



'BE THE BEST YOU CAN BE!'

SEND Policy

Lead person responsible:
Miss J Ash

Date: May 2024

Review Date: April 2025

Please note that the version of this document contained within the **Policy Folder on our school network** is the only version that is maintained.

Any printed copies or PDF versions should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.

Compliance

This policy complies with the statutory requirement laid out in the SEND code of practice 0-25 (September 2014) 3.65 and revisions made (January 2015). It has been written with reference to the following guidance and documents:

- Equality Act: advice for schools DfE Feb 2014
- SEND Code of Practice 0-25 (Revised Jan 2015)
- Schools SEN information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's illustrative Regulations as a guide for schools completing SEN information Report.)
- Statutory guidance on supporting pupils at school with medical conditions April 2014 /17
- The national curriculum in England KS1 & KS2 framework document Sept 2014
- Inclusion Policy
- Emotional support Policy
- Behaviour Policy
- Accessibility Plan
- Teachers Standards Safeguarding Policy
- Teachers Standards
- Attendance Policy
- Complaints Policy

This policy has been written by the school's SEND Leader in liaison with SLT and SEND Governor. It has been presented to all staff members and made available to all parents.

Setting

Roe Green Junior School is an Inclusive school with a strong community ethos. We are a four form entry school and provide for pupils ranging from 7 years (Year 3) to 11 years (Year 6).

Our school is a calm, safe, secure and supportive place in which pupils are encouraged to respect themselves and others, to be helpful and to take care of their environment. It is a friendly, happy school in which pupils are encouraged to engage in a broad and balanced curriculum and **'Be the Best they can be'**.

We have high expectations for all aspects of our pupils' development.

We have a full time Inclusion Leader (Assistant Head) and SEND Leader who is a member of the SLT and line manages the SEND Support Team. This comprises of 13 LSAs many of whom have specialised in particular areas of SEND.

Aim

At Roe Green Juniors we have an inclusive and whole school approach to learning. We endeavour to identify any barriers to learning and through consultation between parents, class teachers, support staff, specialists and working in partnership with external agencies. We aim to implement strategies that will enable all pupils to access the curriculum. We want to develop confidence and a positive self-image in all our pupils. Every teacher is a teacher of every child including those with SEND. 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (COP 2015 Special education provision in schools Paragraph 6.36) as a school we aim to promote high expectations for pupils with SEND and track their progress regularly. Teaching staff liaise with learning support staff, parents and external agencies to focus upon the desired outcomes for pupils with SEND.

Objectives

- To identify and provide for pupils who have SEND.
- To work within the guidance of in the SEN Code of Practice, 2015.
- To operate a whole pupil, whole school 'approach to the management and provision of support for special educational needs'.
- To provide a Special Educational Needs and Disability Coordinator (SEND Leader) who will work with the Inclusion Leader to ensure the implementation of SEND and Inclusion Policies.
- To provide support, advice and training for all staff working with pupils with SEND.

Identifying Special Educational Needs

At Roe Green Junior School, we consider the needs of the whole child before we begin to identify areas of concern that we feel may be attributed to SEND.

Definition

A child or young person has SEND (Special Educational Needs /Disability) if he or she has 'a learning difficulty or disability which calls for special educational provision to be made for him or her.' (COP introduction paragraph xiii)

A child of compulsory school age 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.

- 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.

SEND spans four broad areas:

- Communication and Interaction
- Cognition and learning
- Social Emotional and mental Health
- Sensory and / or Physical needs.

The purpose of identification is to work out what action the school needs to take to support pupils.

There may be areas of need that a young person has that although they impact on progress and attainment and must be acknowledged they **ARE NOT** regarded as **SEN**.

These may be:

- Disability (the code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional Language)
- Being in receipt of Pupil Premium Grant
- Being a looked after Child (LAC)
- Being a child of a Serviceman / woman
- Behavioural difficulties

