



Policy Name	Special Educational Needs and Disabilities Policy			
Date	March 2022	Review Date	March 2023	
Responsibility	FGB	Resources	Curriculum	Headteacher
Committee agreed on:	Signed by:			
FGB agreed/ratified on:	Signed by:			

*St. John's Walham Green Church of England Primary School aspires to develop young people who are successful pupils, independent learners and confident individuals. We strive to ensure that our pupils become responsible citizens with a concern for the well-being of all God's creation.*

### **EQUAL OPPORTUNITIES STATEMENT**

St John's School is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination. All staff and governors are responsible for ensuring that we implement this policy.

### **Introduction**

This policy is provided in accordance with Part 3 of the Children and Families Act 2014 and relates to children and young people with special educational needs (SEND) and disabled children and young people. The policy refers to the Children and Families Act 2014 and associated regulations and publications:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Code of Practice 2014

### **Contacts**

<b>Special Educational Needs Co-ordinator (SENDCO):</b>	<b>SEND Link Governor:</b>
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### **Definition of Special Educational Needs and Disability**

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age.
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### **Aims and Objectives of Provision at St John's**

Every teacher at St. John's is a teacher of pupils with SEND and therefore teaching such children is a whole school responsibility. At St. John's, we believe that all our pupils are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

Our aim at St. John's is to ensure that these things happen. In order to achieve this aim, we will:

- Use our best endeavours to make sure that a pupil with SEND gets the support they need.
- Ensure that a pupil with SEND engages in activities alongside those pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision (the Special Educational Needs Co-Ordinator - SENDCO).
- Inform parents/carers when special educational provision is being made for a pupil.
- Produce an annual SEND information report to be published on the school website.

### **Identification, Assessment and Provision**

At St. John's, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for pupils.

#### **Early Identification**

Every pupil's skills and attainment will be assessed on entry to St. John's. The needs of pupils are evaluated through a range of indicators:

- The outcomes from termly baseline assessments.
- Identification at termly pupil progress meetings of those who are making less than expected progress.
- Concerns raised by parents, the child and outside agencies and to take account of any information that they provide.

- Standardised screening or assessment tools.
- Behaviour data.

If any of the indicators point towards a need for additional support the class teacher will fill out a SENDCO referral form (Appendix 1) and then the SENDCO will carry out an analysis of the pupil's needs across the four main areas of Special Educational Needs and Disability (SEND). A decision will be made, with parents involved, on whether a pupil has SEND and in which areas. If any support is to be provided, parents are informed and a clear date for reviewing progress is set.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, assessment should be made to determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances, a multi-agency approach may be appropriate.

Where the school is informed by the Local Authority (LA) about a child coming to the school with already identified needs the SENDCO will visit the child in their current provision and liaise closely with parents and staff to ensure a smooth transition.

A pupil's level of SEND need will be recorded on SIMS (the schools systems management system) and on the SEND Register.

### **Special Educational Needs Provision at St. John's – A Graduated approach**

At St John's we have a graduated approach to supporting a child's learning and use this to assess and review pupils' progress towards outcomes. There is a layered approach to ensure that the needs of all learners are met (see Appendix 8)

#### Step 1: Universal

The first step in response to SEND is high quality teaching, differentiated for individual pupils.

#### Step 2: Vulnerable

Pupils who have their learning monitored to a further extent, due to the Pupil Premium Grant, due to having English as an Additional Language or for initial learning concerns that may begin to suggest a learning barrier, are tracked more closely using the school Provision Map website. This tracks their interventions.

#### Step 3: Targeted

Where a pupil is identified as having SEND, the next step is to make additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part cycle:

- a) **Assessing** your child's needs. This will be based on teacher assessment, the pupils' previous progress, attainment, behaviour and the initial referral form. It will also draw upon the views of parents, the pupil's own views (where appropriate) and, if relevant, advice from external support services.
- b) **Planning** the most effective and appropriate intervention. The teacher, parent and SENDCO will agree the additional support to be put in place, as well as the expected impact on

progress. This will be recorded on a Personal Learning Plan, known as a 'PLP' (previously known as an Individual Education Plan or IEP) which can be accessed by staff and parents through the Provision Map website.

