

INSPIRING FUTURES



# SEND POLICY AND INFORMATION REPORT



## **POLICY DETAILS**

<b>Policy title</b>	SEND Policy and Information Report
<b>Staff name and job title</b>	Miss C Marley - SENDCO
<b>Organisation:</b>	Archibald Primary School
<b>Policy version number:</b>	4
<b>Approved by Headteacher:</b>	September 2025
<b>Date of next review:</b>	September 2026
<b>Distribution:</b>	Website

## **POLICY REVISION AND APPROVAL HISTORY**

<b>Version</b>	<b>Date of Review</b>	<b>Date of Next Review</b>	<b>Comments</b>	<b>Approved by</b>
1	September 2022	September 2023	Annual update	Headteacher
2	September 2023	September 2024	Annual update	Headteacher
3	September 2024	September 2025	Annual update	Headteacher
4	September 2025	September 2026	Annual update	Headteacher

## 1. INFORMATION ABOUT THE SCHOOL'S SEND PROVISION

### 1.1 Rationale

We value all our pupils. We believe that all children have an equal right to an education, which enables them to develop fully their personal, social and intellectual potential. At Archibald Primary we have a commitment to high achievement, and we strive to provide all of our children with a quality education appropriate to their individual needs.

We also recognise the fact that a child does not have a learning difficulty solely because their language at home is different from that in school.

### 1.2 Our objectives are:

1. That our school's philosophy, as outlined above, underpins all of our actions and is actively promoted by all members of our school community.
2. That all children whatever their ability, gender, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum.
3. That we have high expectations of all our pupils in all areas of school life.
4. That children's views are sought, and targets are shared.
5. That we promote positive partnerships with
  - parents and carers, involving them in children's learning programmes and achievements.
  - pupils so they are aware of their targets and receive positive reinforcement.
6. That we make appropriate use of the expertise of external agencies through having whole school documentation available.
7. That our policy and procedures on Special Educational Needs are known, understood and followed by all members of staff in order that:
  - a) we have in place a consistently applied framework for identifying those children whose individual needs will require intervention (refer to graduated Response Appendix 2);
  - b) we always strive to produce a consistent, high level of relevant education for all our children.
8. To provide relevant staff training.
9. To provide the SENCO with non-contact time to monitor the children's progress, especially in relation to teaching, learning, annual reviews (for pupils with EHCP and SEND Support Plans).
10. To develop our system for assessment, recording and reporting so that it is easily managed, accessible and clearly linked to our SEND policy.
11. To provide a clear structure for the management of specialist support, eg timetable and working guidelines for support staff.
12. To produce provision maps and support plans which are consistently formulated, manageable and are implemented as an integral part of our short-term planning and delivery.

### 1.3 Definition of Special Education Needs:

Children have a special educational need if they have learning, behavioural, physical or medical difficulties, which require special educational provision which is additional to, or different from, the provision generally made for them.

The Department for education defines SEND:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than 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 (Special educational needs and disability code of practice: 0 to 25 years (DfE January 2015)

A child must not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he or she is taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop functional use of the language.

1.4 The SENDCO is Miss C Marley.

See Section 1.7 for the arrangements to co-ordinate SEN.

1.5 **Admission arrangements**

With due regard to parental choice, and the accessibility of the school building all children with special educational needs who apply will be accepted into the school providing there is space in their year group.

1.6 **Arrangements for providing access for pupils with SEND to the National Curriculum**

All children will be taught a broad and balanced curriculum. Where children require extra support, resources or extension materials this will be provided wherever possible.

Provision will be mainly provided by the class teacher through:

- careful planning which takes into account the needs of all the children.
- strategic help, with the teacher targeting tasks for pupils who need more input or guidance.
- work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources.
- good procedures for assessment and recording.

Where this provision is not resulting in progress, as outlined in the Code of Practice, the SENDCO will be consulted for advice.

1.7 **The arrangement for co-ordinating educational provision for pupils with SEND – roles, responsibilities and structures**

In our school we feel that a team approach is the most effective way we can ensure that the needs of our children are met.