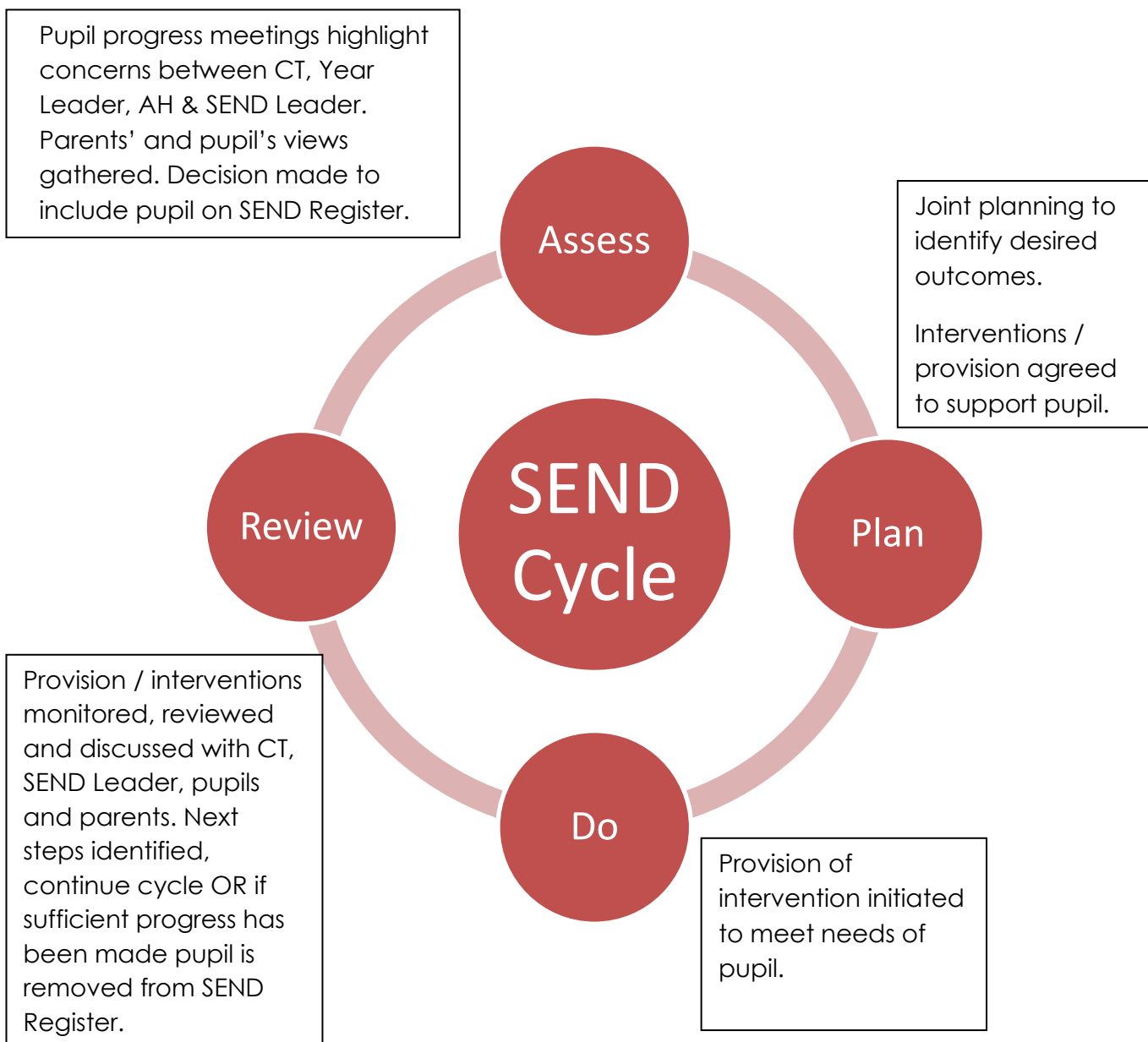
A Graduated Approach to SEN Support

This is the process by which we identify and manage the progress of pupils with SEND.

It is very important to liaise closely with schools we receive incoming pupils from. We have a robust transition plan with our colleagues in Roe Green Infant School to ensure that pupil information including SEND is passed on to us in detail. It is very important that any pupils arriving from other schools are contacted if SEND information appears to be missing from their records. It is also important that any pupil presenting with hitherto unidentified / unrecorded SEND is brought to the attention of the SEND Leader and an Initial Concerns record is completed.

We follow the **Graduated Approach** to SEND support following the 4 part cycle of: '**Assess, Plan, Do, and Review**' as outlined in the SEND Code of Practice. Parents are informed of any concerns we have and the support their child may receive to improve their progress and overall development.

A Graduated Approach to SEND Support



School Provision for pupils identified with SEND- a graduated approach

The first response to support pupils for whom we have concerns regarding SEND is to ensure that they receive 'high quality teaching targeted at their area of weakness,' (COP 2015'Identifying SEND in schools' paragraph 6.19).

