



**Policy Number: CRA- TL-05**  
**Issue / Version No. 1.6**

# **SEND POLICY**

(Special Educational Needs and Disabilities)  
October 2021

**Current Status:**  
**Final**

Ratified

## Document Control

<b>Application</b>	This policy pertains to all activities undertaken by all staff at Chandlers Ridge Academy
<b>Associated policy reference and title</b>	EAL policy Safeguarding Local Offer information
<b>Date of ratification</b>	1.12.21
<b>Date to be reviewed</b>	November 2022
<b>Replacing</b>	SEND policy 20/21
<b>Policy Lead</b>	Mrs K Cobbold
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<b>Ratified by</b>	LGC

## Assurance Trail

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K Cobbold	SENDCo	V1.5	December 2020
K Cobbold	SENDCo	V1.6	October 2021
Paul Jenkins	Governor	V1.6	November 2021

## Change Log

Summarise the major changes between versions below

<b>Pg/Section</b>	<b>Change</b>	<b>Version</b>	<b>Date</b>
<b>Appendix 2 pages 24 &amp; 25</b>	<b>Appendix 2 updated</b>	<b>V1.4</b>	<b>September 2019</b>
<b>4.7 Page 8</b>	<b>Added EduKey as new provision tracking software.</b>	<b>V1.6</b>	<b>October 2021</b>
<b>8.2 Page 13</b>	<b>Updated SEND Governor name</b>	<b>V1.6</b>	<b>October 2021</b>
<b>Appendices</b>	<b>Updated with new documents</b>	<b>V1.6</b>	<b>October 2021</b>

Version V1.6

Date Ratified 1.12.21

Ratified By LGC

Date to be Reviewed November 2022

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# **Chandlers Ridge Academy SEND policy**

## **1.0 Aims and Objectives of our School Policy**

1. At Chandlers Ridge we value all pupils. We believe that all children have an equal right to an education that enables them to develop fully their personal, social, physical and intellectual potential.
2. We have a commitment to high achievement and we strive to provide all children with quality education appropriate to their individual needs.
3. Critical to the achievement of this aim will be the nature of the Special Educational Needs and Disabilities provision on a whole school basis and the development and use of available resources.

## **1.1 The aims of our SEND practice**

1. To provide maximum inclusion of all children enabling curriculum access for all.
2. To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships.
3. To secure high levels of achievement for all.
4. To meet individual needs through a wide range of provision
5. To promote positive parent-school partnerships, involving parents in their child's education and achievements.
6. To ensure a supportive relationship between teachers and pupils, they have the opportunity to share their views, express opinions and evaluate their progress.
7. To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
8. It is our responsibility to ensure that pupils with Special Educational Needs and Disabilities have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided through resources funded from the devolved schools budget.
9. To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
10. To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
11. To ensure our policy and procedures are known and understood by all adults involved in our school including teaching and non-teaching staff, parents and governors.

## **1.2 Scope of Policy and Objectives**

1. This policy will cover all children with special educational needs and disability.

## 2.0 Responsibilities

1. **VALT:** Vision Academy Learning Trust has overall responsibility to ensure that policies and procedures are in place for the processes associated with the Chandlers Ridge Academy
2. **LGB:** The Local Governing Body has responsibility to ensure that Chandlers Ridge Academy operates within the policies and procedures set out by VALT.
3. **Head Teacher:** The Head Teacher has responsibility to ensure that operational services are suitably established within the policy and procedural framework set out by VALT, and to ensure that all staff and volunteers understand and comply with the policy and procedural framework.
4. **Senior Leadership Team:** Each Senior Leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
5. **Teachers:** Each Teacher is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
6. **All Staff and volunteer helpers:** All staff and volunteer helpers within the scope of the policies and procedures are responsible for the implementation of the policy within their own area of accountability

## 3.0 How the school identifies a Special Educational Need (See appendix 6)

1. Good quality whole class teaching is clearly defined in our school and we expect all staff to deliver this. We have monitoring systems in place, which regularly track the progress our learners make (one example would be through subject level attainment). Using termly progress tracking procedures, we quickly identify pupils who have not made enough progress through whole class teaching. The school routinely identifies pupils who may be falling behind and will implement further provision. This is available for all children.
2. The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, the schools will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
3. Important progress information is that which:
  - is significantly slower than that of their peers starting from the same assessment position
  - 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
4. This can also include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs. **The class teacher will closely monitor the progress of these pupils and if it is felt that they there may be a special educational need, the class teacher will hold a meeting with the parent to discuss their concerns and register the child as a SEND Concern (appendix 5).** The tracking of these pupils is monitored at class teacher level and then feedback to the SENDCo at termly progress report meetings – then a discussion can be had around whether the child is not making progress, despite the graduated response that has been put in place, and added to the SEND register via the parental registration form (appendix 7)

5. While informally gathering evidence (including the views of the pupil and their parents) the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.
6. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All staff who work with children endeavor to be alert to emerging difficulties and respond early.
7. Children have **Special Education Needs** if they have learning, behaviour, social, or physical difficulties that require special educational provision *that is **additional to or different from** that made generally for others of the same age. They will have a significant barrier to their learning, which will need planned additional provision.*
8. ***"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"***.

