



Parrett & Axe CE VA Primary School

Parrett and Axe CEVA Primary School SEND Information Report

At Parrett and Axe CEVA Primary School our mission statement is

'To pursue excellence in learning and teaching, encouraging every child to seek and achieve their potential within a balanced and engaging curriculum. We provide high quality care and support and promote well-being with individual rights and responsibilities at the centre of our school ethos'

This vision is for everyone within the school community, including children with Special Educational Needs and Disabilities (SEND). We strive to ensure that children who have Special Educational Needs and Disabilities have the opportunity to thrive and learn at our school, regardless of their background or specific needs. This information report will provide an outline of how we work towards achieving this and what we have in place in school to support your child.

What is SEND?

The Department of Education SEND Code of Practice (COP) states that;

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A child of compulsory school age or a young person 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, or*
- 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*

At Parrett and Axe, we follow this definition in our identification and support for children in our school. Over a child's time in school there may be times when they struggle and need support. We class children as having Special Educational Needs if they are working at a significantly lower level than their peer group, or have a specific need that requires additional provision.

Once a child is placed on the school's SEND register it doesn't always mean they remain as a SEND child for the rest of their school life. We regularly review the progress and attainment of children and if a child no longer requires additional support, they will be removed from the school's SEND register.

What types of Special Educational Need are there?

Following the guidance in the SEND COP, we group needs into four main areas:

Cognition and Learning (C&L)

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.

Communication and Interaction (C&I)

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.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social, Emotional and Mental Health Difficulties (SEMH)

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, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes 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. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

Sensory and/or Physical Needs (SN / PN)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination

of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children may fit into more than one area of need. At school we identify a primary need, but will also recognise that children can have more than one area of need that needs supporting. This is known as co-current needs.

This is a breakdown of the SEND needs within Parrett and Axe for the summer term 2023

- Total of children on SEN Register- 25/131 on role = 19% of school. (National Average is 12.6%)
- Children with Educational Health and Care Plan (EHCP) – 3 children, 2.2% of school (National Average is 4%)

19% of children are identified as having SEND, which is above the national average of 12.1% (DFE, Jan 2022). 25 children out 131 of pupils are identified as having SEND, with a further 13 being monitored. 3 children have an EHCP. There are 12 children identified as SEND and pupil premium.

| | SLCN | SPLD | C&L | SEMH | Autism | VI | HI | SN/PD | Total |
|-------|------|------|-----|------|--------|----|----|-------|-------|
| R | 1 | 1 | | | | | 1 | | 3 |
| 1 | 6 | | 1 | | | | 1 | | 8 |
| 2 | 1 | | 2 | 2 | | | | | 5 |
| 3 | | | 3 | | | | | | 3 |
| 4 | | | 2 | 1 | | | 1 | | 4 |
| 5 | 1 | | 2 | | | | | | 3 |
| 6 | 1 | | 1 | 1 | | | | | 3 |
| Total | | | | | | | | | 29 |

This information may well change over the academic year as we continually review children’s needs, progress and attainment. For those children that have co-current needs, each need has been counted. As a result, some children are in multiple categories.

How do we identify and assess children with SEND?

Some pupils have been identified SEN before they come to our school so we use the information already available to identify how they need to be supported in our school setting. Parents/carers may think that their child has SEN - we will discuss this with them and carry out assessments, we will share our findings with the parents/carers and come to an agreement about what should be done next and what you can do to help your child.

However, for most children, we get to know them in school, track their progress and attainment and observe them participating in school life. If a child is not making expected progress either academically, emotionally or socially we would be interested in taking a closer look to see how we can identify the barriers to learning and support them through additional provision. The impact of this support will be monitored.

There are a number of children within school that require some kind of additional provision and support – this is often provided through normal classroom differentiation and does not mean that your child has SEN. The SEN Code of Practice advocates a graduated response for support. This starts with Quality First Teaching (QFT) which every child is entitled to (see Appendix 1 Checklist).

If a child's needs are more complex, they may be identified as SEN. Initially, the class teacher and teaching assistant would highlight children they were concerned about to the Special Educational Needs Coordinator (SENCO) and the head teacher. The class teacher and SENCO then discuss the current provision and where additional support is needed.