From September 2021 Brent launched a pilot 'Graduated Approach Framework'

'The Graduated Response Framework is an important document for new and experienced professionals, including SENDCos, school leaders and class teachers. This is designed to be a toolkit that ensures consistent high quality SEND provision across educational provision in Brent. the framework follows the principles of the graduated approach and gives detailed guidance on how educational settings can identify the needs of pupils and adapt the teaching and learning approaches – to best suits pupils in each of the areas of SEND, and at the three different stages: Universal, Targeted and Specialist. Alongside the framework is a toolkit – this toolkit provides specific strategies, resources and intervention model – relevant to each area within the framework.

Developed in partnership with Brent Parent, Carer Forum, SEND specialist teams, School Effectiveness Service, Health, Youth Offending Services and Early Help Service, the Graduated Response Framework is designed to be the blueprint for settings and schools when educating children and young people, with Special Educational Needs.

As we already follow this approach at Roe Green Juniors the resources in this toolkit will be a welcome addition for teachers and support staff to access.

Please see next page for a table illustrating the graduated approach.

A Graduated Approach to SEND Support

SEN stage / threshold	Individual Support	Paired / Group Support	Whole School support
SEND Support (SS)	<p>Class teacher meets low level needs via:</p> <ul style="list-style-type: none"> Quality First Teaching Discussions with pupils and parents about ways to overcome difficulties/ improve progress. <p>Interventions recorded on Provision Map or ISP (Individual Support Plan)</p>	<p>LSAs, Specialist Support</p> <p>Inclusion Leader (assistant Head), Deputy Head, SEND Leader and 4 LSAs deliver group interventions.</p>	<p>Class Teacher,</p> <p>LSAs,</p> <p>Specialist Support Teacher</p> <p>SEND & Inclusion Leaders discuss outstanding queries.</p>
Additional SEND Support (SS+)	<p>Pupils with specific needs met by external agencies or who are making limited progress and have been referred to external agencies are placed at SS+.</p> <p>New consultations with external agencies initiated if required. Class Teacher and LSA implement strategies recommended by agencies as well as by SEND and Inclusion Leaders.</p> <p>Targets/desired Outcomes are set and recorded on an ISP/ Provision Map. Targets are shared with pupil and parents.</p>	<p>Pupils at SS+ may be supported in a group and the group interventions will be indicated on the ISP (Individual Support Plan OR a Provision Map).</p>	
Education health Care Plan (EHCP) request and Assessment	<p>Support at this stage is the same as for pupils on SS+.</p> <p>Information is being gathered and collated to present a case for the pupil requiring an EHCP which will afford him/ her a level of support that is over and above the number of support hours / cost of intervention strategies that the school is able to sustain.</p>		
EHCP	<p>Pupils with an EHCP will have:</p> <p>An Individual Support Plan that specifies his /her targets /desired outcomes and the interventions/ strategies that he/she will receive in order to achieve them.</p> <p>The SEND and Inclusion Leaders, LSAs and external agencies will all have an input into the setting of outcomes. The outcomes are shared with the pupil and his / her parents.</p>		<p>SEND & Inclusion Leaders,</p> <p>Class Teacher</p> <p>LSAs</p> <p>External agency/ies</p>

Supporting Pupils and Families

- All parents/carers are invited to discuss their child's SEND provision and /or ISP (Individual Support Plan) with the class teacher during parent consultations and/ or at a SEND Plan meeting which will also be attended by the SEND Leader and LSA.
- Reviews of SEND provision and ISPs are also shared with parents in the same way.
- In order to support pupils and their families further we can also guide them towards:
 - The LA Local Offer
- The school SEND Information Report
- Offer consultations / referrals with external agencies e.g. SALT, OT, HI and VI services, BOAT, EPs, CAMHS, Brent SEND Information and Advice and Support Service (SENDIAS), SENAS etc.
- Direct families towards local Children's Centres

See table of external agencies on pages 7- 9

External Agencies

Agency	Provision
SALT (Speech and language Therapy)	<ul style="list-style-type: none"> • Assess pupils in response to referrals • Sets programmes and instructs LSAs on 1:1 or group delivery to pupils. Provides /advises resources. • Reviews pupil progress • Writes Annual Review Reports. • Delivers INSET to staff • Meets parents/ offers parent workshops
EP (Educational Psychologist)	Offers consultation on: <ul style="list-style-type: none"> • Individual pupils / Groups • Assesses and provides reports on pupils • Provides feedback to school and Parents. • Advises teachers and LSAs
OT (Occupational Therapist)	<ul style="list-style-type: none"> • Provides a bank of exercises to target specific difficulties. • Assesses and advises school on individual needs of pupils via written reports. • Provides individual OT programmes. • Visits pupils in school and reviews progress
CAMHS (Child and Adolescent Mental Health Services)	<ul style="list-style-type: none"> • Referrals received via GP or school • to access support from a range • of professionals offering: <ul style="list-style-type: none"> ➢ Clinical assessments for Social and Emotional concerns ➢ Family Therapies ➢ Advice to school regarding work undertaken with individual children or families.
STAAR	<ul style="list-style-type: none"> • A new service in Brent to support students, families and the educational

