

Steps Taken at Pixmore to Support Learning for children with SEND

At Pixmore we adopt a graduated approach to monitoring progress and identifying any special educational needs. The flow chart below summarises this approach.

The progress of all children is monitored by class teachers and reviewed every half term during pupil progress meetings attended by the Head Teacher and SENCo/SLT

A child has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (COP June 2014)

The new legislation also includes children with a disability or medical need under the Equality Act 2010 and the Children's and Families Act 2014

Progress not good or not sustained

Good progress

Class Teacher :

Area of difficulty identified and any relevant contextual information considered which may impact on learning.

Action:

- Additional in class support offered e.g. Teaching Assistant support, co-operative learning, prompts, visual aids, additional apparatus.
- SENCo may be consulted to carry out assessment and/or observation and to make a note of teacher's concerns.
- Intervention may include small group or individual support.
- Intervention may be based on advice offered by an external agency e.g. SpLD Base, Educational Psychologist, Speech and Language Therapist.
- Class teacher and SENCo/SLT continue to monitor progress.

Expected progress not made

Review:
Child makes good progress and is back on track.

Continue to monitor progress and provide good quality teaching and learning experiences and review every half term.

Parents invited to termly meetings when progress in all areas is discussed and any areas of difficulty noted together with information on steps to improve progress.

SEN Support:

If progress continues to be stalled or below expected progress, parents will be consulted and support will be sought from external services e.g. if it is suspected that a child may be making slow progress because of a specific learning difficulty such as dyslexia in spite of additional school support, a referral will be made to our local SpLD base with parental permission so that a full assessment can be carried out. This will happen after liaison has already taken place between class teacher and SENCo with the SpLD base, and intervention already tried. Other services may be involved such as an educational psychologist, occupational therapist, autism advisory teacher, speech and language therapist, mental health advisory services, primary support service.

Action:

Advice will be sought from relevant service/s which may conduct further assessments and suggest appropriate additional support. Parents will be consulted prior to referral and will be invited to meet with visiting specialists to discuss concerns.

Enhanced support will continue to be provided in school alongside targeted school support based on advice from professionals, which will be in addition to quality teaching and learning experiences.

Targets and details of support will be documented in an Individual Provision Map (IPM) with the involvement of the child and parents.

In some cases the school may apply for additional funding called Exceptional Needs Funding (ENF), which enables the school to provide very specific support for a minority of children who experience significant difficulties that are impacting on their learning.

Where there are significant concerns.....

Review:
Child makes good progress and is back on track.

At each stage, parents are informed at termly parent's evenings. The class teacher and/or SENCo may discuss any difficulties with parents at other times as additional home support may be suggested to complement school interventions and /or additional checks may be advised e.g. hearing or vision check, health check.

Sometimes home circumstances may change, which can impact on learning. Teachers may also ask about this, particularly when stalled progress is sudden.

Head Teacher or SENCo may be involved at any stage depending on the nature of any difficulty.

Request for Statutory Assessment:

Occasionally a child's difficulties will persist and may be of a nature whereby the reasonable adjustments to teaching and learning, or the school environment itself may, in spite of all support provided, fail to meet their learning or other additional needs. In this situation, a request for statutory assessment may be made to the local authority, which seeks to set out the specific nature of a child's difficulties and what is required to enable them to learn. If this request is successful, an **Education and Health Care Plan (EHCP)** may be issued, a legal document which sets out all the provision required for a child to support their learning and wider needs. The child and their parents are consulted at every stage of this process and there is an option for a personal budget to support the learning needs of their child. The class teacher, in liaison with the SENCo is responsible for ensuring that the provision set out in EHCP is carried out and will work with the SENCo who will carry out an annual review.