



TEALBY SCHOOL

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SEND Policy

Academic Year 2025/26

Review Date: July 2025

Next Review: July 2026



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Introduction

At Tealby School, we are committed to providing an inclusive, supporting and stimulating learning environment for all our pupils, including those with Special Educational Needs and Disabilities (SEND). We believe that every child has the right to access a broad and balanced curriculum in a supportive and nurturing environment that meets their individual needs. All schools must have a Special Educational Needs and Disability Policy; also known as a SEND Policy. This is a duty set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) and the Equality Act (2010). A SEND Policy explains how a school will identify and support pupils with special educational needs and disabilities. This policy outlines our approach to identifying, assessing, and supporting pupils with SEND.

Vision

Tealby School values the achievements, contributions and life experiences of all our students and we strive to provide an inclusive educational environment where everyone contributes to and is part of our success. We acknowledge that some students have additional learning needs which make it more difficult for them to access the broad and balanced curriculum offered in our school without extra support. The intention of the school SEND policy is to remove barriers to participation and attainment in order that all of our students can aspire and achieve to the very best of their ability, accessing age related content with the appropriate models, scaffolds and support. This involves developing academic rigour, personal resilience and the social and emotional skills that are necessary to prepare them for lifelong learning.

Safeguarding

If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Tealby School's Safeguarding information can be found here: <https://www.tealby.lincs.sch.uk/safeguarding/>

Equality:

This policy should be read in conjunction with the [Equality Policy](#). The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. Tealby School endeavours to advance equality of opportunity and foster good relations for all.



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1. Aims/Principles

Our approach to SEND operates on the following principles:

- Provide a broad, balanced and relevant curriculum which meets the requirements of the national curriculum, where resources are readily available and equally distributed across the key stages.
- Age related content is accessed by all, supported with scaffolds, models and support where needed. To ensure that every child with SEND is provided with the appropriate support to achieve their full potential.
- To identify, as early and as accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice.
- To foster positive partnerships between home and school and ensure children and their parents are treated with respect and their views and wishes are taken into account.
- To ensure that each child learns to appreciate and value his or her strengths and help each child to develop his/her potential.
- Provide an atmosphere of encouragement, acceptance and sensitivity to individual needs to enable each child to feel valued within the community
- To ensure children with SEND have their needs met and make the curriculum accessible to all pupils by ensuring work tasks are suitably differentiated.
- The views wishes and feeling of the child or young person will be taken into account.
- Parents have a vital role to play in supporting the child's education.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) explains that a pupil has special educational needs (SEND) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age
- they require special educational provision to be made for them.



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There are four main areas of SEND:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- Sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEND in Lincolnshire can be found on [Lincolnshire's Local Offer](#)

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty (LD) or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Tealby School provides special educational provision to meet these needs. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. This can take many forms from physical adjustments to the working environment to the availability of specialist technology or support, to providing mental health support, to providing differentiated, modelled and/or scaffolded learning materials and examination access arrangements.



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4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO is Christa Haslam – christa.haslam@tealby.lincs.sch.uk

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor/Governing Body

The Governing Body:

- Ensures that the school meets its responsibilities under the Children and Families Act 2014 and the SEND Code of Practice 2015.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school



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4.3 The head teacher

The head teacher will:

- Oversee the implementation of the SEND policy and ensures that the school environment is inclusive.
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of **every** pupil in their class including those with SEND.
- Working closely with any teaching assistants or specialist staff to assess, plan, do and review support and intervention for each pupil with SEND in their class.
- Reviewing the impact of support and interventions and how they can be linked to classroom teaching and progress of pupils.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

4.5 Teaching Assistants

The teaching assistants will:

- Provide targeted support to pupils with SEND, under the guidance of class teachers and the SENDCO.

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction Needs: including speech, language, and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- Cognition and Learning Needs: including moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) such as dyslexia.
- Social, Emotional, and Mental Health Difficulties: including anxiety, depression, and ADHD.
- Sensory and/or Physical Needs: including visual impairment (VI), hearing impairment (HI), and physical disability (PD).



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5.2 Identifying pupils with SEND and assessing their needs

We recognise the importance of early identification of SEND to provide timely and effective support. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND but support may be put in place if the class teacher deems it necessary.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is not making the expected progress, or the class teacher/TA/SENDCo/Parents/Head teacher identify concerns, the class teacher/SENDCo will follow the Pathway to SEND document (see appendix 4) the class teacher will identify the concern and put in place one strategy and try it for two weeks, this will be repeated with another strategy which will be again tried for two weeks. If this intervention is unsuccessful the child will be referred to the SENDCo and if appropriate they will be placed on the SEND register or referred to an outside agency for further assessment.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support, parents will be asked to sign a log to show that they have been informed of this.