At this point, a meeting with the child's parents/carers would be requested to discuss their thoughts on their child's progress and how the child is already supported at home. The child is included in this meeting and a child's view form is completed if deemed appropriate, depending on the age and stage of the child. In school we use a wide range of teacher assessment and observation to assess all children. The class teacher, SENCO and parents/carers then discuss 'next steps' and decide whether to assess the child using one or more of the tests detailed below.

Standardised Tests

- The Wide Range Intelligence Test (WRIT)
- The Phonological Assessment Battery (PhAB from 5 yrs)
- Test of Auditory Processing Skills
- Test of Visual Perceptual Skills
- York Assessment of Reading Comprehension (YARC)
- Helen Arkell Spelling Test 5years to adult
- Sandwell Early Numeracy Test from 4- 8 yrs
- Move to Learn assessments

Informal Curriculum Based Tests

- Phonics Assessment
- Common Exception Word Test
- Dictated writing

- Free writing
- Dyscalculia Test

Questionnaires

- SDQ questionnaires
- ELSA Questionnaires
- Boxall Profile

(Please see Appendix 2 for detailed information about these assessments).

These assessments give teachers specific programmes of learning for your child to work on in class. These are designed to support the children's specific learning challenges. The child will then have an ADPR (Assess, Plan, Do Review) plan which details how support will be given in school, how often and by whom. It also details how parents can help their child at home and support packs will be provided with specific activities to carry out at home if appropriate.

ADPRs are working documents used by Class Teachers and TAs to ensure the children receive regular targeted support. They are annotated and reviewed regularly by both TAs, Class Teachers and other professionals who may be working with the child. A record of support is also kept for each child to ensure provision and interventions are taking place. They are reviewed formally every term alongside parents/carers and children.

Sometimes, the needs identified and support provided in school doesn't make a big enough impact, or, staff may feel that there needs to be someone with more expertise in particular areas involved. We would, with parental permission, then seek support from outside agencies such as:

- SALT (Speech and language therapy)
- SENSS (Special Educational Needs Support Services)
- Health Care Professionals such as paediatric doctors / occupational therapists
- Educational Psychology Services
- Outreach Support Services
- Dorset Family Matters
- CAMHS (Child and Adolescent Mental Health Services)
- Mosaic

This specialist support can help to diagnose or identify conditions or specific needs.

Alongside this, teacher's track all children's progress and complete progress charts for the head teacher every half term. These are known as out pupil support grids. The Head Teacher and SENCo have half termly pupil progress meetings with every class teacher where discussion is based around the up to date support grids. All children, including those with SEND, are discussed.

Any interventions are included on these support grids along with their impact in the classroom. If a child is not making the required progress then suggestions for support via evidence-based interventions (as detailed below) are also given at these meetings. It may

also be suggested that the child undergo an assessment to determine exactly the areas they are finding challenging at this time.

What Can Parents Do if They are Concerned About Their Child?

Talk to us – we pride ourselves on building positive relationships with parent carers and aim to be open and honest and hope that you are able to do the same with us. A child's class teacher is the first point of contact regarding their learning. The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, booster groups, interventions) and letting the SENCO know as necessary.
- Ensuring any specific targets, strategies and recommendations are incorporated into their weekly lesson planning/differentiation
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed within their classroom.

All teachers are now 'teachers of SEND' and all staff have a responsibility to support all the children in school. Throughout the school, teachers and teaching assistants plan and provide daily targeted support for SEN children.

However, we also have a team of very experienced staff who specialise in supporting children with the following areas of SEND. They are:

Mr Stuart Copping - SENCO

Is a very experienced teacher who specialises in EYFS and KS1. Having worked across KS1 in a number of schools and with a number of pupils classified as SEN with a variety of needs, he has built up a good understanding of what is required to identify and support those children with SEN. He is due to complete the NASENCO Qualification in September 2022.