- c) **Doing** the intervention. The class teacher and SENDCO will work closely with the staff involved in the intervention to monitor and advise on the effective implementation of support. SEND pupils are given short term targets so that progress can be closely monitored and tracked.
  
- d) **Reviewing** the impact on your child's progress towards individual learning outcomes. The impact of the additional support will be considered along with the views of the child and parents. Everyone will be involved in planning next steps.

#### Step 4: Specialist/Intensive

The fourth step will be to seek specialist advice and regular long-term support from a specialist professional outside school. This may include but is not limited to:

- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Outreach Support
- Occupational Therapy

Referrals will be completed by the SENDCO with parental consent. The school may need to prioritise referrals to these services. For a very small number of pupils, access to these specialists may be through an Education Health Care Plan (EHCP). Specialist advice and recommendations will be included in the PLP. See Appendix 8 for more information on the layered approach of SEND.

At any point where a specialist is involved, parents/carers will be fully involved in the process. For a list of the specialists on offer through the school please see Appendix 2.

#### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### **Education, Health and Care Plans (EHCPs)**

Education, Health and Care (EHCPs) plans are the replacement for Statements of Special Educational Needs. Where, despite a school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents/carers should consider applying for an EHCP. (See Appendix 3)

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Educational specialists
- Health professionals

The evidence should reflect a clear analysis of the child's needs such as: -

- Teachers assessment and experience of the pupil
- Information on pupil progress, attainment and behavior
- Individual's development in comparison to their peers
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services e.g.: educational psychologist, a specialist teacher or a health practitioner.

Personal Learning Plans will be used as evidence in the referral alongside a costed provision map to show how money has been spent. The SEND Casework and Commissioning Team will acknowledge a request and a decision will be made by a panel of people from education, health and social care about whether the child is eligible for an EHC Plan.

For more information about the process please contact the SENDCO or visit the site below to the SEND Local Offer:

<http://search3.openobjects.com/kb5/lbhf/fis/home.page?page=advice&id=5MoQzoPxRTs&localoffercannel=0>

### **Provision Mapping and Tracking Progress**

The Provision Map website will be used to track the progress of pupils where an intervention is taking place. The progress of children with an EHC Plan is also formally reviewed at an Annual Review with all adults involved with the child's education. External professionals who have been involved with your child may also attend, e.g. the Speech and Language Therapist.

The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in. Equally, additional support in the form of specialist services will be monitored by the SENDCO and it is the SENDCO's responsibility to ensure that any specialist advice given is followed up in the classroom.

All SEND pupils have short term targets set at least once a term, depending on the needs of the child. These targets may relate to any aspect of school life and achievement and are reviewed termly. Parents, carers and staff have access to these targets through the Provision Map website.

### **Monitoring and Evaluation of SEND**

The school's practice is regularly and carefully monitored to evaluate the quality of provision on offer all pupils. This is done through regular monitoring of class teaching, Learning Support Assistant monitoring, work sampling, learning walks and sampling of parent and pupils' views. The SEND link

Governor plays an important role in supporting and monitoring the school's SEND arrangements and is in regular contact with the SENDCO.

### **Involving Parents/Carer**

St. John's school will ensure that all parents/carers are fully informed of any SEND their son/daughter/ward may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling pupils and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make. All parents of pupils with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Be informed by the school of their child's placement within the SEND framework.
- Have the opportunity to make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their child's learning or provision.

The school provides a SEND Information Report on the school website which is regularly updated by the SENDCO. This contains the school offer and has links to the local offer and to useful websites for parents.

Visit the site below to access our SEND Information report.

<http://www.stjohnsce.lbhf.sch.uk/about/SEND.php>

Visit the site below for the Hammersmith and Fulham Local Offer

<http://search3.openobjects.com/kb5/lbhf/fis/home.page?page=advice&id=5MoQzoPxRTs&localofferchannel=0>

For admissions arrangements please see the Admissions policy.

### **Pupil Participation**

All pupils should be involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school will listen to the views of the pupil. We also encourage pupils with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All pupils with SEND complete a one page Pupil Passport, detailing the best approaches to support their learning and their areas of strength, as well as those for development. These are available for staff, parents and carers to view on the Provision Map website.

### **Transition**

St. John's recognises that the transition from year group to year group and from one key stage to another and to secondary school can be difficult for some children.

