



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.

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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.

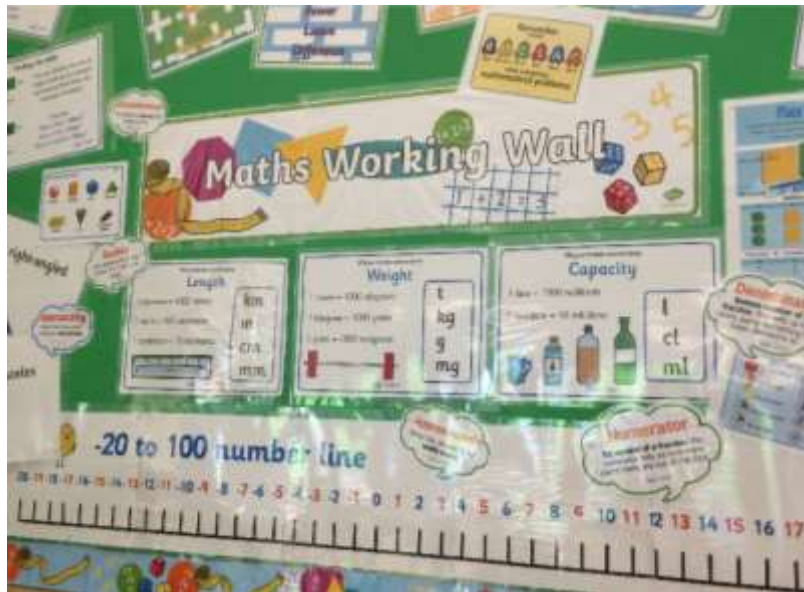
Physical Disability (PD): There is a wide range of physical disabilities and young people cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For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

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;

- 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
- Dyslexia Screener
- Fizzy
- Auditory Processing Disorder Checklist
- Black Sheep
- Irlens
- Coventry Grid
- Sensory Checklist
- Speech and Language Assessment
- Speech and Language Link

On direction from external agencies, further assessments may be undertaken by Specialist Teaching and Learning Service and Educational Psychologists.

Observations - pupils

Pupil Observation

Pupil observations in relation to behaviour, academic performance, SEMH needs, can be carried out by any member of School staff as appropriate. 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 (?)

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

Pupil Notes

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

C - CAUSE FOR CONCERN



CAUSE FOR CONCERN

Pupil: Dave Box

Year: 1

CT: Mrs McIntosh

Date Submitted to SENCO: 1st September 2015

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	SEN Status	Personalised Plan?	Primary Need	Additional Needs	First date on SEN register	Paediatrician Diagnosis	HNF	STLS	Notes
	SEN	No	CI: Developmen tal Verbal Dyspraxia		01.09.2021		No	No	
	SEN	No	S&P		11/07/23		No	No	
	SEN	No	SEMH		11/10/23		No	No	
	SEN	No	Physical		08/05/24		No	No	
	SEN	No	SEMH		17/09/34		No	No	
	SEN	No	S&P	C&L	1/04/24		No	No	Referral to paediatrician Term 1 2023, accepted.

Total 6

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

[Name's] Personalised Plan started on [Date]

Once you have added the information here please make all the writing white and remove the brackets. Please ensure you include a start date for the plan. This will enable you to read the information once it is printed off.

<p>1. The Outcome I am working towards</p>	<p>This plan is your working document to evidence the schools best endeavours to meet the needs of the pupil and as such should be written so that it is accessible to all those involved with supporting the pupil. This will include parents and the pupil themselves.</p> <p>Outcomes will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage. There should be an outcome around each identified area of need. Areas of need are; Cognition & Learning (C& L) Communication & Interaction (C & I) Social and Emotional & Mental Health (SEMH) and Physical & Sensory (P&S). It is recommended that there are no more than four outcomes. It may also be appropriate to set an outcome if the pupil is due to transition to the phase of their education.</p> <p>By the end of (.....when will the outcome be achieved by?) I/Name will be able to(.....what knowledge or skill will they demonstrate?) to enable me to/so that (...how will this be demonstrated?)</p> <p>When writing the outcomes, consider which the areas are of identified need and write an outcome for each of these. All the information Resources, strategies, interventions and SMART targets on each plan should be working towards the outcome identified.</p>		
<p>2. What I need to help me (resources)</p>	<p>Resources named here will be equipment, physical teaching aids or software that are specific to the needs of the pupil. E.g. Time out cards, visual timetable.</p>	<p>3. Resources/training for which funding has been applied/agreed</p>	<p>Training must be very specific to the pupil.</p> <p>Universal CPD will not be funded.</p>

	Staffing is not a resource.			
4.Ways to help me best (strategies)	<p>Strategies recommended by professionals should be included in this section.</p> <p>You should evidence the strategies that will be employed by adults and the ways in which the curriculum will be differentiated.</p>			
5.Extra support I need (intervention)	6.How often I need this and who will provide it	7. What I need to achieve by the next review	8. How well did it work?	Date
<p>Interventions named here should clearly match the interventions named in the HNF Application.</p> <p>Any further narrative will probably sit better under strategies.</p> <p>If you are adding to an EHCP plan, you will need to name the specific intervention you will be delivering.</p>	<p>Add the frequency, duration and level of staff supporting or delivering this intervention. E.g.</p> <p>Daily x 60 minutes TA</p> <p>Or</p> <p>3 x 20 minutes per week Teacher</p>	<p>Targets should be SMART and quantifiable. They should be written so that the pupil and their parents are, where applicable, able to support progress.</p> <p>This is 'additional to' and 'different from' the pupil's class targets and specific to the intervention.</p> <p>If you have various interventions working towards the same SMART Target you can merge the cells and place one target for review.</p>	<p>It is important to evaluate the impact of each intervention delivered three times a year. 2 in year reviews and an annual review.</p> <p>If we are clear at the outset about the purpose of the intervention and what will be achieved in the allocated time, we should be able to measure whether that has been achieved.</p>	<p>If the Target is not time-bound, add a planned review date here.</p>

If there is 1:1 support during a teacher led class based lesson this would be considered differentiated teaching **and should not be recorded as an intervention, unless there is an identified SEN purpose to this level of support.**

In-year meeting 1	Provider signature	Young person/parent/carer signature	Comments	Date
In-year meeting 2	Provider signature	Young person/parent/carer signature	Comments	Date
In-year meeting 3	Provider signature	Young person/parent/carer signature	Comments	Date

G – Class Provision Map (CPM)

Class Provision Map

Year Group:

Staff:

Academic Year: 2023-2024



Quality First Teaching

Name	Intervention	Frequency Who Cost	SMART target	Entry data	Impact/Date	Exit data
Freddie	GPS	5 x 5 mins per week 1:1 with TA	To recognise capital letters.	Year 1 below <i>Freddie doesn't understand capital letters or use them in his writing.</i>	T1 review 2019 - Freddie consistently recognised capital letters within the intervention and started to apply this in his class work.	Year 1 below
			To use capital letters to start a sentence.	Year 1 below	T2 review 2010 - Target met	
Tilly	Maths	5 x 10 mins per week 1:1 with TA	To recognise number bonds to 10.	Year 1 below	T1 review 2019 - Tilly struggled to recognise all number bonds to ten.	Year 1 below
			To recognise the following number bonds to ten 6+4 9+1	Year 1 below	T2 review 2019 - Target met	

