



# SEN Handbook

*Every Teacher is 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. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

# Contents

Abbreviations	3
Staffing	4
Aims/expectations	6
Clarification of need type	7
Classroom environment	9
Differentiation and Resources	11
KCC definition for SEN support	13
SEN paperwork	15
Assessment	18
Observations - TA/pupils	19
Appendices	20

# Abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AN	Additional Educational Need
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CC	Cause for Concern
CPM	Class Provision Map
Dysc	Dyscalculia
Dysp	Dyspraxia
Dysl	Dyslexic
EHCP	Education and Health Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
HNF	Higher Needs Funding
IPP	Individual Pupil Plan
LAC/CiC	Looked After Child (In Care)
MLD	Moderate Learning difficulties
PP	Pupil Premium
PSP	Personal, Social Plan
SEMH	Social Emotional and Mental Health
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Need or Disability
SLCN	Speech, Language and Communication need
SLD	Severe Learning difficulties
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment

# Staffing

## **SENCo - Mrs Emma Butler**

The SENCo oversees and implements all provision for pupils on the SEN register. The role involves liaising with external agencies, taking part in Pupil Progress meetings, providing staff with strategies and support for SEN pupils to use within their classrooms as well as leading the day to day running of the department. The SENCo works closely with the Local Authority to maximise the support that it can offer.

## **SENTA – Lyndsey Hudson**

Mrs Hudson follows a separate timetable to class based TAs as she works with individuals or small groups of pupils to address their speech, language and communication needs under the direction of Andre Green. Her timetable is set by the SENCo.

## **SALT – Andrew Green**

Andrew Green is a registered Speech and Language Therapist who we share with other local schools. He works with us once a fortnight. When in school Andrew completes speech and language assessments, trains staff and is available for feedback and questions.

## **Higher Needs Funding Support:**

### **Class based:**

### **TAs will:**

- Support teachers with the daily school routine
- Assist pupils access to the curriculum by differentiated instructions and resources
- Support the maintenance of intervention logs by providing information to the teacher /SENCo and recording, in accordance with school policy and the work of the pupils.
- Obtain accurate and up to date information on pupil's ability and well-being.

### **By:**

- Being involved at a whole class level e.g. alternating support between individuals and whole class
- Helping implement lesson plans under teacher's guidance
- Helping with differentiation
- Providing feedback, observing pupil performance, noting barriers to learning and classroom processes/organisation
- Recording information and monitoring a student's progress
- Where necessary correcting behaviour, supporting the teacher in maintaining order and discipline.

**Support the school by:**

- Implementing key policies
- Liaising with other members of the SEN Team
- Attending relevant staff development days or discussions about individual pupils
- Work towards the whole school development plan

# Aims and Expectations

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties which pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

## Three principles for inclusion

- Setting suitable learning objectives - we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- Responding to pupils diverse learning needs - we take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
- Engage with parents and pupils to set good outcomes for our SEN pupils – we aim to include pupil and parents views when setting targets, interventions and plans.

## It is also important that we:

- Listen to pupils' opinions, questions and anxieties
- Recognise, celebrate and reward progress however small
- Be consistent and fair to all pupils
- Enable pupils to make choices and decisions about their work so they feel valued
- Encourage good relationships with pupils and recognise that mutual respect and trust are important

# Clarification of Need

There are four broad headings:

## CI - Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. They may experience problems in articulation and the production of speech sounds. They may have a severe stammer. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

## CL - Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## SEMH - Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing

behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

We have a clear process to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **SP - Sensory and/or physical**

Most young people will experience some level of physical or sensory difficulty at some time in their lives - whether it's a broken leg, 'glue ear' or discomfort brought on by a medical condition. Teachers have to be aware of these conditions and how to alleviate any adverse effects on the pupils learning. When difficulties are significant and long term, young people are protected by the Disability Discrimination Act which makes it unlawful to treat them less favourably than their non-disabled peers and to make 'reasonable adjustments' to ensure that they are not put at a substantial disadvantage in comparison to pupils who are not disabled.

