield Infant School support and invest in the professional development of all staff. Funding is allocated to training every year according to the needs of individuals and of the school as set out in the Strategic School Development Plan.

Supporting Pupils at school with Medical Conditions

The Headteacher is the medical co-ordinator. The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some pupils on the SEND register may have an Individual Health Care Plan.

Some children with medical conditions may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements are in place to support pupils at school with medical conditions, details can be found within the school's policy for Supporting Pupils with Medical Conditions.

Reviewing the SEND Policy

The SEND Policy is reviewed annually. The policy is reviewed by the SENDCo and Head teacher and shared with Governors. The policy is available on the school website.

Adopted by the Governing Board and Signed by

Chair of Governors

Date

Appendix A



Westfield Infant School Initial Concerns

Name				DoB					
Year Group				Class/teacher					
'Groups'				Attendance %					
Pre-school/previous schools									
Progress	Autumn Term			Spring Term			Summer Term		
	R	W	M	R	W	M	R	W	M
Previous Year									
Current Year									
Progress rag rate (teacher judgement)									
Outside Agencies									
Assessment results									
Medical information									

Further information/assessments	
Pupil strengths	
Areas for development	
Parent/Carer views	
Pupils views	

Area of need

Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory and/or Physical Needs

<u>Provision (Additional to/Different from)</u> See Criteria folder	<u>Impact/outcomes</u> This will inform action to be taken
Any interventions/classroom support etc	

Initial meeting with parents/carers Completed by: Teacher's name	Date:
Review meeting with parents/carers Completed by: Teacher's name	Date:
<p><u>Agreed Action for add child's name</u> <u>Add next step here e.g. continue to monitor on ICC (if so put a date for next meeting or put SEND Record/referral to outside agencies/any new provision</u></p> <p><u>If you continue to monitor through ICC agree a date to meet and complete a new updated ICC but keeping meeting dates/add new review meeting date</u></p>	

Attended

Copy sent home

Signed Teacher _____

Signed Parent/Carer _____

Share-
 Information collected/to be collected

School booklet for parent/carers with pupils on the SEND Record

SEND section on School Website/SEND Information Report/LA Local Offer
(To find the SEN Section on the website go to the About Us section then click on Key Information and scroll down to the Special Educational Needs (SEND) section)

Appendix B



Westfield Support Plan For

Start Date: Review Date: December 2022-2023

Area of Need: Communication and interaction/cognition and learning/social, emotional and mental health/sensory and/or physical needs

SEND IF

EHCP- linked outcomes highlighted in section E

Assess

Progress -Year	Autumn Term			Spring Term			Summer Term		
	R	W	M	R	W	M	R	W	M
Previous Year									
Current Year									
Progress rag rate									

Year group term

Strengths-

Areas for development-
 Outside agencies-
 In class assessment results-
 Achieved GLD
 Yr 1 phonics screening-

Plan and Do

<u>Support- Intervention, Additional to/different from</u>	<u>How frequently/by whom/duration</u>	<u>Outcomes/impact (rag rate/notes)</u>

Speech and Language	
Social communication	
Colourful Semantics	
Phonics	
Motor activities	
Sensory activities	
Vocabulary/words of the week	
Emotions/emotion coaching techniques	
Calming strategies	
Self-care	SC
Turn taking	TT
Adult led activities	AL
Following key word instructions	FI
Visuals	V
Discrete daily teaching	D
Adult modelling	AM
Role play / small world	RP
Enhanced adult support	E
Precision Teaching	PT
Luncheon Club	LC

Targets/Success Criteria

Provision/Monitoring

<u>Target 1</u>	<u>Target 1</u>
<u>Target 2</u>	<u>Target 2</u>
<u>Pupil view</u>	
<u>Parent/Carer view</u>	
Signed Parents/Carers _____	
Attended <input type="checkbox"/>	
Copy sent home <input type="checkbox"/>	
Signed Teacher/SENCo _____	
Pupil _____	
Copies to be given to Home, Class teacher (to be shared with relevant LSAs), SENDCo	



Westfield Support Plan Review For

Date

Target 1

Target 2

Target 3

Target 4

Parent/Carer view

Pupil View

Signed Parents/Carers _____

Signed Teacher/SENDCo _____

Pupil _____



WSP Target Tracking - Name:

Class:



WSP TARGET				
Wk b/g: Outcome related to success (rag rate)				
Notes				
Wk b/g: Outcome related to success (rag rate)				
Notes				
Wk b/g: Outcome related to success (rag rate)				
Notes				
Wk b/g: Outcome related to success (rag rate)				
Notes				