# West Kidlington School – SEN Staff Information

Children can be on the SEN register for any of the following 4 Primary Needs:

- Communication and Interaction (C&I)
- Cognition & Learning (C&L)
    - Learning needs (LN)
    - Specific Learning Difficulties (SpLD) (Y1-Y6 only)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical (S&P)
    - Hearing Impairment (HI)
    - Visual Impairment (VI)
    - Multi-Sensory Impairment (MSI) (Foundation Stage only)
    - Physical Difficulties (PD)

The different levels are:

- SEN Support
- Education and Health Care Plan (EHCP)

Children who are on the SEN register have a Pupil Profile, which includes the Individual Tracker. The Pupil Profile is updated 3x per year and stored in the child's electronic individual SEN folder as well as in the SEN section of the shared drive.

Individual SEN Folder:
All children on the SEN register will have a folder which should hold paper copies of all relevant documents for the child. This is stored in a locked cupboard in the SEN base.

Pupil Profiles/Individual Provision Tracker:

- A Pupil Profile is produced for each child on the SEN register. Please carefully look at previous years Pupil Profile to ascertain the needs of the child.
- Reviewed and updated 3x per year at the SEN review meeting with the parent/carer
- Contains assessment information to be updated throughout the year
- Sections:
    1. Pupil View and Aspirations
    2. Parents views and aspirations
    3. Strengths
    4. Analysis of Needs / Barriers to learning (be specific e.g. not broad of Reading but the specific gaps & difficulties. Does this give an understanding of the child?)
    5. Key Incidences
    6. Professional guidance
    7. Strategies to support pupil

    All to be written at the beginning of the year and updated, where appropriate, throughout the year. Updates to the profiles should include key points, strategies and recommendations made by outside professionals in recent visit reports
- Desired Outcomes:
  Work backwards thinking of what the long term goals are to help shape smaller steps. Very specific and measurable goals. These will be amended throughout the year in light of progress.
- Interventions: should show continuity with the target and should be clearly focussed and defined.
- Baseline: Thinking carefully of the intervention what is the most accurate baseline to use eg Sandwell, Boxhall, Evidence of work
- Actual Frequency: It is vital that an intervention register is taken whenever the intervention has taken place
- Cost: Calculating cost of an intervention use the following figures:
    - £12 per hour for TA
    - £25 per hour for Teacher

    - 1:1 rates so if in a group of 5 with a teacher for 1 hour actual cost for individual pupil would be £5 per hour
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- Impact: will clearly reflect the needs of the pupil and their next steps. They may not be purely learning based but they will need to tie in with their area of need in the code of practice.
- Next steps: to be carried out 3x per year. Space for brief comment by teacher

Assessments which can be used to identify steps of progress:
PERA: Reading/comprehension Age Assessments (Year 1)
Salford: Reading/comprehension Age Assessments (Years 2-6)
HAST: Spelling Age Assessments
Sandwell Maths Assessment

Example Agenda for Review Meeting with Parents/Carers:

- Start with the positives from the school point of view.
- Review attendance, behaviour and recent attainment data.
- Discuss the impact of the support given at the moment.
- Ask the parent and learner about the current provision and check this reflects the viewpoint recorded in the pupil and parent section. Update this section adding more information to what is already there.
- Review the text on the pupil profile with the parent and learner. Annotate any changes on the profile to enable these updates to be made.
- Agree the new 3 outcomes for the Child in the short / medium and long term.
- Note any actions to take place between now and the next review meeting.
- Ensure the parent / child knows when the next meeting will take place.

After the Meeting:

- Follow up any actions /questions raised.
- Feedback any concerns to SENCo.
- Email Pupil Profile to SENCo and also upload onto the child's folder on the T-drive.
- Ensure a paper copy of the Pupil Profile is given to the parents/carers.

What to do if you are concerned about identifying and supporting needs of child not already SEN

See following flow chart and refer to 'Identifying and Supporting SEN in Oxfordshire Schools and Settings' relevant sections of which are in your class SEN folder.

Supporting a child to overcome barriers to their learning:

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|---|---|
| **Talk to the parents/carers** about your concerns.<br><br>Build up a picture of how the child is at home.<br>Do the parents have any concerns about their child?<br><br>Share with the parents that you will be doing some assessments to identify where the child may need additional support. | **What are the barriers to learning for this child?**<br><br>Reflect on what the child is finding difficult. Look at your data (Tracking grids, Spelling and Reading Ages) to pin point exactly where the child is finding it difficult to make progress.<br><br>Check your own high quality, inclusive teaching:<br>What can you do in your own classroom to help the child make progress?<br>Reflect and make adjustments if needed. |
| **If, despite high quality inclusive teaching, there are still barriers to the child's learning:**<br>Look at document: **Identifying and Supporting SEN in Oxfordshire Schools and Settings**. (Green folder)<br><br>**Complete Section C** relevant age/stage specific initial identification pages (C2: FS, C3: Y1/2, C4: Y3/4, C5: Y5/6) | |
| Look at Categories of SEN identified on the Section C tick list.<br>Which categories are particularly highlighted as being significant for this child?<br>Go to the **suggested detailed descriptors for each area of need in the relevant age section (sections D-F)**:<br>-Section D: Foundation Stage<br>-Section E: Years 1/2<br>-Section F: Years 3/4/5/6<br>As a guide, approximately 6 ticks on the detailed descriptors suggests a specific need in that area and that the child should go on the SEN register If this triangulates with other evidence gathered in school. Don't base judgements just on the SEN guidance. | **What assessment evidence do you need to tick the boxes in the detailed descriptors?**<br><br>**Phonics & English**: complete a Literacy Assessment Pack (LAPack)<br><br>**Maths**: complete a Sandwell Maths Assessment<br><br>**Spelling**: HAST Spelling Age Test<br><br>**Reading**: PIRA/Salford Reading and comprehension Age Test |
| **Give your evidence** (sections C & E/F and assessment results) to SENCo.<br>Discuss possible intervention support and specialist advice that might be required.<br>Specific tests maybe needed to be carried out if it is believed that there are Specific Learning Difficulties | |
| **Meet with parents/carers** to share what your assessments have indicated. Explain what is being done to help the child overcome those barriers. | |

Intervention Group Register and Record

Keep a register for all the planned sessions of an intervention so you can clearly comment on the actual attendance on the Individual Pupil Profile. This information will also feed into the whole school provision map. It is useful to detail why a session did not happen (absence of pupil, absence of TA, trip etc).
Pupils who are not on the SEN register can form part of intervention groups and should also be listed on the intervention record.

All intervention Group Records must have a baseline assessment carried out at the beginning of the intervention and repeated at the end to show progress. Please make sure this is handed into the SENCo at the start of the intervention with the baseline assessments as well as at the end with everything including summative assessments.