Hearing Impairment (HI): Young people hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids: adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

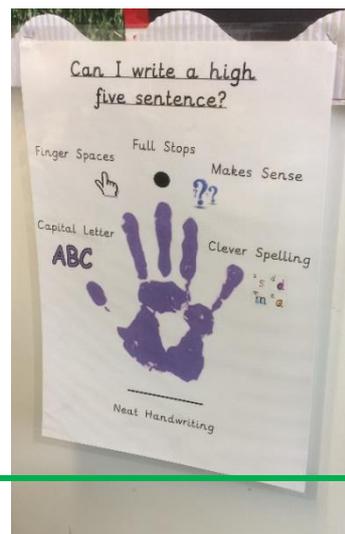
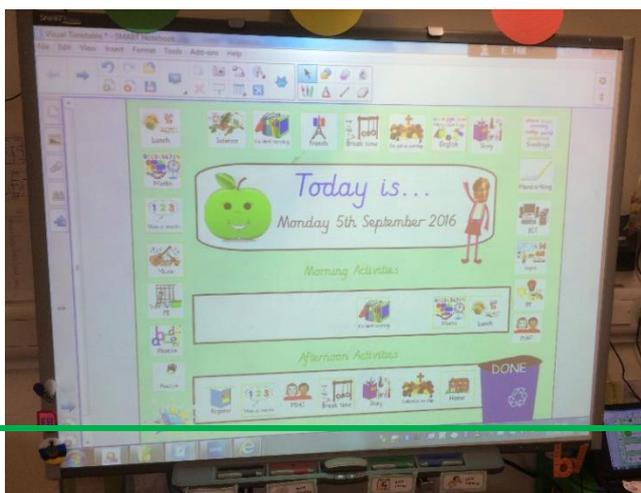
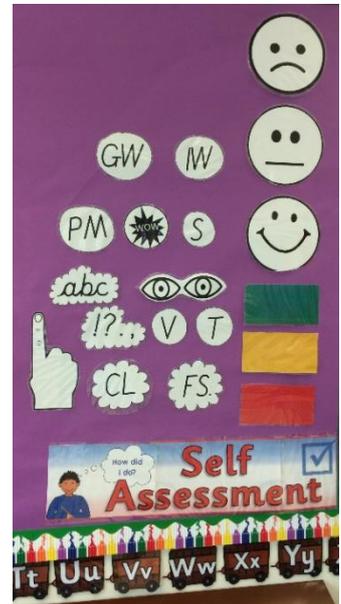
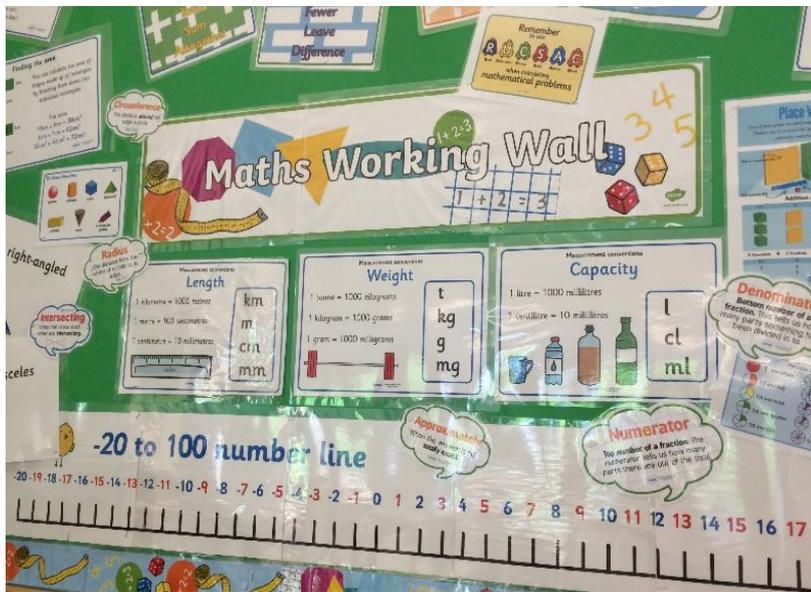
Physical Disability (PD): There is a wide range of physical disabilities and young people cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others the impact on their education may be severe.

# Classroom Environment

At Teynham school we expect to see the following as part of an inclusive classroom environment;

- Visual timetable
- Now and Next boards
- Use of ICT
- Visual prompts
- A range of display boards
- Equipment readily available to suit individual needs such as sloping boards, standing desks.





# Differentiation and Resources

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs. Therefore it does not 'just happen' - it implies that the teacher is doing something intentionally. So differentiation has to be **planned** by you.

