SEN at Sheringham Primary School

Identify • Support • Monitor • Progress

Inclusion for all

What is SEN?

SEN is defined as a learning difficulty or disability which calls for special educational provision to be made.

Who identifies need?

Need is identified through a combination of:

- Inclusion Team referrals
- SENCO input
- Teacher knowledge

The SEND register is a fluid list, particularly in terms of SEMH needs.

A pupil is considered to have a learning difficulty or disability if they have at least 1 of the following:

1. Have a significantly greater difficulty in learning than the majority of others of the same age, over a period of time.
2. Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.
3. Are not consistently working at age related expectations and are not making expected progress based on prior attainment (PA - Value added vs ARE).
4. Have an EHCP.

Levels of documented support at Sheringham Primary School

- If children have a specific academic learning need they will have an IEP and an OPP.
- If the child has a special need, which is not specifically academic, they will have an OPP, which will highlight where additional support will be provided.
- Children who no longer require specific interventions are placed on a 'watchlist' and monitored on the **Whole School Provision Map.**

New and Existing Pupils

New pupils

- Reception/Nursery intake – discussions with staff and OPPs.
- New intake – handover SEND notes from previous setting/discussions with staff.

Existing pupils

- Handover sessions with current staff/reviews of OPP/IEPs.

1 Assess

With the teachers

- At the beginning of the year, discuss who already has a plan and who they will monitor. (Provision Map and Watchlist).

With parents

- Discuss their thoughts and feelings about the child and their needs.

2 Plan

Assess which area of need the child may need support in:

C&I	Checklists, GP visit, observation
SEMH	Refer to Nurture team for discussion and intervention
C&L	Interventions/scoop, Nessy, ARE assessments
S&P	Review health plans, OT reports, school nursing team
Support for home	Family and Communities Team/GP/ASD Helping Hands

Inform parents of assessments and invite them to complete checklists etc to assess need at home.

3 Do

Provision

- Children have a SEN Support plan based on EHCP/CEPP/ Diagnosis report.

Wathlist

- Watchlist children have a SMART target/assessment in place to monitor in the first term.

4 Review

- Review EHCP/CEPP reports and adapt provision in SSP/IEP.
- Review 'assessments' for Watchlist and determine whether more/different is needed and if a SSP/IEP is needed.
- SENCO/SLT will monitor through book looks, learning walks and half termly meetings.

Additional reviews

- **Teachers** – termly meetings to discuss effectivenens of SMART targets and RAG rating.
- **Parents** – discussion around existing plans or development of new plan at first parents evening.

Meeting needs • Removing barriers • Building brighter futures