



A Graduated Response to SEND at Holsworthy Primary School

Assess, Plan, Do and Review

Drop in clinics:

The school SENDCO holds regular drop in clinics for teachers to come and discuss children that they are concerned about within their class. This gives both the class teacher and SENDCo opportunity to consider the individuals learning styles and needs and ways lessons can be adapted to meet these needs. This is done on an informal basis and often teachers will go away with a plan on how to support with first quality teaching and update the SENDCo on how this is working as and when necessary. The SENDCo may also book a time to come and observe the child in class. It is at this point that the class teacher will speak with parents informally about their concerns and what they are doing to support their child in class.

Termly meetings with the SENDCo:

Within the first few weeks of each term the class teacher meets with the school SENDCo to discuss children within their class in a more formal meeting. This meeting takes place after whole class assessment and pupil progress meetings have happened.

If a class teacher has on-going concerns about a child despite trying range of first quality teaching strategies or an intervention that the school provides as part of their offer to all children (as stated on a class provision map) they can complete a SEND register referral form and a discussion is had with the SENDCO about whether a child should be placed on the SEND register. If the outcome is that this will happen then a school based My Plan is written and the class teacher shares this with the parents and child in a more formal manner. During this meeting the parents will be asked to complete a section on the My Plan about their views and sign a letter to say they understand their child in now on the school SEND register.

School based My Plan.

A school based My Plan will have 2 or more specific targets for the child to work on and although the class teacher will update progress towards the targets regularly a formal review will happen at the beginning of the following term. Parents and the child are invited back to a meeting with the class teacher to look at the progress towards the targets and a new My Plan shared with new targets.

Devon Assessment Framework's. (DAF)

When a child has been placed on the school SEND register and had a school based My Plan in place but progress is still limited and there are still on- going concerns then it may be necessary to begin a Devon Assessment Framework (henceforth known as DAF) with the family. During this process a member of the SEND team will meet with the family to complete a DAF 1 (information gathering) and begin to implement a more in depth My Plan alongside the family and class teacher.

During this process it is often necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist and a Team Around the Child Meeting (henceforth known as TAC) will be held where parents, a member of the SEND team and other outside agencies will attend to discuss how they can support. It is at these meetings that a request for additional funding will be considered. A school can do this when they have exhausted all possible resources within their school budget to support a child and feel that to help the child progress they require additional funding from the 0 – 25 team. This request will then be overseen by the school SENDCo.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

These are summarised on our SEND registers for children accessing SEND support and all staff have a copy of this.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.



Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so ANY School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Holsworthy C of E Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers are encouraged to seek help and advice from Independent Information, the SEND team within school are happy to provide advice on who to contact.