1.8 Archibald Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

#### **SEND Team Responsible for Co-ordinating SEND Provision**

<b>SEND TEAM 2025 - 2026</b>						
Overall Responsibility for SEN Provision and Monitoring						
<b>SENC</b> <i>Miss C Marley</i>	<b>HEAD TEACHER</b> <i>Mrs A Jefferies</i>					
Governor with Responsibility for SEN – Ms F Dadashali						
Governor with Responsibility for LAC – Ms F Dadashali						
<b>Senior Leadership Team</b> <i>Anita Jefferies Steve Cowgill Kate McCourt Emma Verheyen Becky Taylor Catherine Stonebanks Lindsey Dipple Jenny Davison Catherine Marley Lee Farrington Claire Dalton Jackie Blyth</i>	<b>Inclusion Team</b> <i>Mentors Karen Greet (Mentor) Claire Lipthorpe (Mentor) Lisa Davies (attendance) Catherine Marley (SEND) Steve Cowgill (DHT) Stacey Laing (Ed Psyc) Sandra Barry (SEND Inclusion officer – LA)</i>	<b>Admin support</b> <i>Charlotte Davies Annabel Roberts</i>	<b>SEN Support Assistant</b> <i>Rachel McTeer</i>			

SEND Standards Team Meetings take place each term in which the SEND Register is reviewed and provision for pupils on the SEND Register is considered and reviewed.

### **SENDCO**

The SENDCO, as part of the Senior Leadership Team, is able to represent SEND in all decision making and strategic planning. This involves attending Local Governing Body meetings as appropriate, and being a partner in writing the SEF and School Development Plan.

These responsibilities include:

- a) liaising with and advising colleagues
- b) co-ordinating provision, managing any support staff
- c) maintaining the SEND register and recording system in accordance with Middlesbrough guidance
- d) liaising with parents together with the class teacher and Team Leader, as appropriate.
- e) monitoring and evaluating the quality of teaching, learning and standards of pupils' achievements and practice (including carrying out classroom observation, sampling of work, talking to children and parents about action taken and the outcomes), setting targets for improvement.
- f) reviewing the progress of SEND children within school and, at a regular meeting with SLT, drawing together a whole school picture of the effectiveness of school practice
- g) providing INSET activities which are known and used effectively
- h) building up a resource bank of practical strategies for the identification and assessment of pupil's short, medium and long term SEND as well as resources for providing appropriate work for the children in the classroom
- i) working with external agencies and support staff to ensure school use any extra support in the most effective way.
- j) collaborating with curriculum leaders as necessary
- k) involvement in strategic planning for SEND provision by identifying future needs and contributing a costed plan for inclusion in the School Development Plan as required.
- l) Meeting with the SEND Governor to talk about the outcome of all of the above points.

### **Responsibilities of Headteacher and Designated Governor**

The role of the Headteacher and Designated Governor is to:

- support the SEND team in carrying out their work to a high standard.
- promote high expectations.
- monitor and evaluate the quality of teaching, learning, attainment and progress.
- ensure that SEND allocation in the budget enables, as far as possible, the team to meet its objectives and by doing so raise standards in the classroom.
- ensure commonality of practice in line with school policy.

The SENDCO, Headteacher and the Designated Governor work together as a team to monitor the effectiveness of the procedures in place.

## **2. INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SEN**

(Refer to Graduated Response – Appendix 2)

### **The Procedures at work in the school**

The Code of Practice action provides us with a framework for deciding practice.

Each class teacher has responsibility for the educational and pastoral care of the children within his/her class. The class teacher, therefore, is usually the first person to identify

the child who is failing to progress. The importance of the class teacher in identifying a concern and responding to that concern is paramount.

## 2.1 **Concern Level (pre-Code of Practice level)**

### **Graduated Response Stage 1**

Before deciding if a pupil is to be registered on the SEND Register, the teacher will observe the child more closely, talk informally to parents/carers and try strategies/differentiation of the curriculum to overcome the child's difficulties. The class teacher will consult with the SENDCO/SEND Team (SEND Cause for concern).

## 2.2 **Action and intervention Level (SEN Monitoring & SEN Support) – Graduated Response Stages 2 & 3**

When a child is identified as having SEND they will be added to the SEND Register and their parents/carers informed. A SEND Support Plan will be written detailing the provision/targets for the pupil. These interventions will not usually be steps on the way to statutory assessment. The SEND Matrix will be completed in the relevant areas of SEND need.