Mr Copping has dedicated SENCO time on Fridays but can be contacted throughout the week by calling the school office or via email – scopping@mosterton.dorset.sch.uk

Mrs Deinhardt – Specialist SEN TA

A very experienced and highly qualified SENSS support assistant who works with children who have had specialist involvement from a range of Special Educational Needs Support Services. Mrs Deinhardt works with children on a 1:1 or small group basis on personalised programmes of support.

She has both the OCR certificate level 5 and Diploma level 7 in 'Assessing and Teaching Children with Specific Learning Difficulties'. She is able to carry out a range of specialised assessments of the children's different learning needs and provide individualised programmes to support their development across all areas of the curriculum.

As part of this training she is able to identify and support children with speech and language difficulties.

She works closely with children who have additional speech, language and communication needs, particularly in KS2.

Mrs Stott – ELSA support

Is very experienced and highly effective in supporting and nurturing children with social, emotional and mental health issues. She is our fully trained ELSA (Emotional Literacy Support Assistant) and works closely with a wide range of children who need support in this area in order to reach their full potential across the curriculum.

This year we are exploring the possibility of training Mrs Stott to use 'Play Therapy' techniques with the children she works with.

Mrs Guppy – Speech and Language/Forest School

Is a very experienced TA who specialises in 'Early Identification of Need' across the EYFS and KS1. She has also had Speech and Language training and so is able to identify and support children with speech and language difficulties. She works closely with children who have additional speech, language and communication needs, particularly in KS1.

This year Mrs Guppy is expanding her Forest School provision to work with more children across the school.

Mrs Childs – Speech and Language

Started at Parrett and Axe in September 2022. She supports the teacher in Chesil class and those on speech and language programmes for KS1. She will be undertaking further training this academic year.

Joanne Pitcher - Dorset Families Matters

She is able to support parents/carers with many aspects, such as concerns about children at home and housing and financial worries and to signpost families to other agencies for external support. Along SENCO she attends Team Around the Family Meetings where a wide range of support and help is offered based on individual need.

We are currently in the process of appointing a new SEN Governor for the school. Once appointed they will meet termly with the SENCO and sometimes attend relevant training.

We are very much aware that parent/carers have much to offer in developing a full picture of children's needs and abilities as well as play a very important role in supporting their child's progress in school.

Whenever we request additional support from outside agencies and services, we will inform parents/carers and request your permission.

How Accessible is the School?

Entrances to the school are wheelchair accessible. All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Parents will be involved in the decision making about

school trips and activities. We are in the process of adding sound clouds to all areas of the school to make it more accessible to children with hearing impairments.

What do we do to support SEND children with transition between stages of their education?

When joining our school in Reception:

- We will contact the pre-school to discuss any specific needs your child may have and what support is required.
- The Class Teachers will visit the child at home with their parents at the start of the Autumn Term prior to them starting school.
- Pupils with funding or complex needs may have a School Entry Plan meeting during the Summer Term before they start school – parent/carers and other professionals involved with your child will be invited to attend.
- Pupils without funding may have a Transition Meeting during the Summer Term before they start school – parent carers and other professionals involved with your child will be invited to attend.
- The Reception Class teacher and/or SENCO may visit the pre-school setting to see your child.
- Additional visits to school may be arranged.
- There are a number of transition sessions for all children to attend during the Summer Term before they start school to help them settle in.

When joining our school/pre-school at other times:

- The SENCO will contact the previous school/setting to discuss any specific needs your child may have and what support they require.
- Records from the pupils previous school/setting will be sent to us and key information shared with relevant staff.
- We will speak to parents about your child's needs and the provision they have been receiving.

If a child is moving to another school/setting:

- We will contact the new SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about the child are passed on as soon as possible.
- If the child has an EHCP, when moving to secondary school, the review will occur in the first half of the Autumn term. This will give schools notice and put transition plans in place, where necessary.

When moving class each year:

- Information about your child will be shared with their new teacher and support staff.
- Photo booklets of staff in each new class are shared with pupils before the Summer holiday, if appropriate, to help familiarise themselves with key adults and reduce anxiety.
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.

How do we support children with SEND and what provision do we provide?