(Supporting Assessment for Autism Route)	setting who have been triaged by CAMHS and Paeds and are on a waiting list for a neurodevelopment assessment.
BOAT (Brent Outreach Autism Team)	Works with young people who have a diagnosis of ASD (Autistic Spectrum Disorder) <ul style="list-style-type: none"> • Supports pupils in school, advising teachers and LSAs • Supports families.
BVIS (Brent Visual Impairment Service)	Works with young people who have a diagnosis of VI (Visual Impairment) <ul style="list-style-type: none"> • Supports pupils in school, advising teachers and LSAs Supports families.
BDHIS (Brent deaf and Hearing Impairment Service.)	Works with young people who are deaf or have a hearing impairment. <ul style="list-style-type: none"> • Supports pupils in school, advising teachers and LSAs Supports families.
ES (Emotional (and Social) Support provided in Support School))	Emotional Support Specialist receives referrals from class teacher and SEND Leader (see Emotional Support Policy) <ul style="list-style-type: none"> • Supports pupils in school discusses needs of pupils with class teachers and SEND Leader May wish to discuss key issues with parents / carers.
School Nurse	<ul style="list-style-type: none"> • Visits pupils in school for health checks. • Visits pupils on CP register • Liaises with school welfare Officer Offers advice and support on Health Education.
EWO (Education Welfare Officer)	<ul style="list-style-type: none"> • Visits school to monitor concerns regarding absence • Liaises with relevant staff and DSL • Visits families at home.
CAF (Common Assessment framework - links to social services)	Schools and other relevant professionals (GPs, CAMHS, and EWO etc) may refer families for a CAF assessment. The CAF then sign posts to Early Help Social Services teams offering support which may include <ul style="list-style-type: none"> • Housing support • Family support etc.

Family Solutions Team (Early help Team)	Liaises with schools re pupils on: <ul style="list-style-type: none"> • Family support • Housing. • TAF/C (Team Around the Family/Child meetings) etc.
CP Team (Child Protection Team)	Liaises with schools re pupils on: <ul style="list-style-type: none"> • Child Protection Plans • CIN (Child In Need) Plans
LAC Team (Looked After Children Team)	Liaises with schools re pupils who are 'Looked After Children' regarding: <ul style="list-style-type: none"> • Educational needs / opportunities. Special events.

Supporting Pupils at School with Medical Conditions

- At RGJS we recognise that pupils with medical conditions should be properly supported so that they have full access to education including school trips and Physical education. Some pupils with medical conditions may be disabled and where this is the case we comply with our duties under the equality Act 2010. (Please see also policies for Equality and Disability and Accessibility.)
- Some pupils with these needs may also have SEND and may have an EHC plan which brings together health and social care needs as well as their special educational provision.
- The school Welfare Officer liaises with all staff and provides a copy of the Medical Register for each class; this is filed in the class ATT (Assessment, Tracking and Transition) and SEN Files. The school Welfare Officer also liaises with the SEND Leader and writes a Medical Health Care Plan for individual pupils who require one; a copy of this is kept in the class SEN File. The SEND Leader also has copies of this documentation, (please refer to our Medical Policy and www.sendgateway.org.uk) for further guidance on supporting pupils in school with medical needs).

Working in Partnership with parents and carers

At Roe Green Junior School, we liaise with parents of pupils with SEND in a number of ways.

- Class Teachers will discuss any initial concerns they have regarding a child's progress.
- Parents will be kept informed of any decisions regarding support their child may receive. (The SEND Leader and Inclusion Leaders may be involved in these discussions)

- Class Teachers will inform parents /carers if it is felt that their child should be placed on the SEND register and have specific targets to work on in school and possibly at home. Parents' / Carers' and pupils' views are invited.
- Parents / Carers are regularly informed of their child's progress as his/ her targets are reviewed on the SEND cycle of:
 - **Assess > Plan > Do > Review**
- Parents / Carers of pupils with an EHC Plan or specific diagnosis such as ASD/ADHD will be invited to termly SEND Plan review meetings.