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

## 2.3 **School Support**

**Triggers** – teacher's or others' concern, underpinned by evidence, about a child who despite receiving differential learning opportunities:

- makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

## **Processes/Roles and Responsibilities**

### **SENDCO takes the lead in**

- further assessment of child's strengths and weaknesses, if appropriate;
- planning future support for the child in discussion with colleagues;
- monitoring and reviewing the action taken;
- ensuring parents are consulted and kept informed of action;

- in some cases outside professionals may already be involved. If they are not, the SENCo should contact them if applicable.

### **Class teacher will**

- remain responsible for working with the child on a daily basis;
- plan and deliver a SEND Support Plan.

### **Nature of the intervention**

- SENDCO and class teacher decide on the action based on previous assessment;
- joint decision concerning the most appropriate action, eg
  - different learning materials
  - special equipment
  - group or individual support
  - specific SEND Support Plan, effectiveness monitored
  - staff development and training
  - access to support services for one-off assessment, advice, strategies, and provision of staff training without the need for regular input.

### **Documentation required**

The child's individual records will be centrally filed (SEND e-file). An electronic copy can also be accessed in the shared staff folder under the title SEN PROVISION MAPS.

### **Records and documents should also be uploaded to the pupil's file on CPOMS**

- A timetable of review meetings is drawn up at the beginning of the year.
- Pastoral Support Programme if applicable, possibly involving school mentors.
- Pupil assessment information
- SEN registration form signed by parent/carer. Pupils cannot be registered without this.
- Pupil's personal information form.
- Action summary sheet from educational psychologist, if applicable.
- Multi-disciplinary team reports, if applicable
- SEND Support Plan – this should only record that which is additional to, or different from, the differentiated curriculum plan which is in place for all children.
- SEND Matrix document completed in the relevant areas of SEND need.
- The SEND Register will be kept by the SENDCO in collaboration with the DHT.

### **The SEND Support Plan (SSP) (setting and reviewing targets) should be discussed with:**

- the child, eg plenary within Mathematics, English, PHSE curriculum time; when objectives for the lesson are shared etc. The SSP is the responsibility of the class teacher;
- the parents, eg parents evenings/triangulation meeting (class teacher) and/or more often according to the pupils' needs (class teacher/SENDCO).

If strategies at Concern Level (Monitoring) and School Support show that a child may need further support to help their progress, the teacher should discuss this with the SENDCO, then parents. The records of evidence are vital within this process.

### **Triggers** – despite receiving a SSP and concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has SEMH concerns which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individual behaviour plan;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;

- has on-going communication or interaction difficulties and cause substantial barriers to learning.

## **Processes/Roles and Responsibilities**

**SENDCO** when necessary should consult specialist(s) when taking action

### **External Support Services should**

- advise teachers about new SSP and fresh targets;
- provide more specialist assessments;
- give advice on the use of new or specialist strategies/materials;
- in some cases provide support for particular activities.

**SENDCO, class teacher, English, Mathematics Leaders and external specialists,** should consider a range of different teaching approaches and appropriate equipment, including IT.

### **External specialist may**

- act in an advisory capacity
- provide additional specialist assessment (eg educational psychologist)
- be involved in teaching the child directly (eg Speech & Language specialist)

### **Documentation required**

- Child's individual record
  - the SEND Support Plan (SSP) should set out fresh strategies for supporting the child's progress.
  - Developed with the help of outside specialists but implemented as far as possible in the normal classroom setting. The delivery of the SSP continues to be the responsibility of the class teacher.
- If the SENDCO and external specialist consider the information to be insufficient and more detailed advice must be obtained from other professionals, then the consent of the child's parents must be sought.

The Class teacher/SENDCO should note in the child's records (on their SSP):

- what further advice is being sought
- the support to be provided for the child pending receipt of the advice.
- SEN provision sheet

## **2.4 School referral for a statutory assessment (EHC) – Graduated Response Stage 4**

Where the SEN Team makes referral for a statutory assessment to the LA, the child will have demonstrated significant cause for concern. Parents must be consulted as part of an on-going dialogue. There should be written evidence of or information about:

- the school's action through School Support (graduated response to date);
- provision and SEND Support Plans ;
- records of regular reviews and their outcomes;
- National Curriculum assessments;
- attainments in English (Reading and Writing) and Mathematics;
- educational and other assessments, eg advice from a support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals;
- any involvement of social or education welfare services;
- child's medical history where relevant.