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5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

- **Assess:** Identify the child's needs.
- **Plan:** Agree on outcomes and support strategies.
- **Do:** Implement support and monitor its effectiveness.
- **Review:** Evaluate impact and adjust where necessary.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs, see Appendix 1. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. If additional transition is needed, we will liaise with the new school and arrange additional visits supported by ourselves as necessary. We will ensure all new schools are aware of any SEND and interventions/support that are in place for the pupil. Where needed, we will work alongside the parents/carers to ensure a smooth transition is achieved for the pupil.



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5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of **all** the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide a variety of interventions to support a child's learning, using advice from specialist teachers/educational psychologists etc. where given.

5.7 Adaptations to the curriculum and learning environment

If your child has SEND, then they will need support that is 'additional to and different from' other children. In addition to high quality teaching, the class teacher will plan a range of appropriate strategies to support the child's learning. We make the following adaptations to ensure all pupils' needs are met (this is not an exhaustive list or suitable for all children):

- Differentiating our curriculum to ensure all pupils are able to access it. A differentiated curriculum ensures that all children in the class have their learning needs met. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Allowing the children to access their age related expectations through high quality modelling, scaffolding and supporting the child through the learning.
- Small group learning – Where possible, the class teacher will plan activities for your child to work in a small group to meet their learning objective.
- 1:1 Teaching - If appropriate, your child may have some sessions on a 1:1 basis. This can be with the Class Teacher, Teaching Assistant or the SENDCO. Outside agencies may provide 1:1 sessions/group sessions (if necessary).
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Interventions - We plan intervention to enable children to meet their targets.
- Project based learning - Ensuring that children develop skills through first hand learning opportunities that motivate and inspire pupils, enabling them to make links in their learning.



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5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as ELSA, Friends, ELKLAN, Morph Mastery and Mental Health & Well-being.

Teaching assistants will support pupils on a 1:1 basis when stated in an EHCP, or when the needs of the child deem it necessary. Teaching assistants will support pupils in small groups when there are several children with similar needs or a pupil needs to work on social skills.

We work with the following agencies once we have gone through the Assess, Plan, Do and Review cycle to provide support for pupils with SEND (this is not an exhaustive list):

- Specialist Teaching Team
- Educational Psychologists
- Speech and Language
- Occupational Therapy
- Working Together Team
- BOSS
- Healthy Minds
- **EBSA**
- CAMHS

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an appropriate length of time (usually around 6 weeks).
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using PLPs to measure progress
- Holding annual reviews for pupils with EHC plans



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5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Rand Farm, Norfolk Lakes, London, etc.

All pupils are encouraged to take part in sports day/school plays/special workshops/Forest School, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils participate in a programme of FRIENDS/ELSA to support emotional and social development.

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions (following at least 2 cycles of the Assess, Plan, Do and Review cycle) the school will consider involving specialists after discussing this with the pupil's parents. If no progress is being made, or other assessments by professionals are made, a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the Head teacher/Parents/SENDCo/services such as Educational Psychology/Speech and Language/Occupational Therapy. The Local Authority meets and reviews advice and report from professionals. The national average for children meeting the criteria for an EHCP was 4.8% in January 2024.

More information can be found here:

<https://www.lincolnshire.gov.uk/start-SEND/identifying-supporting-SEND/7>



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5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO/head teacher in the first instance. They will then be referred to the [school's complaints policy](#) on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details for raising concerns

If parents have concerns regarding their child, they should contact the class teacher in the first instance. The class teacher will raise the concerns with the SENDCO (Christa Haslam) and the Head teacher. **You can also email enquiries@tealby.lincs.sch.uk.**

6. Provision

Students known to have SEND

If a pupil is known to have SEND when they arrive at the school, the Headteacher, SENDCO and class teacher will:

Use information from the pupil's previous school to provide starting points for the development of an appropriate curriculum for the student.

Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class.

Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.

Ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do, are maximised through the pastoral programme.

Involve the pupil in planning and agreeing targets to meet their needs.

Involve parents in developing and implementing a joint learning approach at home and in school.



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Graduated approach

The Code of Practice recommends a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The school's approach is explained in the diagram and table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach.

Teachers are 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.

Coming Off the SEND Register

A pupil will be removed from the SEND register if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEND Support and parents will be consulted at each stage. Following the Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

Please see below for the four-part diagram.