Roles and Responsibilities of staff	
Staff	Roles and responsibilities
Head teacher (HT)	Review and agree SEND budget annually, agree staffing for SEND support.
Deputy Head (DH)	Liaise with SEND Leader on assessment and provision.
Assistant Head (AH)	<ul style="list-style-type: none"> • Liaise with SEND Leader on Inclusion and provision. • Oversee and record support intervention on a provision map • Teach support groups in Literacy and/or Maths • Deliver/organise INSET • Organise Parent Workshops
SEND Leader	<ul style="list-style-type: none"> • Coordinate provision of support • Record support interventions on a provision map. • Lead the support team. • Liaise with and supports class teachers. • Liaise with the School Welfare Officer. • Liaise with external agencies. • Liaise with the Governor with responsibility for SEND. • Deliver / organise INSET.
LSAs Leading intervention groups	<ul style="list-style-type: none"> • Plan and deliver learning support for small withdrawal groups. • Liaise with and supports class teachers.
Class Teacher (CT)	<ul style="list-style-type: none"> • Monitors Pupil Progress • Delivers Quality First Teaching

	<ul style="list-style-type: none"> • Raises concerns for pupils who are not making progress or who are experiencing difficulties. • Liaises with SEND Leader • Liaises with parents • Contributes to an initial concerns form for new concerns. • Contributes to the writing and reviewing of Provision Map/ ISP outcomes. • Sources resources, adapts and modifies them to meet the needs of pupils.
Learning Support Assistant (LSA)	<ul style="list-style-type: none"> • Work in partnership with Class Teachers to support individual pupils and or groups • Assist year groups during assembly times with display and admin duties. • Deliver SALT programmes to pupils
(School) Welfare Officer (WO)	<ul style="list-style-type: none"> • Oversee implementation of school Medical Policy. • Provide INSET on Medical policy. • Support pupils who are unwell, injured at school. Liaises with parents/ carers re pupils' health and well-being. • Liaise with teaching, support staff, SLT, SEND Leader and PSHCE Coordinator. • Write Health Care Plans in consultation with SEND Leader and parents.

Monitoring and Evaluation of SEND

At Roe Green Juniors we regularly monitor and evaluate the quality of provision we offer to all pupils.

- The effectiveness of SEND provision is included in the overall monitoring of Pupil Progress. Termly Pupil Progress Meetings are carried out by class teachers in consultation with their Year Leaders, DH, AHs /Inclusion and SEND Leaders. The results of these meetings are overseen by our DH/Assessment Coordinator and shared with the SEND and Inclusion Leaders. The-Whole School Provision Map is then reviewed by the Inclusion and SEND Leaders and DH /Assessment Coordinator, in consultation with specialist staff, Year Leaders and Class Teachers.
- SEND Monitoring is included in the overall calendar for monitoring within the school and takes place each term.
- The SEND Leader meets with the Governor for SEND each term to discuss provision, outcomes of monitoring and new initiatives.

Training and Resources

- Provision for pupils with SEND at RGJS is funded from the allocated funds for SEND within the school budget. Specific funds are also allocated to pupils with an EHC plan.
- An additional allocation of funding for curriculum resources is provided from the school budget.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All new teachers and support staff undertake induction after joining RGJS. This includes a meeting with the SEND Leader to explain the systems and structures in place to support pupils with SEND.
- The SEND Leader regularly attends the Termly LA SENDCo Forum in order to keep up to date with local and national developments / initiatives/legislation.
- The SEND Leader may consult with the LAs SEND Consultant and administrative team when advice is required.
- RGJS subscribes to 'The Key' a professional online resource that advises Head Teachers, Deputy/Assistant Head Teachers, SEND Leaders/Inclusion managers and Curriculum Leaders.

Storing and Managing Information

- Each class teacher has an SEN file in which they have a SEND list for the pupils in their year group, current class Provision Maps, ISPs and an archive of each pupil's SEND record.
- The SEND Leader stores the pupils' Central SEND records in the SEND room.

Send Policy Review

The Policy for SEND at RGJS will be reviewed annually.

Accessibility

Please refer to RGJS Accessibility Policy.

Dealing with Complaints

Arrangements and procedures for handling complaints from parents of children with special educational needs (SEN) about the support the school provides are explained in full in our RGJS Complaints Policy.

Complainants are encouraged to follow through each stage of the procedure, as appropriate, in order to resolve their concerns.