Refer to Appendix 1 – 'EDUCATION HEALTH & CARE PLAN [EHC] PATHWAY'

## **2.5 Working with Children with Education Health and Care Plans (EHCP)**

Short-term targets should be set through the SSP, which should record only that which is additional to or different from the differentiated curriculum.

The delivery of the SSP continues to be the responsibility of the class teacher with monitoring and evaluation by the SENDCO and the LA through the Statutory Annual Review. At the review of Year 5 pupils, provision required at the secondary phase should be considered. The SENDCO of the receiving school should be invited to the final review in primary school.

## **3.0 Monitoring**

Regular meetings between the SENDCO and Senior Management Team are held to discuss progress of SEND children. (SEND Standards Team)

The Designated Governor meets with the SENDCO on a regular basis so that s/he is aware of the procedures, which operate in school.

The SENDCO meets with class teachers, as required, to review the progress and new targets of school support children every term.

The SENDCO monitors the SEND Support Plans (SSP) as they are reviewed and feedbacks to class teachers and team leaders as required.

The SENDCO provides termly updates for SEND pupils who are monitored through the Standards Team for each year group

The progress of each child on the SEND Register is tracked termly. (half termly in Reception, Y2 and Y6) This enables us to both analyse the progress of individual children and to look at our success rate across the entire school.

Success in this school is seen as enabling a child to achieve to his/her optimum progress.

## **3.1 The school has access to the following resources**

- School resources
- Inclusion SEND support provided from school resources (R McTeer)
- Nurture Group (KS2)
- Speech and Language Team
- Outreach support from other Middlesbrough Schools (eg Beverley School, Holmwood School)
- Educational Psychologist Service
- LA SEND Team

## **3.2 Access to the National Curriculum/Inclusion**

Access to the curriculum is driven through Quality First Teaching in the first instance and then supported through Wave Two and Three interventions. Staff work with the SENDCO to ensure targets on Provision Maps are challenging yet broken down into sufficient small steps so to ensure progress.

If children are not making appropriate progress at School Support they may then have access to specialist assessments/resources where appropriate.

Archibald Primary fully supports Middlesbrough Borough Council's Inclusion Policy. Children in school with disabilities are catered for appropriately so as to ensure they have full access to the curriculum. The SENDCO works with a range of professionals to ensure these children make progress.

## **3.3 Arrangements for considering complaints about special educational provision within school**

Complaints regarding concerns about the SEND provision in school should be made through the trust's Complaints Policy.

1. Initially concerns should be referred to the class teacher and Team Leader and a meeting will be arranged to discuss the problem.
2. Depending on the outcome of this meeting, referral would be made to the SENDCO and then the Head Teacher as appropriate.
3. The parent/carer would be informed of the name of the governor with the responsibility for monitoring the SEN policy and the existence of the list of LA identified/nominated persons who could help them deal with their problem. (refer to SEND Information Report)
4. As we aim to make the parents/carers and child feel as if they are a part of the whole process and aware of how vital we feel their contribution is we hope that we can resolve any difficulties or complaints within the school.

#### **4. INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL**

##### **4.1 SEND In-service Training**

- To monitor the budget appropriately for those priorities identified in the school improvement plan.
- The SENDCO will liaise to ensure INSET provision is known and used effectively
- To review SEND policy annually

##### **4.2 Partnership with parents, carers and pupils**

The school will endeavour to:

- provide clear and accurate information about the child's SEN and the purpose of any assessment, provision or intervention;
- ensure that the pupil and parents/carers understand the agreed outcomes of any intervention and how they can be a partner in working towards their targets;
- be aware that many pupils may already be in contact with other professionals;
- be aware of any local support or advocacy services for children.
- Keep the school SEND Information Report, as published on the school website, up to date.

##### **4.3 Links with other mainstream and special schools**

This school has close links with the secondary schools, which receive our children. Secondary Schools – the majority of our children feed into Acklam Grange School and Macmillan Academy.

