

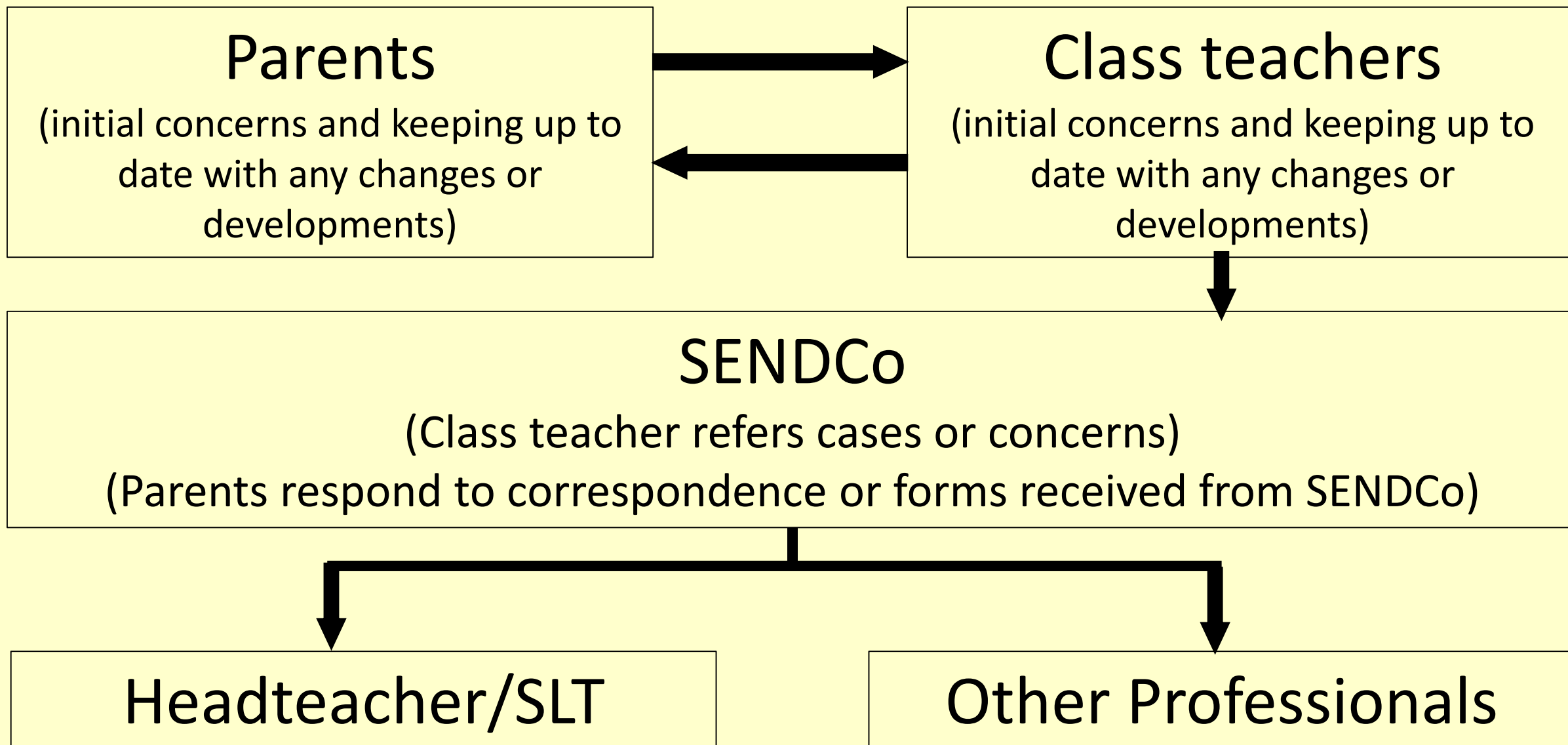
SEND Coffee Morning

Wednesday 8th October

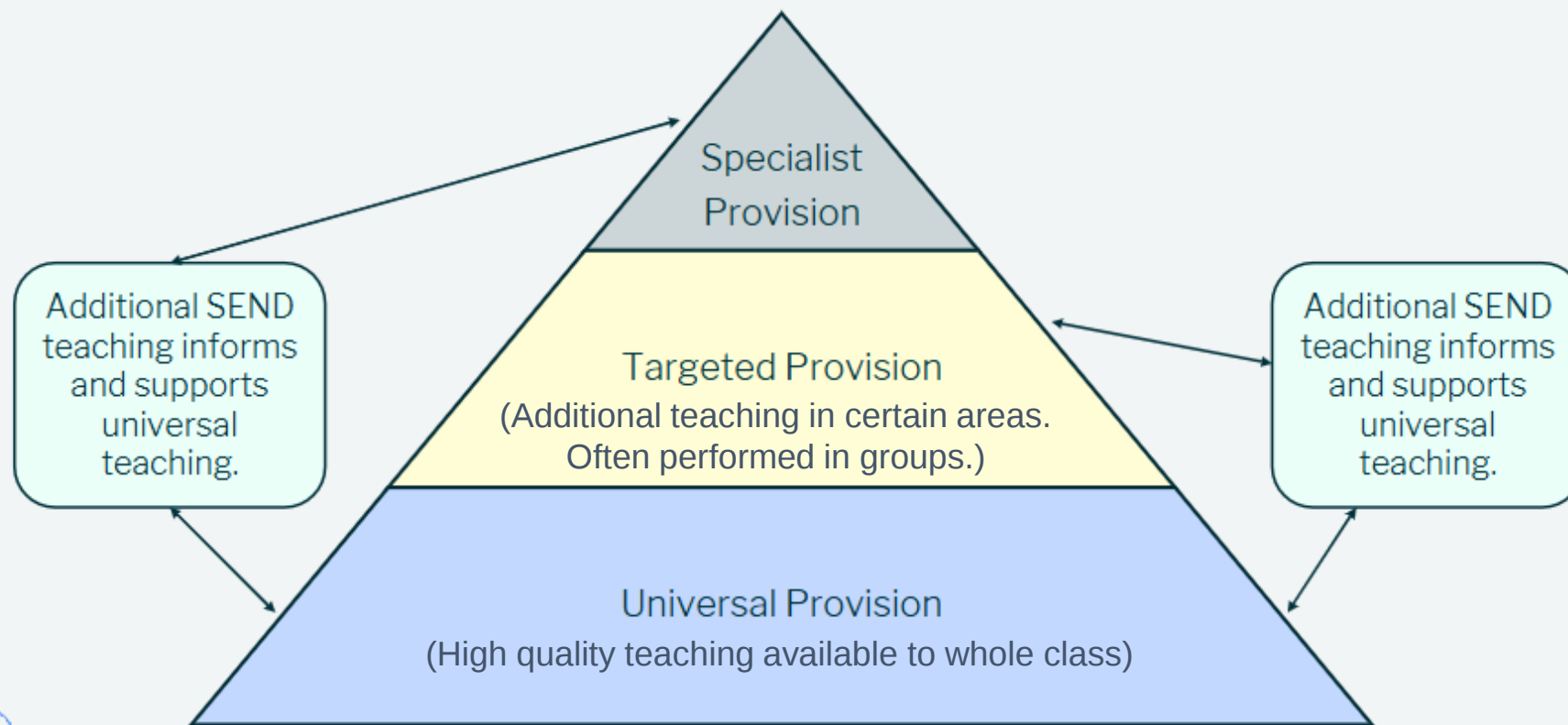
The SEND Code of Practice states:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Lines of communication:



Levels of provision



Universal Provision – High Quality Teaching

The first response to such progress should be high quality teaching targeted at areas of weakness.

SEND Code of Practice

Universal Provision – High Quality Teaching

At Haslingfield this includes:

- Classroom audits
- Flexible seating and grouping
- Informative Working Walls
- Visual timetables (class or individual)
- Now/Next boards
- Task planners
- What I Need – organisation sheets
- Templates
- Supporting materials e.g. word banks, maths equipment
- Adapted text
- Adapted or differentiated tasks
- Photocopied/photographed materials
- Technology (from sound buttons to laptops)

Targeted Provision – Extra teaching or Booster groups

Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence, schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Targeted Provision – Extra teaching or Booster groups

At Haslingfield this includes:

- Phonics booster groups – Little Wandle Catch-up groups
- Spelling booster groups
- Handwriting booster groups
- Writing booster groups
- Extra reading
- Maths booster groups – First Class @ Number
- Sensory Circuits
- Lunchtime groups

Specialist Provision

- This type of provision depends on the needs of the child.
- Often provided on a 1:1 basis, but can be provided as part of a group.
- This often includes different teaching to the whole class or a different style of teaching.
- A child might access this type of provision for part of the time or the majority of the time.
- It is our aim to provide support which enables inclusion within the class as much as possible.