At these times there are designated times for teachers to communicate. Records are passed on and children's needs discussed. All children visit other classes prior to their transfer and meet their new teacher.

The SENDCO talks to the secondary SENCOs prior to the Y6 transition.

### **Supporting Pupils at school with medical conditions**

The school recognises that pupils at school 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 the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please see the school's policy for supporting pupils with medical conditions.

### **Access**

The school currently has limited wheelchair accessibility. All pupils with SEND are part of the mainstream school. They receive additional support (in class and/or withdrawal, if agreed) and access a broad and balanced curriculum.

Please see our Accessibility policy for further information.

### **Resources**

The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced. It is from this 'notional budget' that mainstream schools will be expected to:

- meet the needs of pupils with SEND; and
- contribute, up to a certain level set by the local authority, towards the costs of provision for pupils with high needs.

The responsibility for determining the amount of resources for SEND lies with the school Governors who will seek advice from the Head teacher and SENDCO. The resources for SEND are used to provide learning support assistants, specific training on SEND and specialist resources. The costs of the SENDCO are met from the main school budget.

### **SEND In-service Training for Staff**

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCO is aware of all relevant courses relating to SEND. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this. All staff have access to training, including support assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. The school is able to access training programmes from different organisations including the Educational Psychology service and the Borough Training and Outreach team based at Queen Elizabeth II School in Westminster. Individual training can also be arranged when necessary.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

The school's SENDCO regularly attends the Local Authority's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

### **Role of the Governing Body**

The Governors must have regard to the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils with SEND. The Governors and Head teacher are responsible for the school's policy and approach to meeting pupils' special educational needs and disabilities.

The duties of the Governing Body are set out in Appendix 4.

### **Roles and Responsibilities**

The Head teacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCO who keeps the Head and governing body fully informed, through the line management system. The responsibilities of the SENDCO are set out in Appendix 5. All teachers are teachers of pupils with SEND and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupils access support from teaching assistants or any other specialist staff. The responsibilities of the class teacher are set out in Appendix 6.

Learning Support Assistants (LSAs) are a valuable part of the support for pupils with SEND. The role of the teaching assistants is set out in Appendix 7.

The SENDCO maintains overall responsibility for all Learning Support Assistants.

### **Storing and Managing Information**

The SENDCO will hold details of all SEND records for individual pupils. All staff can access:

- The SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Hammersmith and Fulham's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of SEND provision.

### **Parental concerns regarding SEND**

Any queries or complaints about St. John's Walham Green CE Primary School can usually be resolved by an informal discussion with the class teacher or SENDCO. If further investigation is needed, the complaint can be taken to a member of the Senior Leadership Team. If no resolution is found, the

complaint will be taken to the Head teacher, who will record the complaint and look into the matter further. A deadline of ten working days is set for replying to the complaint. If the Head teacher is unable to resolve the matter, it will be passed to the Chair of Governors and then to the Local Education Authority. In the case of the secular curriculum or religious education, the matter is passed to the Diocesan Board.

Summary:

1. Informal meeting with the class teacher or SENDCO.
2. Formal meeting with a member of the Senior Management Team.
3. Formal meeting with the Head teacher
4. Letter to the Chair of Governors
5. Involvement of the Local Education Authority or Diocese

#### **Evaluating Success of the Policy**

This policy will be reviewed on an annual basis. The process of review will involve the SENDCO, the SEND Governor and the Head teacher. Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- The success of the school at including pupils with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

**Appendix 1**

**SENDCO referral form KS1/KS2**

**Pupil Information:** This form will be shared by all professional & parents/carers involved with the child.

Completed by:				Date:			
Name:			DOB:		Class:	Class teacher:	
Attendance:				Please circle as appropriate:		Exclusions:	
Punctuality:				CLA		PP	
EAL:	Home Language:		Medical Info:	SALT			
Yes	No			Cheyne			
				Hearing			
				Sight			
				CAMHS			
				OT			
				Other			
Summary concerns		of					

**Attainment**

	Working Towards	Expected	Exceeding
<b>Reading</b>			
<b>Writing</b>			
<b>Maths</b>			

## Reading

Comments on strengths/difficulties:

## Writing

Comments on strengths/difficulties:

## Maths

Comments on strengths/difficulties:

## Behaviour (including social interactions / relationships with peers and adults)

Comments on strengths/difficulties:

### **Differentiation in place over time**

What action has already been taken through curriculum differentiation to address the child's needs: ie: through modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

<b>Differentiation</b>	<b>Impact – progress and inclusion</b>

**Have you spoken to parents yet? Yes/No**

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**Information or issues raised from other professionals (Inc. support staff/SLT)**

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**SENDCO referral form - EYFS**

**Pupil Information:** This form will be shared by all professional & parents/carers involved with the child.

Completed by:				Date:	
Name:		DOB:	Class:	Class teacher:	
Attendance:		Please circle as appropriate:		Exclusions:	
Punctuality :		CLA		PP	
EAL:	Home Language:	Medical Info:	SALT		
Yes	No		Cheyne		
			Hearing		
			Sight		
			CAMHS		
			OT		
			Other		
Summary of concerns					

**Baseline Information**

<b>Communication and Language :</b> Development matters stage (in months)	Understanding	
	Speaking	
<b>Concerns with:</b> <input type="checkbox"/> Concentration and attention <input type="checkbox"/> speaking <input type="checkbox"/> listening		
<b>Comments on strengths/difficulties:</b>   		

<b>Physical Development :</b> Development matters stage (in months)	Moving and handling	
	Health and Self-care	
<b>Concerns with:</b> <input type="checkbox"/> Moving and handling <input type="checkbox"/> Health and Self-care		
<b>Comments on strengths/difficulties:</b>		

<b>Personal, Social and Emotional Development</b> Development matters stage (in months)	Moving and handling	
	Health and Self-care	
<b>Concerns with:</b> <input type="checkbox"/> Managing feelings and behaviour <input type="checkbox"/> making relationships <input type="checkbox"/> Self-confidence and behaviour		
<b>Comments on strengths/difficulties:</b>		

<b>Personal, Social and Emotional Development</b> Development matters stage (in months)	Moving and handling	
	Health and Self-care	
<b>Concerns with:</b> <input type="checkbox"/> Managing feelings and behaviour <input type="checkbox"/> making relationships <input type="checkbox"/> Self-confidence and behaviour		
<b>Comments on strengths/difficulties:</b>		

Tick in the table to show where the child is currently functioning:

Specific area of learning	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
Literacy						
Numeracy						
Understanding of the World						
Expressive Arts and Design						

### Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs: i.e.: through modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion

Have you spoken to parents yet? Yes/No

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Information or issues raised from other professionals (inc. support staff/SLT)

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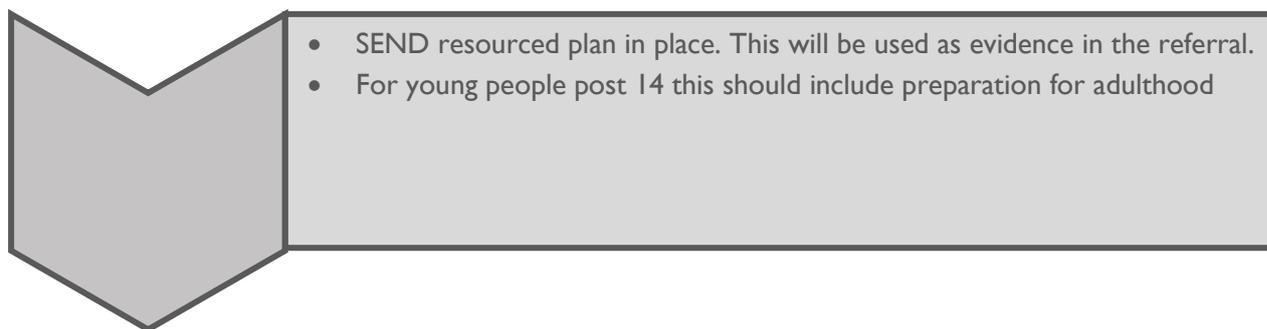
## Appendix 2