All pupils are unique and so there is a wide variation in:

- The amount of work pupils complete in a lesson
- The amount of homework they do
- Their ability to work co-operatively
- Their ability to work independently
- Their listening skills
- Their presentation skills

The aspects of differentiation over which a classroom teacher has control are

- Differentiation by **resource**
- Differentiation by **task**
- Differentiation by **support**
- Differentiation by **response**

## Differentiation by resource, task, outcome or response

Pupils' work will vary, and it is the teacher's response to the outcomes that allows differentiation to take place. To deliver the lesson resources are necessary and tasks have to be designed to enable pupils to acquire knowledge and understanding as well as competences. Whilst working at the tasks, pupils will have your support as you guide them through the process.

## Differentiation by resource

Equipment suggested by external agencies or recommend for use by the SEN team such as Task Management Board, finger grips, fiddle toys and wobble cushions etc are available from Mrs Butler.

## **Differentiation by task**

- Provide an appropriate variety of task
- Match tasks to pupil abilities, aptitudes and interests
- Providing a range of tasks to allow choice
- Finding mechanism to ensure that pupils stay on task - behaviour plans/reward charts

## **Differentiation by support**

We know that some pupils need more help than others to complete a given task. If we provide help we are also providing differentiation support.

### **Strategies:**

- Support from other adults and children
- Individual support from the teacher/extra during lesson or at lunchtime
- Support from carefully selected systems and technology
- Celebration of achievement
- Co-operative teaching
- Small group teaching

## **Differentiation by response**

Even when they work on a common task, the products of any group of pupils will exhibit differences. This is what we mean by differentiated outcomes.

Therefore, the pupil's work is termed the response or outcome.

- Making objectives accessible/known at the beginning of a topic.
- Making assessment criteria explicit - knowing how to gain rather than lose marks.
- Response partners - using the boy/girl next to them to discuss how to improve work.
- Small group teaching

# KCC definition for SEN Support

KCC provides the following clarification of what constitutes SEN Support:

*"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."*

Each and every educational setting should make provision for a CYP as and when they require it, irrespective of their Special Educational Need. Additional teaching opportunities (e.g. small group catch up) or the filling of gaps in learning due to absence or not making the progress that is expected is not considered to meet the criteria for SEN support; it should be normal practice in schools.

However, all educational settings should take action through a graduated response to identify pupils with a Special Educational Need. Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEN register unless they are in receipt of significant, additional and personalised support without which they could not access learning.

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/sen-support>

The above is used as guidance but at Teynham we treat each pupil as an individual and create support around their needs.

## **Identification of SEN**

In addition to the criteria above plus data and pupils progress meetings at Teynham, we use class reviews and cause for concern notes to identify a special educational need, as well as using screening tools such as Rapid, and seeking advice from specialist services.

## **Class Reviews**

Class reviews are carried out at least once a year by the SENCo in consultation with the class teacher, TA and any relevant adults involved with the particular class in question. The aim of the review is to monitor pupils' progress alongside support given and identify any potential learning barriers. Additional meetings may be held by the SENCo if there is a further need which needs to be addressed.

## **Pupil Progress**

In terms 2, 4 and 6 pupil progress meetings are held, this is an opportunity to discuss individual pupils and their progress and engagement within the curriculum as well as their social, emotional and mental health. Where pupils are not making expected progress further interventions and specialist advice can then be sought.

## **Cause for Concern**

Cause for Concern (see appendix c) forms can be found in the SEN file on the staff drive. They are completed by class teachers when a concern arises and handed to the SEN team. Please ensure evidence is collected and if further concerns arise then please fill out another referral form

# SEN Paperwork

The SEN register (see appendix d) is updated termly and issued to all members of staff by the SEN team. An electronic version can be found in the SEN folder on the staff drive. The pupils on the SEN register are grouped into year groups and are given one of the following categories of need; SEN, HNF, AEN, EHCP or CC. Class Profiles (see appendix e) are updated three times a year by the class teachers and then passed onto the SEN team.

## Information Updates

- Behavioural difficulties do not necessarily mean that a pupil has SEN and should not itself lead to a pupil being on the SEN register.
- Education and Health Care plans have replaced Statements for children and young people aged 0-25.
- The view of the pupil and their parents will be taken into account and schools are expected to fully involve both in decisions about how needs will be met.