All children receive planned, differentiated lessons and will be supported by the Class Teacher or Teaching Assistant (TA) as appropriate. Teachers plan for a wide range of abilities and look at how all children can be included in the lesson and access the curriculum. This is Quality First Teaching

Some children require additional support which may be provided within the classroom or they may be withdrawn for specific intervention groups. This could be individual or small group support, led by a teacher or TA. Support may include:

- Additional visual prompts/reminders
- Additional processing time
- Story maps and writing prompts
- Flashcards
- Number lines, 100 squares and concrete manipulatives
- Use of symbols
- Forest School
- Speech & Language Programmes
- Occupational Therapy Care Plans
- Fine and gross motor interventions
- Learn to Move Programmes
- ELSA intervention (Emotional Literacy Support Assistant).
- ELS (Early Literacy Support)
- Talk Boost
- Lego Therapy

We have resources and expertise in supporting children with ASD, such as –

- Visual timetables
- Social stories
- PECs (visual support to aid communication)

We also have a selection of IT resources to support children, either as part of their EHCP support plan, or for all SEN children to access.

Useful Websites

- <https://www.teachyourmonstertoread.com/> Reading
- <https://www.phonicsplay.co.uk/> Reading
- <http://www.ictgames.com/> Numeracy and Literacy games.
- <http://www.ictgames.com/lcwc.html> Look Cover Write Check for spelling practice
- <http://www.topmarks.co.uk/> Great selection of online games for maths & literacy.
- <http://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumberv3> a maths puzzle game to develop reasoning skills
- <http://www.mathplayground.com/> A multitude of maths games for all ages

- <http://jeux.lulu.pagesperso-orange.fr/english.htm> - visual perceptual activities

The school has a range of resources such as writing slopes, wobble cushions and handwriting resources to support children's motor skills.

How do we Involve Parents?

We aim to work in partnership with parents/carers as much as possible. Throughout the year there are 3 formal opportunities to meet with the class teacher for parent/carer consultations to review and set new targets for their Assess, Plan, Do, Review ADPR and discuss ways of how we can best work together to support their child's development. These take place in October, February and May. The school warmly welcomes requests for additional meetings and will seek to make times for meetings between class teacher and/or SENCO.

On some occasions, where a child's learning needs are severe, complex and long-term or there is a specific condition or disability requiring additional support the school will work with parents/carers and other professionals to request the child is put forward to a Statutory Assessment of Needs through Dorset County Council. This is known as an **EHCP**. (See Appendix 4)

What is an EHCP?

The highest levels of need are met through an EHCP (Education and Health Care Plan), previously a Statement of SEN. This is a process where a child's significant needs are supported by school and outside agencies to meet that child's complex difficulties. An EHCP is a statutory document that sets out the child's strengths and needs and what provision they require to enable them to make progress. All children with an EHCP will have external professional advice and recommendations written into their plan and usually receive a significant amount of additional support to meet this advice. Children's progress is continually monitored and reviewed at an EHCP Annual Review meeting. Any changes to support will be detailed and implemented, as necessary. Progress will be measured against termly targets and reviewed outcomes. Approximately 2% of pupils have an EHCP. An EHCP entitles the pupil to additional top-up funding using a banding system from 1-7 (1 being the lowest amount). Through a graduated response, as specified in the new SEN Code of Practice (2015), there are many steps that should be explored first, such as further changes to the provision in the school, or links with specialist providers to gain advice and support. However, if all those interventions are not working well enough, then you as parent, the school or other agencies may apply for a Statutory Assessment which may lead to an EHCP.

How Does a Child Get an EHCP?

Parents and the school can either independently or in partnership request that the Local Authority carry out a Statutory Assessment of your child's needs. After the request has been sent to the Local Authority, they will decide whether they think your child's needs (as described in the documentation provided), are complex enough to require Statutory Assessment. If this is the case, they will ask you and the professionals involved with your child to write a report outlining your child's needs and the provision in place following the graduated response. If they do not think your child meets the criteria for a Statutory Assessment, they will ask the school to continue with the support in place. After the

information has been collated, the Local Authority will decide if your child's needs are severe and complex. If so, they will call a meeting of all professionals involved with your child and an EHCP will be written to describe their learning difficulties or disabilities and the help they will get to meet these needs. If this is not the case, they will ask the school to continue with the support they are providing following the guidelines of the Code of Practice.