This procedure aims to:

- Encourage the resolution of concerns and complaints by informal means wherever possible

- Ensure that concerns are dealt with quickly, fully and fairly within defined time limits wherever possible
- Provide effective and appropriate responses to concerns and complaints
- Maintain good relationships between the school and all those involved.

Where complaints are unresolved, a member of SENAS will be contacted and further consultations will be arranged.

Bullying

Please refer to RGJS Bullying Policy.

Appendices

1. SEND procedures
2. Initial Concerns Record.
3. Class Provision Map
4. ISP
5. ISP Review Record to exit the SEND register
6. Staff Training

APPENDIX 1 - SEND Procedures (guidelines for class teachers)

The red Class SEN File contains the following information:

- The class SEND list.
- The current Class Provision Map and ISPs.
- A SEND archive for each pupil on the SEND list including copies of a pupil's EHC Plan, SALT plans & reports, EP reports, OT reports etc.
- Examples of proformas for the Class Provision Map and ISPs.

Removing a child from the SEND Register

If class teachers feel that a child should no longer be on the SEND register, this will be discussed with the SEND Leader before removing him/her.

If it is agreed that the child should be removed from the register then an SEND review form should be completed to explain the reasons for his/her removal. Parents must also be informed of this decision.

Concerns that a child should be on the SEND register

The first response to support pupils for whom we have concerns regarding

SEND is to ensure that they receive 'high quality teaching targeted at their area of weakness,' (COP 2015 'Identifying SEND in Schools paragraph 6.19).

If staff feel that a child should be placed on the SEND register please:

- Ensure that the child has received First Quality Teaching.
- Arrange to meet and discuss your concerns and share information with the SEND Leader and/ or the SEN Support Teacher.
- Complete an Initial Concerns form for pupils who have **never been** on the register.

Provision

- Following discussion, the appropriate provision for the pupil will be finalised, (s/he will be placed in intervention groups and or receive LSA support according to the level of need.)
- The pupil will be included on the Class Provision Map or an ISP.
- Please DO NOT send pupils to intervention groups until information about the pupil has been shared and a professional discussion has taken place to discuss the pupil's' needs.

If a new pupil joins your class and s/he has arrived with documentation that clearly indicates that s/he has SEND - please arrange to meet with the SEND Leader and the leaders of intervention groups at the earliest opportunity.

For details outlining provision during any future Lockdowns please refer to RGJS SEND Information Report.

Pupils with SEND who are new to RGJS

Please do not send a pupil to any support group until this meeting has taken place. It is important that the child is placed in a support group that is appropriate for his / her needs.

If a child is unable to access the curriculum in the meantime an LSA from the year group should be deployed to support him / her using materials that have been sourced by the class teacher with support from the SEND Leader and or SEN Support Teacher.

Once the pupil's needs have been assessed then his /her provision will be clarified.

Responsibility for Pupils with SEND

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (COP 2015 special education provision in schools paragraph 6.36)

To ensure that a class teacher is fully informed of the intervention that pupils in his /her class is receiving there is an ongoing dialogue between the members of staff facilitating intervention groups and the class teachers. These discussions are particularly pertinent at key points in the term eg. when summative assessment takes place and targets/outcomes on Provision Maps, ISPs and GSPs are reviewed and new targets/outcomes are set.

APPENDIX 2 - Initial Concerns Record

Initial Concerns Record

Date:

Name of pupil: _____

DOB: _____

Teacher completing this form: _____ **Class:** _____

Relevant History & Information

Areas of Concerns

Strengths/ Interests

Strategies used to date

Future Action

Record of consultation with parents

Review Date:

Teacher's signature: Parent's signature:

APPENDIX 3 - RGJS Provision Map

Term:		Date:		Pupils with School Support (SS)	
All pupils receive Quality First Teaching strategies, accessible learning environment, opportunities for paired and small group work support, reward systems, feedback verbally and via marking policy.					
Pupils' Names	Targets (Short Term Outcomes)	Strategy /Intervention	Frequency/ duration/staff	Review of Progress made and date	

APPENDIX 4 - Individual Support Plan

Individual Support Plan		
SEN Stage: (Please highlight)		Name:
Additional SEND Support (SS+)	Statement / EHCP	D.O.B:
EAL Stage:		Class:
Other:		Date:
Nature of the Learning Difficulties:		
1.		
2.		
3.		
4.		
5.		
Special Educational Provision:		
Staff/Professional involved:		
SEND Leader: J.Ash		LSA:
Class Teacher:		In class / 1:1 support
SEN Support Teacher: Ms Whitney		
Individual		Groups:
In class when required		Differentiated groups for* (highlight) Maths* ---- times p/w Literacy* --- times p/w
Medical / Pastoral Information:		

Assessment Information

(Complete table or attach individual tracking data - support available to help with this)

Date	Type	Score	Level

Term:		Name:	
Date set	Targets/Short Term Outcomes including success criteria (SC)	Strategies / Resources / Implementation	Date Achieved/ Comment
	Outcome: SC: Time frame:		
	Outcome: SC: Time frame:		
	Outcome: SC: Time frame:		

ISP Review date: _____

Teacher's Comment (if additional to above.)