## Reviews

All EHCP pupils have an Annual Review. This is a more formal meeting which takes place with the SENCo, parents and external agencies. For an Annual Review there are forms to be completed by the pupil, by parents and by the class teacher. **It is essential that these are completed by the deadline.**

There are no hard and fast categories of Special Educational Needs. Each pupil is unique and there is a wide spectrum of special educational needs that are frequently interrelated, although there are also specific needs that usually relate to particular types of impairment.

## Personalised Plans (PP)

PPs (see appendix f) are written and annotated by the class teachers throughout the academic year. This is a working document that is included in all SEN meetings and discussions. Parents will be asked to sign PPs during parents' evenings throughout the year.

### Class Provision Maps (CPM)

CPMs (see appendix g) are written for the beginning of each academic year and reviewed 3 times per year. We use SMART targets and ensure that targets are refreshed when appropriate.



### Intervention Timetables

It is the class teacher's responsibility to create, establish and maintain an intervention timetable for their class and support staff. Timetables will be based on the CPMs and PPs

### Class Profiles

Class Profiles are mini pupil pen pictures which provide any visiting staff with an immediate class overview. The profiles can include medical, pastoral, SEN or notes on family issues as well as any other information that may be useful. Information **must** be added to the profiles throughout the year by the class teachers or support staff. Initially they are typed by the SEN team and when your boxes are full of information please hand them back to the SEN team for re-typing.

# Assessment

Below are the assessment materials that we use at Teynham;

- Epace – *tested by request of class teacher*
- Sounds-write – *requested by SENCo or class teachers and administered by trained teaching assistants. When tests are completed they must be handed to the SENCo who will arrange for a Salford reading and comprehension test to be administered. They will be re-tested at the end of every big term to coincide with the review of progress and the class provision map.*
- Language and Speech Link – *all pupils will be tested at the beginning of Reception. Pupils can be tested at any point throughout the year if a concern arises. Programs for highlighted concerns are available to follow in class supported by the TA.*

The following assessment materials are by request of the SENCo following discussions with class teachers or from the outcomes of pupil progress meetings.

- Clever Fingers
- Boxall
- Dyslexia Screener
- Fizzy
- Auditory Processing Disorder Checklist
- Black Sheep
- Irlens

# Observations - TA/pupils

## **Teaching Assistant Observation**

Teaching assistant observations are currently under review.

## **Pupil Observation**

Pupil observations can be carried out by any member of the SEN team and senior management. The notes are recorded and kept on file to support applications to outside agencies, such as paediatricians. The notes also aid cause for concern forms raised by class teachers for identifying a special educational need difficulty.

# Appendices

B – Class Review

C – Cause for Concern Form

D – SEN Register

E – Class Profiles

F – Pupil Provision Plan (PPP)

G – Class Provision Map (CPM)

## B - Class Review

Mrs Butler (SENCO)

Class Teacher

Support Staff?

### Bands

*The age related expectation for pupils in year (?) by the end of term (?) is (?)*

Name	Reading			Writing			Maths		
	Term	Level	Att.	Term	Level	Att.	Term	Level	Att.

### Pupil Notes

Name	SEN Status	Need for change?	Highlighted at Pupil Progress?	Notes

Action

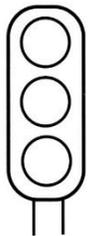
Cause for Concern

.....

*Mrs E Butler (SENCO) + Date*

.....

*Class Teacher (Class Teacher) + Date*



## C - CAUSE FOR CONCERN

Name of child: Dave Box

Year: 1

Class: Maple

CT: Mrs Butler

Submitted to SEN Team (date/who): 1st September 2015 - MC

SEN Status: none

### Concerns:

- Dave has started to come into school upset, reluctant to enter the classroom and finds the morning settling down period tricky.
- Dave is also struggling to form his letters correctly and has a very faint writing.

### Parental concerns?

Mum is worried that Dave doesn't want to come to school but is happy to help us get him into the classroom and will walk away if I ask her to.

### CT Action:

- Set up a reward system as an incentive to enter the classroom calmly.

- Organise for Dave to use a pencil grip.
- 5x 1:4 per week Clever Fingers intervention with the class TA.
- Explain the above to Parents.

Review in 10 weeks:

Dave is now entering the classroom calmly and mum is much happier. He is still struggling to form his letters however, the pencil grip is working. I will complete another CC for his letter formation.

.....