- **Educational Psychology Service** - Educational Psychologists (EP) apply psychology to promote the learning and social and emotional development of children with additional educational needs. An EP will observe a child in class and make recommendations to help with learning. Consultation can also be offered to parents/carers who have concerns about their children's development or progress.
- **Speech and Language Therapy** – Assessment and provision of appropriate interventions and recommendations for children with speech, language and communication needs. Please note: this service is only available to pupils with an EHCP.
- **Autism Outreach Service** – Queensmill School Outreach trains and supports staff in understanding autism, evaluates pupils and their ability to learn in specific learning environments, gives guidance in preparing for and delivering lessons to pupils with ASD and guidance in creating an appropriate physical environment within a classroom or within the school for children with ASD.
- **Occupational Therapy** - Assessment and planning of programmes of work to help support children advice with physical and Sensory needs.
- **Sensory Language and Impairment Team** - Provides specialist services to children with a hearing, visual, language and multi-Sensory impairment.
- **Child and Adolescent and Mental Health Services (CAHMS)** - provides support and guidance to promote children's emotional wellbeing in the community.
- **Cheyne Child Development Service** - specialist assessment and healthcare therapy for children with significant developmental needs, including those who are likely to have difficulty accessing learning.
- **Primary Behaviour Intervention Service** – supporting children with behaviour, social and emotional difficulties. Offering 1-1 or small group short-term interventions as well as professional development for staff.
- **Family Support Localities Service** - Offers 'early help' for families. This offer includes a range of support packages depending on the issues identified.
- **School Nurse** - provides a variety of services such as health education within schools, carrying out developmental screening, undertaking health interviews and administering immunisation programmes.
- **Social Services** - supports families and safeguards children who may be at risk of harm.

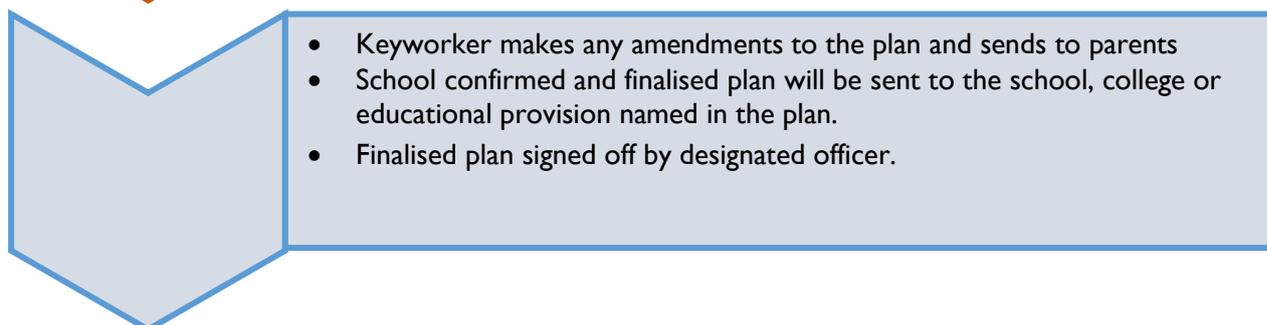
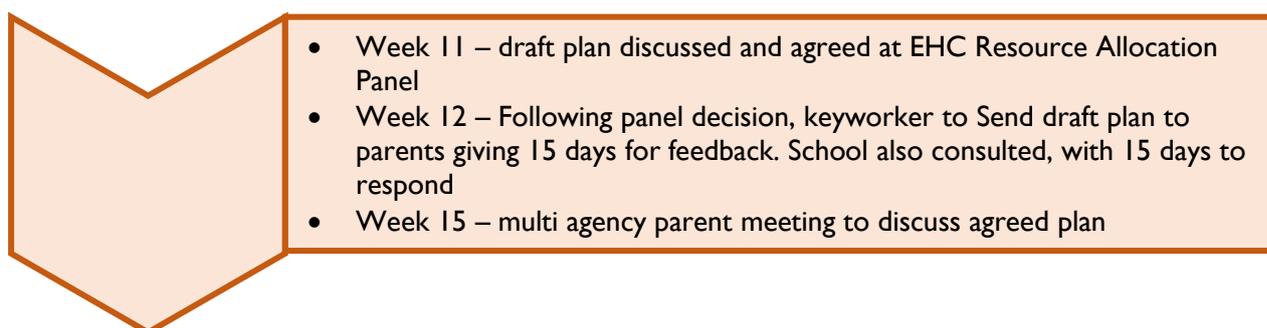
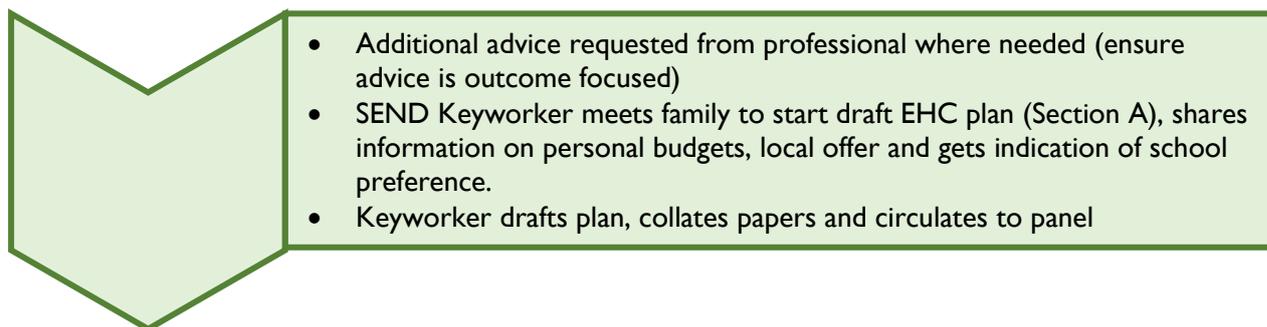
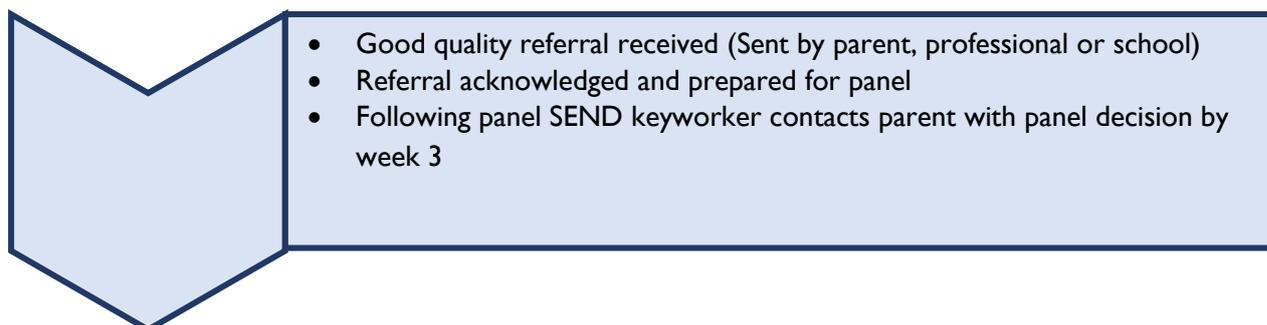
For more information on any of these services please contact the SENDCO.