Stage of provision	Action involved
Assess	In identifying a child as needing SEND support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs.
Plan	The teacher and SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review. Personal Learning Plans will be put in place and a clear date for review agreed.
Do	The class or subject teacher will remain responsible for working with the child. The SENDCO will support the main class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
Review	The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents.



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Involving specialists	Where a pupil continues to make less than expected progress, despite evidence-based support and interventions, the school will consider involving specialists after discussing the matter with the pupil's parents. If no progress is being made a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the Headteacher/parents/ services such as Educational Psychologist/Speech and Language Therapy/Occupational Therapy. LA meets and reviews advice and reports from professionals. EHC assessments will apply to very few pupils.
Education, Health and Care Plans (EHCPs)	LA issues EHCPs based on evidence provided by above agencies. Personalised Learning Plans and reviews of these. Annual review of the EHCP.

7. Education Health and Care Assessments and Education Health Care Plans (EHCPs)

Education Health and Care Assessments (assessment)

The school (as well as the parents) can ask the LA to arrange an assessment of the pupil. The school will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

EHCP applications and annual reviews are now completed online via the EHCP hub. The hub provides a secure shared area for everyone involved in the 20-week EHC needs assessment process for a child or young person to make their contribution, see the contributions of others and all work towards a positive outcome. The hub also provides the opportunity to access information at any point in the process and at any time of the day.

This approach will promote the voice of the child being at the heart of EHC needs assessments and plans, and provides a true narrative for the understanding of a child or young person's needs and aspirations.

For further details - <https://professionals.lincolnshire.gov.uk/homepage/67/ehc-hub>

Provision under the Education Health Care Plan

Where a prospective pupil has an EHCP, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the school. We will cooperate with the LA to ensure that annual reviews of EHCP are carried out as required.



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8. Welfare and examinations

Welfare needs

The school recognises that pupils with Special Educational Needs or learning difficulties may be at risk of being bullied. The school has an [Anti-Bullying Policy](#) which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Concerns and complaints

We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally, but parents who have a complaint about SEND provision should refer to the [school's complaints procedure](#) on the school website.

Examinations

Children who have been diagnosed as having a learning difficulty/SEND may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with your child's class teacher or the SENDCO in good time with respect to this.

9. Record keeping

Records of SEND support

If the parents and the school decide that a pupil should receive additional support, apply for an assessment or an Education Health and Care Plan, the school will work with the parents and other agencies if appropriate in order to employ strategies to assist progress.

Schools are required to keep clear records of a child's SEND, the provision put in place for them and the difference that support will make. This record will include:

- the short-term targets set for or by the pupil the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes

Progress will be reviewed at least termly with the class teacher and parents, with support from the SENDCO. Where a pupil is receiving SEND support, the school will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

The SENDCO has responsibility for ensuring that records are properly kept and available as needed.



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Records from previous schools

Primary schools are required to transfer records to secondary schools for all pupils within 15 school days of pupils ceasing to be registered at the school. The School will make full use of this information in determining the provision for pupils with learning difficulties or SEND.

10. Monitoring Arrangements

This policy and information report will be reviewed by Christa Haslam annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

11. Admission Arrangements

The School uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. The School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, our School liaises with the Local Authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the [Local Authority's website](#).

12. Confidentiality

All Records and discussions about children are confidential and shared only with relevant staff and external professionals, unless explicit consent is given by the parents or carers. Information shared with parents must not be shared with any third party without the consent of the author/SENDCo/Headteacher.

13. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Bullying



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Appendix 1

SEND Procedure



- **Concern form to be completed** (may be due to a concern from the teacher/TA/Parent). When the initial concern is raised, we listen rather than respond, we gather information and evidence of the concern.

- **Concern form is passed to the SENDCo.**

- **Evidence is collected in school**, this may be informal assessment, formative/summative assessment data, observations, conversations with pupils, etc (this is not an exhaustive list).

- **Evidence is used to create a PLP**, this PLP is to be sent to the SENDCo and a meeting with parents is arranged.

- **PLP is shared with parents**, including targets and support that the children are receiving. Set the review date.

- **Support/intervention given**, child works towards PLP targets.

- **Review the PLP**, discuss the review with parents. If targets have been achieved, child to be monitored, no further intervention needed. If progress made, further intervention may be necessary – new PLP to be written. If no or limited progress is being made, look for new strategy, implement new targets where appropriate.

- **WAVE 3 intervention** - this may be Speech and Language/Specialist teacher involvement, etc.