(CT)

## D – SEN Register

Year -

Staff -

Name DOB	Class	SEN Status	Primary Need	Secondary Need	Third Need	Notes
		SEN HNF	CI: ASD	CL: General learning difficulties	SP: Fine and gross motor difficulty	
		SEN	CL: Memory Retention	CL: General Learning Difficulties		
		SEN HNF	CI: ASD	SEMH: ADHD		
		SEN	CL: General Learning difficulties			
		AN	SP: Heart conditions and malrotated bowel			
		AN	Hearing Impairment			
		AN	SP: Chronic constipation and toileting issues			

Name DOB	Class	SEN Status	Monitoring	Notes
		CC	CL: Writing	
		CC	SP: Irlen – turquoise gloss overlay	LAC
		CC	SEMH: concentration	

# F – Individual Provision Plan (IPP)



## INDIVIDUAL PUPIL PROVISION FOR SEN, AN and CC PUPILS

### Child's Name

1

### Year and Class

Year 5

### Status (SEN)

SP: Small head circumference resulting in motor skills delay and retention of information difficulties.

CL: ~~General~~ Maths

### Provision

- 3x weekly 10mins 1:4 maths challenge with Mrs Akers
- 3x weekly 10mins 1:4 english with Mrs Akers
- 3x weekly 10mins 1:4 SPAG support with Mrs Akers
- 3x weekly 10mins 1:4 reading support with Mrs Akers
- Daily 5 minutes reading with Mrs Akers
- Class supported by 3 additional adults 01/16
- Task management board.
- Check M understands all activities 01/16
- 2x weekly reading with Mrs Akers 10 mins 01/03/16
- 5mins daily maths revision with Mrs Akers 01-03/16
- 3x Weekly Language link 11/07/16

.....  
Name (CT)

11.01.16  
.....  
Date

.....  
Name (Parent)

11.01.16  
.....  
Date

Cc Parents  
Maira Crowe

# G – Class Provision Map (CPM)



**Pupil Progress Review:**

**Island AEN Provision Map – St George's Primary School**

Class: /		Year 2	Teacher: ...	TA:	Date: 11.04.16	Review Date: 23.05.16	
<p><u>Quality First Teaching</u></p> <p>Visual timetables, now and next boards, visual cue cards, differentiation, pencil grips, word banks, working walls, reward systems, star words, TA, developmental marking, mind mapping, concentration and motivational charts.</p>							
Name(s)	Pupil Premium?	Intervention type	Smart Target	Frequency Duration Staff	Entry data	Exit Data	Impact
		English Intervention (Writing and Maths )	<ul style="list-style-type: none"> <li>I can write simple CVC words applying the sounds I know in my written work</li> <li>I can write simple sentences with phonetically plausible attempts at spelling, dictated by my teacher in at least 3 pieces of writing</li> <li>I can say, write and check my sentences independently at least once a week</li> <li>Read and Write numbers to 50</li> <li>Understand place value in numbers to 50</li> <li>Add 1 digit and 2 digit numbers</li> <li>Subtract 2 digit and 2 digit numbers</li> </ul>	4 x week 15 Minutes ...	Writing 1Working+	Writing 2Beginning	... has been working hard on his sounds and can now recall his phase 3 confidently and use when spelling and writing, making his writing more legible by others. ... is growing in confidence with larger numbers and understands basic + - x and ÷
		English Intervention (Writing and Reading)	<ul style="list-style-type: none"> <li>I can write simple CVC words applying the sounds I know in my written work</li> <li>I can write simple sentences with phonetically plausible attempts at spelling in at least 3 pieces of writing</li> <li>I can independently say, write and check my sentences at least twice a week</li> <li>I can blend and segment phonemes and graphemes I have been learning within my reading book</li> <li>I can begin to read with greater fluency and accuracy</li> <li>I can answer simple questions about a text</li> </ul>	4 x week 15 Minutes ...	Writing 1Secure+	Writing 2Working	... is able to compose his own sentences, forms letter and can spell his high frequency words. He inconsistently uses FS and CL, and is easily distracted when writing. ... has made fantastic progress in his reading
		Handwriting Group	<ul style="list-style-type: none"> <li>I can use diagonal and horizontal strokes needed to join letters in some of my writing</li> <li>I can write capital letters and digits of the correct size in all of my writing</li> <li>I can write all my letters of a consistent</li> </ul>	1 x week 10 Minutes			... letter reversal is improving ... when concentrating use a

.....

CT signature and date

.....

Support Staff signature and date