Specialist Provision

At Haslingfield this includes:

- Lunchtime groups
- Willow tree class
- Activities with specific children

Haslingfield Endowed Primary School  5 Stages of SEND SUPPORT			
	SEND REGISTER	APDR	Criteria
STAGE W			W = "Watchlist" These children may have an emerging need or may not be making expected progress in line with their peers. These children will be monitored closely by the class teacher. The SENDCO is informed.
STAGE 1			These children will have a recognisable need in at least one area without a formal diagnosis. Their needs are manageable within the mainstream classroom with reasonable adjustments. They will not have an APDR at this stage but their progress and attainment will be monitored.
STAGE 2	✓		These children will have a recognisable need in at least one area and a formal diagnosis, but their needs are manageable within the mainstream classroom with reasonable adjustments, meaning an APDR is not necessary.
STAGE 3	✓	✓	These children have moderate additional needs that may require specific targeted intervention. They may or may not have a formal diagnosis. Advice may be sought from additional agencies and a Record of Involvement with SEND services may be started/in action.
STAGE 4	✓	✓	These children have high levels of needs, often in multiple areas with SEND evidence gathered over an extended period of time. They are likely to require high levels of support in the classroom. They will have had and continue to need involvement from one or more external agencies.
STAGE 5	✓	✓	Following a Needs Assessment by the LA, they will have been given an Education, Health and Care Plan (EHCP) and there may be allocated funding for support. These Children will often have complex and long term needs. They may or may not have a formal diagnosis but they will have had significant involvement with one or more external agencies over an extended period of time.

	SEND REGISTER	APDR	Criteria
STAGE W			W = "Watchlist" These children may have an emerging need or may not be making expected progress in line with their peers. These children will be monitored closely by the class teacher. The SENDCO is informed.
STAGE 1			These children will have a recognisable need in at least one area without a formal diagnosis. Their needs are manageable within the mainstream classroom with reasonable adjustments. They will not have an APDR at this stage but their progress and attainment will be monitored.

STAGE 2	✓		These children will have a recognisable need in at least one area and a formal diagnosis , but their needs are manageable within the mainstream classroom with reasonable adjustments, meaning an APDR is not necessary.
STAGE 3	✓	✓	These children have moderate additional needs that may require specific targeted intervention. They may or may not have a formal diagnosis. Advice may be sought from additional agencies and a Record of Involvement with SEND services may be started/in action.

STAGE 4	✓	✓	These children have high levels of needs, often in multiple areas with SEND evidence gathered over an extended period of time. They are likely to require high levels of support in the classroom. They will have had and continue to need involvement from one or more external agencies.
STAGE 5	✓	✓	Following a Needs Assessment by the LA, they will have been given an Education, Health and Care Plan (EHCP) and there may be allocated funding for support. These children will often have complex and long-term needs. They may or may not have a formal diagnosis but they will have had significant involvement with one or more external agencies over an extended period of time.

Assess, Plan, Do, Review (APDR)

- For children needing specific targeted provision
- Provides targets, keeps track of progress and shows evidence of provision provided
- Written in consultation with parents and child
- Reviewed termly (unless otherwise agreed)
- Currently working with SEND services to develop and optimise our APDR systems

Other agencies that support us:

Speech and
Language
Therapists

SEND
Services

Occupational
therapy

Early Help
Team

Community
Paediatrics

Agencies that support parents:

Pinpoint - <https://www.pinpoint-cambs.org.uk/>

SENDIASS - <https://www.cambridgeshire.gov.uk/sendiasm>

Cambridgeshire local offer –

<https://www.cambridgeshire.gov.uk/residents/children-and-families>