During the Summer Term SEND staff from the secondary schools visit the school, meet the SENDCO and Y6 teachers and discuss children's needs and possible transfer problems.

SEND files are passed on towards the end of the Summer Term.

CPOMS records are transferred electronically.

During Y6 we may, if necessary, meet with our school psychologist and parents to discuss any transition challenges our children may experience. Formal Statutory Reviews to take account of transfer arrangements include Y5 pupils.

SEND secondary staff may attend Multi-agency meetings for Y6 in the Spring and Summer terms.

School mentors liaise with the mentors in the secondary schools. Mentors may accompany target children for their transition days.

## 4.4 Links with health and social services, Education welfare services

### **Social Services**

Emma Verheyen is:

- The Designated person working with children on the Child Protection Register.
- The Designated person for Looked after Children.

### **Health**

- The link members of staff for the School Nurse are Emma Verheyen and Claire Hill

### **Education welfare services**

The attendance officer with links to the ESW is Lisa Davies.

### **The success of the Policy can be judged by:**

- All pupils and parents/carers are involved in setting and reviewing their targets.
- The SENCO can provide evidence of the above through monitoring classroom practice, evaluating planning, SEN Support Plans and pupils' work.

## **Appendix 1** **EDUCATION HEALTH & CARE PLAN [EHCP] PATHWAY**

### **Education, Health and Care [EHC] Needs Assessment Pathway**

#### **Referral Planning Meeting (RPM)**

Referral Planning Meeting (RPM) the school will hold a Referral Planning Meeting (RPM) and invite parents/carers and the professionals who support the child together to discuss whether the child/young person would benefit from an EHC needs assessment. They will gather evidence of the 'graduated response, e.g. what support has been provided and actions taken over the past few months and how these have helped or identified that more support or an alternative school setting may be needed to ensure the child can achieve in their education. They will submit a referral to the Local Authority.

#### **Week 0 - Referral for EHC needs assessment**

- Referral received by the LA. This is date stamped. The 20 week process begins on this date.
- Referral added to the agenda for the next Multiagency EHC Panel where a decision is made to initiate an EHC needs assessment

#### **Week 4 - Decision is made to initiate an EHC needs assessment**

- Allocated a SEND Case Officer who will support the assessment.
- Parent/carer will receive a letter inviting to Welcome Call.
- Local Authority (LA) will request all statutory advice from all relevant agencies/professionals supporting the child.

#### **Week 7 - Welcome Call**

- The SEND Case Officer will call the parent/carer to discuss their views, explain the EHC process and answer any questions you may have.

#### **Weeks 10-12 - Decision is made to issue an EHC Plan**

- The case will be discussed at Multi-agency EHC Panel where a decision will be made on whether or not an EHC Plan will be issued.
- Following the panel, parents will receive a letter stating the outcome of the panel

#### **Weeks 13-16 - Draft EHC Plan is written and issued**

- The SEND Case Officer will draft the EHC Plan using the information gathered during the assessment process.
- Parent/carers will receive a Draft EHC Plan and have 15 days from the date of the Draft EHC Plan to request any amendments to the EHC Plan and to tell the LA which school you would like the pupil to attend.
- The LA will formally consult with that school and any other appropriate schools within the local area (if applicable) to determine whether a school placement can be offered.
- If a school placement is offered, the offer will be considered at the Local Authority's Resource Panel.

#### **Week 20 - Final EHC Plan is issued**

- The Final EHC Plan will be issued with a school placement named in Section I of the EHC Plan.
- In some circumstances where an appropriate school placement hasn't been confirmed, the SEND Case Officer will name the school. This would then be updated in an amended Final EHC Plan once an appropriate school setting has been confirmed and agreed.

#### **Source:**

Middlesbrough Council - [The Education, Health and Care \(EHC\) Needs Assessment - 20 week process](#)

## Appendix 2 Archibald Primary School - Graduated Response to SEND

The Graduated response supports Archibald Primary School in deciding whether a pupil should be placed on the SEND Register, whether they should have a SEND Support Plan, or whether, after collection of appropriate evidence an Education Health Care plan is required.