ECHP Review process

If a child is not yet 5 years old then the EHCP needs to be reviewed every 6 months. After this it is reviewed yearly. If your child is transitioning from primary (KS2) to secondary (KS3) then a special transition review will now take place at the end of Year 5. This was previously at the start of Year 6. Before the review, adults involved with your child at school will meet and discuss the progress relating to EHCP targets and whether or not these are still applicable. Then 2 weeks before the review meeting this paperwork will be sent to you and any other agencies that are involved with your child. E.g. speech and language or hearing support. This gives parents a chance to read through the paperwork prior to the meeting. In the meeting itself, parents get a chance to discuss these targets and an action plan for the following year is created. This is not the same as targets on an Assess, Plan, Do, Review (APDR).

What is Top-Up Funding?

The school budget, received from central government, includes money for supporting all children with SEND. This is used to provide support according to the complexity of their need (including equipment, staffing and resources). If your child has significant needs that require them to have a large amount of adult support or specialist equipment, they will need an Education, Health and Care Plan. All children with an EHCP are 'banded' to determine the level of top-up funding the school receives using a banding system from 1-7 (1 being the lowest amount). The band allocated for funding will be based on the evidence gathered over a period of time to show what provision, progress and strategies have been put in place to meet the child's needs. This band could change, if the child's needs change.

How do we involve SEND children in their learning?

As a school, we seek to make all children aware and conscious of their learning. Children who understand what they are doing and why they are doing it, tend to progress and achieve more. When Individual Progress Plans are written teachers aim to share these with your child. They are made aware of what targets they are working on and why. This year we are moving over to a new ADPR format to align with Dorset's new Graduated Response document and using SMART targets on these forms. It is the aim that children will be involved in the review meetings along with parents. They will be updated as necessary and will be reviewed at least three times a year alongside the IPPs.

If a child has an EHCP, they are invited to contribute towards the application by filling in a 'Child's Voice' Proforma and will be involved in each annual review.

Where Can Parents Go For Extra Support?

Dorset Local Offer

This provides information and services for all children and young people with SEND that the local authority is responsible for, whether or not they have an Education, Health and

Care Plan (EHCP), to help families to make the best decisions.

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

We do have pupils across the border in Somerset. For Somerset Local Offer click the following link: <https://beta.somerset.gov.uk/education-and-families/the-local-offer/>

Dorset SENDIAS (Special Educational Needs and Disability Information, Advice and Support)

They provide free impartial, information, advice and support to parent carers, children and young people (up to the age of 25) about Special Educational Needs and Disability.

<https://www.dorsetsendiass.co.uk/>

The Dorset Parent-Carer Council

A parent carer forum is a group of parents and carers of children or young people who have special educational need or a disability. Their aim is to make sure the services in their area meet the needs of disabled children and their families. It works with service providers – Education, Health, Social Care and the voluntary & community sector. It is run by parents, for parents <http://www.dorsetparentcarercouncil.co.uk/>

Children's Therapy Services

Children's Therapy provides occupational therapy and physiotherapy for children from birth to school leaving age within the local authority areas of Weymouth and Portland, West Dorset, North Dorset and Purbeck. They are an integrated team of Occupational Therapists, Physiotherapists and Dietitians. Children's Therapy is largely a community-based service providing direct therapy, advice and/or training.

www.dchft.nhs.uk/service/childrens-therapy-services/

There are many other organisations that parents/carers can access such as Wessex Autism and RNIB. The SENCO, Head Teacher and Mrs Deinhardt are happy to suggest links and contact details of specific organisations and support services. Joanne Pitcher is also able to signpost to other helpful services and organisations.

Our school information can be found at:

<https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=mGaU2BW09x0>

School information on SEND including the SEND Policy can be found here:

<http://www.mosterton.dorset.sch.uk/information/send/>

Who can you contact if you are not satisfied with the SEND support and provision at Parrett and Axe?