## Appendix 3

### 20 Week Assessment Process



#### START OF 20 WEEK PROCESS



## Appendix 4

### The Role of the Governing Body

- Ensure that when the LA has informed the Headteacher that a pupil has special educational needs and disabilities that these needs are made known to all staff who are likely to teach the pupil.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Ensure that parents are notified of a decision by the school that their son/daughter has SEND.
- Consult the LA and the governing bodies of other schools in the interest of a coordinated special educational provision in the area as a whole.
- Report annually to parents on the implementation of the school's policy for pupils with special education needs.
- Ensure that a pupil with SEND joins in the activities of the school, together with other pupils so far as it reasonably practical and compatible with the efficient education of all pupils.

The Governors evaluate the success of the educational provision for pupils with Special Educational Needs by:

- The appointment of Governor responsible for special educational needs.
- Regular SENDCO and SEND Governor meetings.
- SEND Governor to be involved in the appointments of SEND staff when it is appropriate.
- SEND Governor visits to monitor provision.
- SEND Governor discussion with parents.
- SEND Governor discussion with pupils.
- SEND Governor liaison with the SENDCO to produce and present the annual report to parents.

The SEND Governor is responsible for reporting to the main governing body regarding SEND issues

## Appendix 5

### The Responsibilities of the SENDCO

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Responsible for managing the schools responsibility for meeting the medical needs of pupils.