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Appendix 2

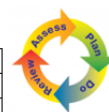


PLP No:

Personalised Learning Plan

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Name		School		Year Group/Class	
DOB		Date of Plan		Review Date	
SEN Stage:		Area of Need: Cognition and Learning/SEMH/Communication and Interaction/Physical and/or Sensory			

Assess	Plan	Do	Anticipated Outcome	Pupil Voice	Review
Identify additional needs/barriers to learning.	Provision planned to meet additional needs/remove barriers to learning. (In addition to the high quality differentiated teaching for all pupils.)	Details of what will happen. e.g. name of intervention/support, how often, who will deliver etc.	Long term goal	What does the pupil think about the barriers and how successful the support has been.	How effective was the intervention - what progress was made? How was this measured?
Additional needs/barriers:					
Assessments (at start of plan):					
Reading					
Writing					
Maths					



PLP No:

Personalised Learning Plan

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Name		School		Year Group/Class	
DOB		Date of Plan		Review Date	
SEN Stage:		Area of Need: Cognition and Learning/SEMH/Communication and Interaction/Physical and/or Sensory			

Review Meeting Notes:

Date of review:		Present at review meeting:			
Assessments (at end of plan): Reading Writing Maths	Impact/progress (Quantitative)		Impact/progress (Qualitative)		
	Progress	This Term			This Year
	Reading				
	Writing				
	Maths				
Comments (What has worked well? What has not worked so well? Any changes to needs? Etc.)					
Pupil views:					
Parent views:					
Has the plan been effective?					
Recommendations/next steps (i.e. detail any changes to provision):					



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Appendix 3

Example of the provision overview – this is not a comprehensive overview of the document. The document is available in school.

Area of Need	1. Quality First Teaching (General Support)	2. Narrowing the Gap (Targeted Support)	3. SEN Support (Specialist/Highly Targeted Support)
Cognition and Learning Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Dyslexia Dyspraxia Dyscalculia	- Differentiated curriculum, planning, activities, delivery and outcome - Increased visual aids/ modeling etc. - Word mats/equipment available - Printed individual copies of what you are displaying on the board - Visual timetables - Use of writing frames with prompts - Access to technology e.g. word processor, camera, voice recorder - General TA support - Learning partners - Phonics - Brain breaks (class jobs – giving out books etc.) - Reading partners	- High frequency word games - Spelling practice groups - Phonics groups - Reading comprehension groups - Tier 2 word lists - Spelling practice cards - Additional 1:1 reading with CT or TA - Meeting with parents, discussing concerns and agreeing ways in which home-school collaboration can take place - Book talk sessions to develop vocabulary (wordless books) - Targeted questioning when teaching - Use of TA to target questions or repeat information during input - Check any recommendations from any Specialist Teaching Report - Apps to support area of need 1:1 targeted time during lessons - Pre-teaching - Memory games	- Additional phonics groups - Precision teaching – high frequency words/number bonds/times tables (5 mins every day) - Nessy Learning Programme - Targeted support session focusing on areas of difficulty - PIVATS - Toe by Toe - Sound Linkage - Beat Dyslexia Outside agencies: - Specialist Teaching Team (STT) - The Working Together Team (TWTT) - Orthoptic Visual Processing



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Appendix 4

Example of the Pathway for children with SEND – two week strategies to try before considering children for the SEND register. This is not a comprehensive overview of the document. The full document is available in school.



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Pathway for children with SEND

Please follow the following steps before we consider placing a child on the SEND register.

COMMUNICATION AND INTERACTION NEEDS

Pupils with expressive language difficulties

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessfully	Tried for two weeks and was successful
- May mispronounce certain sounds - May speak with a lisp - A reluctance to speak in a group situation - Have limited vocabulary - Find it hard to put a word to things. - May be hesitant speaker – taking time to “find the words”	- Role model the correct way of saying the word or sound. - Don't ask the child to repeat it. - Encourage them to use visuals – to get their point across. - Support them with simple signing. - Check that the child understands the question. - Check they have the vocabulary for what you are asking. - Give them time to speak. - Comment on what is happening, rather than asking the child about what is happening. - Give them a choice of answer – so they don't have to “word find” - Use the words in a context - Try the advice on this website http://microsites.lincolnshire.gov.uk/children/schools/first-call/expressive-language/strategies-to-develop-expressive-language-skills-in-the-classroom/108261.article		
When you have tried at least 5 of the above strategies for at least two weeks then: - Look at the Speak Clearly Games, sending one home once a week. - Refer to SENCO. - Possibly refer to SALT. - Possibly call SALL (SEN Advice Line Lincolnshire: 01522 553199) - Consider for STT (age and need dependent) - If SEN Support triggers are met Class Teacher/SENCO to meet/speak to parents and explain SEN Pathway and SEN register placement.			