Firstly, make an appointment to speak to your child's class teacher. Sometimes problems arise through a lack of communication and can be resolved by talking to the teacher to find out exactly what is happening. Having spoken to the class teacher, your next point of contact would be the SENCO, Mr Copping. You can make an appointment through the school office or email him directly.

If speaking to the class teacher, key person or SENCO has not satisfied your concerns, you will need to speak to Mr Smith, the Head Teacher. We very much hope that we would be able to resolve any concerns you have before getting to this point. However, you are entitled to make an official complaint to the school governors following the school's formal complaints procedure.

**SEN Information Report compiled by Stuart Copping
Autumn 2023**

Appendices

Appendix 1

High Quality Inclusive Teaching

| Key characteristic of high quality, inclusive teaching and learning | Is this consistent practice in our school / my classroom? |
|---|---|
| High expectations are made explicit for <i>all</i> pupils | |
| The classroom environment and resources provided support pupils to learn independently | |
| Lessons are well planned with clear, focused and sometimes differentiated learning objectives and success criteria | |
| Reasonable adjustments and special educational provision are planned effectively | |
| A range of effective teaching strategies and approaches to engage and support individual needs are in place | |
| The pitch and pace are appropriate to the learning needs of the pupils, ensuring effective challenge | |
| The teacher and other adults model and explain effectively | |
| The teacher and other adults use higher level questioning to support and challenge pupils | |
| There are high levels of engagement and interaction for all pupils | |
| Opportunities for learning through individual and group discussion are provided | |
| Opportunities for pupils to be working independently and collaboratively are provided | |
| Effective feedback is used to move pupils on in their learning | |
| Encouragement and praise are used effectively to engage and motivate pupils | |
| Pupils are able to confidently and accurately engage in self and peer assessment to identify next steps for learning | |
| Additional adults are deployed effectively to support pupil progress | |
| Other: | |
| Other: | |
| As a result of the above <i>all</i> pupils: <ul style="list-style-type: none">- show high levels of engagement with their learning- take ownership and responsibility over their learning- are motivated and enjoy their learning- develop a growth mindset and rise to challenges- become increasingly independent and resilient learners | |

| | |
|--|--|
| - make good or outstanding progress, demonstrating new knowledge, skills and / or understanding | |
|--|--|

Appendix 2

Assessments currently available to help identify specific learning difficulties

The purpose of these assessments is to identify and assess the needs of learners with specific learning difficulties, using observation, evidence-based assessment and standardised tests. The assessments help to build a learning profile and provide information on specific areas of skills and current attainment.

Aspects of underlying ability

The Wide Range Intelligence Test (WRIT) is used to assess aspects of underlying ability from 4 years old. It helps identify verbal and non-verbal strengths and weaknesses to provide a fuller picture of the learner. It can provide insight into how well the learner may cope with different aspects of the school curriculum.

Phonological skills

Phonological awareness is the ability to identify, discriminate between and produce different speech sounds. A large body of evidence has shown that these skills are critical for reading and spelling success. The **Phonological Assessment Battery (PhAB)** from 5 yrs) assesses these skills, along with verbal processing speed which is the ability to access familiar verbal information from memory. Automaticity in this area is considered to be a prerequisite for the development of higher order reading processes.

A pattern of phonological difficulties would indicate Dyslexia. If there is a phonological weakness, this assessment battery should identify in which areas of phonological development the weakness exists thereby informing appropriate intervention. A test of semantic fluency is also part of the battery. This test provides a useful comparison with the phonological fluency tests and can highlight any areas of semantic weakness.

Test of Auditory Processing Skills

These tests assess the processing of auditory information that relate to the cognitive and communicative aspects of language. Suitable from 4 years old, the tests assess basic phonological ability as well as verbal memory and working memory. The battery includes auditory comprehension and auditory reasoning subtests which assess understanding of auditory information as well as the ability to use inference, deduction and abstractions in reading text.

Test of Visual Perceptual Skills

Assesses various aspects of visual perceptual ability in children from 4 to 18 years. Visual perception allows us to process visual stimuli. It is a set of skills we use to gather visual information from the environment for our brain to interpret, analyse and give meaning to.