<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Cause for Concern</b>	<b>SEN Monitoring</b>	<b>SEN Support Plan</b>	<b>EHCP</b>
<p>This is the first stage on the graduated response. If professional 'alarm bells' begin to ring and staff are concerned about a child, evidence is then collected and staff will highlight on planning /assessments areas of concern.</p>	<p>This stage is for internal monitoring and assessment and will help build a picture of any child who may need to be registered at the SEN Support Stage. At this stage the SENDCo will be aware of the concerns, the child will have been discussed within the year group team and at a pupil progress meeting with the phase leader. The child will be accessing internal intervention and Quality First Teaching. Progress will be tracked and teachers should keep any relevant evidence of progress towards targets and provision made.</p>	<p>SEND registration and support begins. Both the SENDCo and phase leader will be aware of the evidence and the child will have a SEN Support Plan and be closely tracked. School registration forms will now be completed with parents and the child will be registered on SIMS as having a SEND. External agency reports may be required to build the picture of evidence and support required.</p>	<p>There will now be a growing picture of evidence in terms of support, assessments and multi-agency work. At this stage the SENDCo will lead the referral and the meetings required to gain an EHCP needs assessment.</p>
<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• Beginning to fall behind age related expectations</li> <li>• Lack confidence in some areas of learning</li> <li>• Difficulty accessing some curriculum areas</li> <li>• Pupil may be withdrawn and have difficulties with social interaction</li> <li>• Slow or zero progress</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• The child has difficulty in acquiring skills notably in language, literacy and numeracy skills (or early development skills) <b><u>despite appropriate teaching and good attendance record</u></b></li> <li>• Some evidence of lack of confidence in one or more areas</li> <li>• The child requires some level of extra support from a TA to access the curriculum</li> <li>• Shows some lack of understanding in language and comprehension which may affect more than one area of learning</li> <li>• Pupil may show frustration</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• Sustained low levels of attainment in one or more areas</li> <li>• Inadequate progress despite classroom and internal interventions</li> <li>• Evidence of lack of confidence in one or more areas</li> <li>• The child requires small group and/or high levels of extra support from a TA to access the curriculum</li> <li>• The child lacks understanding in language and comprehension which may affect all areas of learning</li> <li>• Pupil may be withdrawn, isolated, uncooperative or attention seeking</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• The child is well below age related expectations in more than one area</li> <li>• Little or no progress has been made</li> <li>• Evidence of additional spending on interventions and support is available from the SEND team (HNF)</li> <li>• Provision map shows clearly the level of support given over and above everyday norms of intervention and support including the involvement of other professionals</li> </ul>

<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Differentiated learning</li> <li>• QFT</li> <li>• Advice and guidance from the SENDCo</li> <li>• Speak to parents about your concerns and record any concerns the parents may have with regards to home (this dialogue will continue at every stage)</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Differentiated learning and classroom interventions</li> <li>• SENDCo to give advice and guidance</li> <li>• Learning and language team assessment</li> <li>• Speech and language assessment</li> <li>• Internal intervention (e.g. Lexia, Numbers Count, RWI )</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• SEN Support Plan drafted</li> <li>• Internal and external intervention</li> <li>• Language and Learning Team assessment</li> <li>• EP Assessment</li> <li>• Possible CAMHS assessment</li> <li>• SALT assessment and intervention</li> <li>• Behaviour Intervention</li> <li>• Possible referral to other agencies</li> <li>• Possible High Needs Funding application to LA (HNF)</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• SENDCo will collate and gather the evidence from reports, assessments and progress over time.</li> <li>• A Referral Planning Meeting will be organised and a decision about whether an EHCP application is appropriate will be made</li> </ul> <p>The process of acquiring an EHCP will be led by the SENDCo along with other professionals, parents and class teacher</p>
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## Appendix 3 - Links to Documentation

### **SEND code of practice: 0 to 25 years**

Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**Schools: guide to the 0 to 25 SEND code of practice** Advice for school governing bodies/proprietors, senior leadership teams, SENCOs and classroom staff, 2014

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349053/Schools\\_Guide\\_to\\_the\\_0\\_to\\_25\\_SEND\\_Code\\_of\\_Practice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf)

Family Service Directory and Local Offer

Documentation for Middlesbrough Council EHCP

<https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/advice.page?id=MTzXTVRUOQo>

The Local Offer for Middlesbrough Local Authority can be found on their webpage:

<https://www.middlesbrough.gov.uk/localoffer>



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