Parent' / Carers' Comment

Pupil's comment

Signed by:

Teacher _____ **Parent** _____ **Pupil** _____

APPENDIX 5 - Group Support Plan

Group Support Plan			Teacher:	Class:
			LSA:	
Names	DOB	SEN Status (SS, SS+)	Needs	Pastoral / Medical Support

Outcomes		Term:		
Target/ Short Term Outcome:	Strategies/ Resources/Implementation.	Success Criteria (Level of accuracy required for success e.g. number of times achieved / % age of accuracy.)	Time Frame (To be achieved by)	Achieved ✓ / Comment
1.				
2.				
3.				
4.				
Review Comment for individual group member				
<p>Signed by: Teacher: _____</p> <p>Parent / carer: _____ Pupil: _____</p> <p>Date: _____</p>				

APPENDIX 6 – SEND Review Record

SEND Review Record Form to exit SEND register

(To be completed when a child is to be removed from the SEN list)

Child's Name _____ Class _____

Progress made by child / effectiveness of ISP

Discussed with SENCo ? Yes No

Views of parent/ Carer

Views of child

Views of any external agencies

Future Action

Completed by: _____

Designation: _____

APPENDIX 7 – Assessment

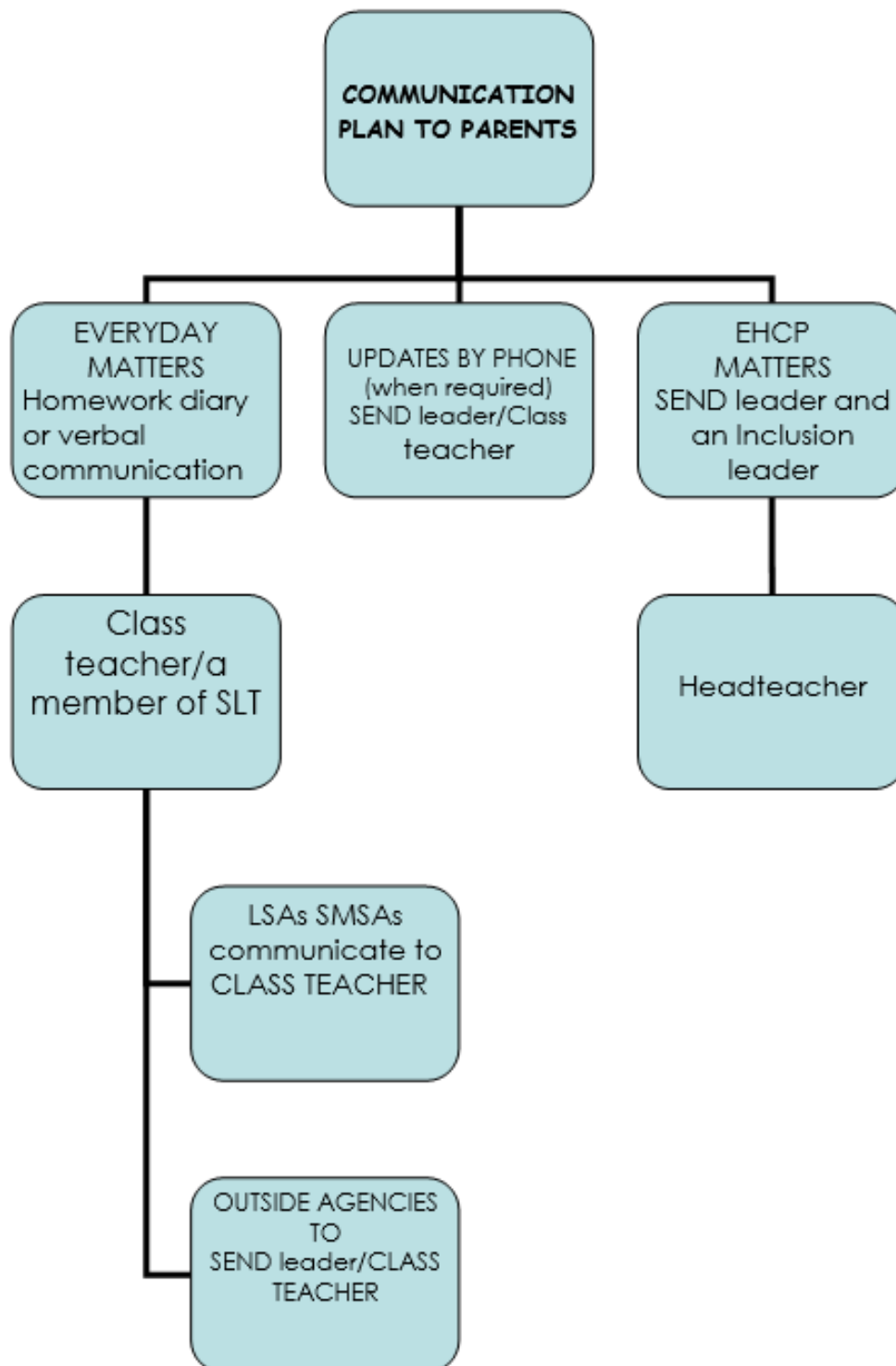
Types of Assessment administered at RGJS contributing to the cycle of:

Assess > Plan > Do > Review

Please also see Assessment Policy.

Assessment	School staff /Agency	When
Year 3 base Line Assessment NFER Reading	Class Teachers	September
Phonic Screening (Letters and Sounds)	LSAs providing Literacy intervention	September
Bench Mark Reading Assessment	Teaching Staff, trained LSA	When required to assess reading attainment and match to chronological age.
FOCUS Assessment Scheme	Whole School Assessment scheme Teachers, trained LSAs	At end of each term to inform Teacher Assessment. Pupils working at a standard below their chronological age may be assessed using the test materials for a younger age group.
PIVATS Assessment Scheme	Used to assess pupils with SEN whose progress is uneven and cannot be easily illustrated using FOCUS	At end of each term to inform Teacher Assessment.
SALT Assessment	Speech and Language Therapist conducts initial assessment.	Following referral from school. Regular reviews follow thereafter initiated by the speech therapist .
OT Assessment	OT conducts initial assessment.	Following referral from GP / Paediatric services, school. Regular reviews follow thereafter initiated by the OT.
EP Assessment	EP may conduct assessment as part of a consultation visit.	Following a request for a consultation from school.

APPENDIX 8 – Communication Plan



APPENDIX 9 – Staff Training

Staff Training	
SEND Leader	<p>Adv. Dip in SEN in mainstream schools; Hatfield Polytechnic. Module in specific Learning Difficulties; London- Institute of Education.</p> <p>Borough INSET on a variety of SEND issues</p> <p>SENDCo network meetings & Forums</p> <p>SENDCo Leadership and Management (Borough INSET)</p> <p>Brent SEND & Inclusion conferences</p> <p>SEND Audit training</p> <p>CAF Training</p> <p>Differentiation - Simms</p> <p>Counselling - K.C.C.</p> <p>Bullying - BBC Education</p> <p>Brent SEND & Inclusion conferences</p> <p>SAQ (Speed Agility & Quickness.)</p> <p>Rita Cheminais' course re managing changes in SEN Provision.</p> <p>SALT Training.</p> <p>Participation in SEND Decision making panel for Statutory Assessment.</p> <p>Participation In Kingsbury Schools Together SEND Leader Meetings.</p> <p>Regular updates on local and national SEND issues</p>
LSAs	<p>CLANSA</p> <p>BOAT</p> <p>Writing Social Stories</p> <p>Various curriculum courses in Literacy and Maths.</p> <p>Behaviour management</p> <p>Ongoing SALT training.</p> <p>Child development.</p> <p>Precision Teaching</p> <p>Behaviour Management</p> <p>Diabetes Training</p> <p>ASD courses</p>
LSAs with responsibility for VI Support	<p>As above</p> <p>Partners in Learning VI Training</p>
Teaching and Support Staff	<p>ASD Awareness</p> <p>Writing Social Stories</p> <p>SALT Training</p> <p>VI and HI Awareness</p> <p>Differentiation</p> <p>SEND Reforms</p> <p>Medical training where applicable (eg Diabetes Awareness Diabetes Support, use of epi pens) Introduction to the 'Brent Graduated Assessment Framework' (GAF).</p>