## Appendix 6

### The Responsibilities of the Class Teacher

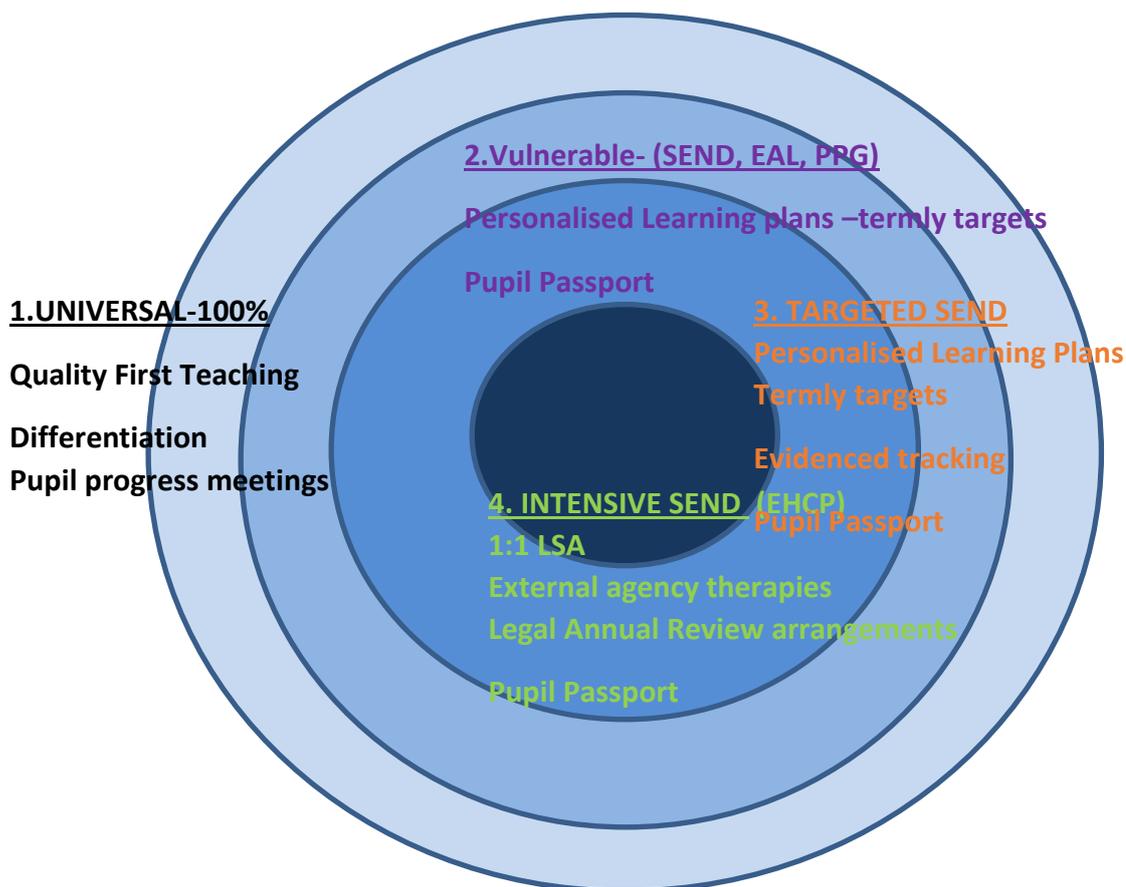
- Inform or seek advice from SENDCO when necessary.
- Gather information and make formal assessment about the pupil.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the pupil's needs within his/her normal classroom work through differentiation. Recording strategies/actions used.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Contribute to the planning and termly review pupils with SEND in conjunction with the SENDCO, parent and pupil.

## **Appendix 7**

### The role of the Learning Support Assistant is:

- To support the provision of SEND within the school.
- To follow programmes set by class teacher/SENDCO/outside agencies.
- To keep records and monitor pupils' progress using the procedures employed by the school.
- To help and assist pupils with SEND, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning.

## Our Layered model of SENDD Provision



- **Universal**  
Effective differentiation evidenced in planning, books, observations  
pupil discussion in Pupil Progress meetings
- **Vulnerable** (SEND, EAL, PPG and pupils of concern)  
Personalised Learning plans –termly targets  
Pupil Passport
- **Targeted SEND**  
Personalised Learning plans –termly targets  
Pupil Passport
- **Intensive SEND (EHCP)**  
1:1 LSA support  
External agency therapies  
Legal Annual Review arrangements  
Pupil Passport