Visual perception plays a fundamental role when learning to read and spell, write and do maths. Aspects of visual perception are the facilitating functions and skills that a learner requires for the acquisition of basic literacy and numeracy proficiency. They are the foundation of our cognitive and reasoning skills.

Weaknesses can manifest as confusion with similar looking letters, remembering symbols/letters and visual sequences & understanding concepts. The seven different tests highlight where areas of weakness exist and therefore help to inform appropriate intervention.

Attainment Tests – Standardised

Neale Analysis of Reading Ability 6 – 12.11 yrs. Assesses reading accuracy, reading comprehension and reading speed in oral reading.

Helen Arkell Spelling Test 5years to adult. Assesses single word spelling.

Sandwell Early Numeracy Test from 4- 8 yrs. This is designed to test for baseline skills in number and is able to identify specific skills that can inform targeted teaching and intervention.

Attainment Tests - Criterion referenced & informal curriculum based tests

Phonics Assessment - Letter sound knowledge of all grapheme phoneme correspondences.

Common Exception Word Test - Sight word recognition & spelling based on the N.C. year group objectives.

Dictated writing - Assesses legibility, punctuation and spelling.

Free writing – timed - Assesses handwriting speed, legibility, fluency and grammar.



Assess, Plan, Do, Review

Parent signature:
Pupil signature:
School signature:

| 10: Attendees: | <table border="1"> <tr> <td>1: Name: Name</td> <td>Attendance: Name</td> <td>PP/P/S/M/LAC/SGO/CP/CIN</td> <td>Date: dd/mm/yy</td> </tr> <tr> <td colspan="2"></td> <td>N/KE</td> <td>Area of Need:</td> </tr> </table> | 1: Name: Name | Attendance: Name | PP/P/S/M/LAC/SGO/CP/CIN | Date: dd/mm/yy | | | N/KE | Area of Need: | | | | | | |
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Appendix 3

Individual Progress Plans

An IPP (previously known as an Individual Education Plan (IEP)) is an individual plan for your child. It gives an overview of what your child's needs are. It identifies what the school is working on to support them. This will be a series of targets. The targets will have an expected outcome and information about how the target will be achieved, for example - TA group work, use of specific programme or resources.

We use a plan, do, review model where we plan what to do for your child, do it and then review and revise the plan before starting the cycle again.

This process is completed at least three times a year. Each time a new support plan is written parents/carers and the child will have the support plan shared with them. Parents and carers are encouraged to contribute to the support plan and ideas for how to deliver the support plan at home are also given.



Example of an ADPR (New format May 2021)

| Dorset Council | | Assess, Plan, Do, Review | | Parent signature: | |
|--|---|----------------------------|--|-----------------------|--|
| | | | | Pupil signature: | |
| | | | | School Signature: | |
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| | 1 | | | | |
| | 2 | | | | |
| 3 | | | | | |
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Educational Health Care Plan (EHCP)

An EHCP is a statutory document for individual children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

In a school setting, an EHCP may come with some additional funding to help provide the additional support identified in the EHCP. In the past, this was allocated as additional TA hours. This year, this is changing to a 'banding' system where a child in receipt of an EHCP will be given a band which will indicate the funding they receive. This will mean the school has more flexibility to work with parents/carers on deciding how the funding will be used to support the child's individual needs.

An EHCP is sought from the Local Authority: Dorset County Council. It is a legal process where the authority makes a statutory assessment of the child's needs. The school, or parent/carers, are able to request for a EHCP assessment.

The request is made to the 'Panel of Professionals' by using a range of information about your child gathered from the school, home and any other professional who has worked with your child. The panel decides whether your child's needs seem complex, severe or long – term enough to require an EHCP.

If the panel decides that they do not feel that your child does require an EHCP, they will ask the school to continue with the current support they are providing. The school (and parents/carers) can request for the EHCP application to be reconsidered and submit additional information if required.

An EHCP is a legal document and it is reviewed annually to ensure that it still fits with the needs of the child.

More information about EHCP can be found at

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/education/ehcp>

Additional support for parents/carers can be accessed through <https://www.roseroad.org.uk/>