*"This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"*

#### **SEN Code of Practice (2014)**

9. Through regular timetabled meetings, and transition points through school to different year groups, information is gathered between the school SENDCO and appropriate members of staff. Using discussion and progress data, we assess those pupils highlighted as vulnerable learners, identify the pupils' needs, implement support and assess the outcomes. This is a continual process.
10. The school adopts a graduated approach with four stages of action, as follows:
11. **Assess, Plan, Do and Review.** (See appendix 6)
  - a. We do this through a graduated, clearly defined, staged approach so that teachers and pupils access appropriately targeted provision.
  - b. The staged approach is covered in sections 4- 6 of this policy.

## 12. **SEN areas of need:**

- a. Communication and interaction
- b. Cognition and learning
- c. Social, emotional and mental health difficulties
- d. Sensory and/or physical needs

## **4.0 A Gradual Stage approach – Stage 1**

Please see Wave of provision pyramid in Appendix 1.

1. Stage 1- Well-differentiated, quality first teaching.
2. Including, where appropriate, the use of Wave 1 or Wave 2 catch up interventions.
3. All vulnerable learners will be included in termly progress reports from each year group and applied provisions are tracked
4. All learners will have access to good quality whole class teaching.
5. For pupils with English as an additional language – Their language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
6. Some vulnerable learners will have access to **Wave 1 or Wave 2 interventions**. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
7. All vulnerable learners will be included on a detailed whole-school provision map, which outlines and monitors all additional intervention across the school. The school uses EduKey Provision Map to track this.
8. Please see an example of the Whole School Provision offer in Appendix 2.
9. The whole school and 'individual provision maps' enables the school to:
  - a. Plan strategically to meet pupils identified needs and track their provision.
  - b. Audit how well provision matches need
  - c. Recognise gaps in provision
  - d. Highlight repetitive or ineffective use of resources
  - e. Cost provision effectively
  - f. Demonstrate accountability for financial efficiency
  - g. Demonstrate to all staff how support is deployed
  - h. Inform parents, LEA, external agencies and Ofsted about resource deployment
  - i. Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **4.1. Identification and Assessment at Stage 1**

Children's needs should be identified and met as early as possible through:

1. The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, Learning and Language assessments, other whole-school pupil progress Term data
2. Classroom-based assessment and monitoring arrangements. (Provision planning, Year groups next steps information, action and review of outcomes.)
3. Following up parental concerns
4. Tracking individual children's progress over time
5. Liaison with feeder nurseries on transfer
6. Information from previous schools
7. Information from external support services
8. Maintaining a provision map for all vulnerable learners, which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the Teachers and SENDCO.
9. Undertaking, when necessary, a more in depth individual assessment - this may include a range of external assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
10. It may include a bilingual assessment where English is not the first language.
11. Involving an external agency where it is suspected that a special educational need is significant.

#### **4.2 Curriculum Access Planning and Provision for vulnerable learners**

1. Where children are underachieving and/or are identified as having Special Educational Needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.
2. Teachers differentiate work as part of quality first teaching.
3. Available intervention and resources are documented on the Whole School Provision offer Appendix 2. Teachers use this to employ correct provision needed at the child's individual level and area of need. This will be assessed at Wave Stages 1, 2, and 3.
4. Other small group withdrawal
5. Individual class support / individual withdrawal
6. EAL support/access to materials in translation
7. Further differentiation of resources
8. Peer mentoring
9. Homework club
10. Support plan tutorials with the pupil for targets and outcomes/ Assertive Mentoring
11. IEHCP tutorials with the pupil for targets and outcomes/ Assertive Mentoring review with the LA.
12. Advice given implemented by our specialist learning and language teacher

#### **4.3 Monitoring Review and Evaluation of SEND provision**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

1. Classroom observation by the SENDCo and senior leaders
2. Ongoing assessment of progress made by intervention groups
3. Work sampling on a termly basis
4. Scrutiny of planning
5. Meetings with the SENDCo/EAL/PUPIL PREMIUM coordinators
6. Informal feedback from all staff.

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Date Ratified 1.12.21

Ratified By LGC

Date to be Reviewed November 2022

7. Pupil interviews when reviewing existing targets and their outcomes and setting new ones (Outcomes Assertive Mentoring).
8. Termly Pupil Progress Tracking meetings -using assessment data (a whole-school processes in every Year group)
9. Monitoring Outcomes of provision, evaluating the impact of provision on pupils' progress
10. Attendance records
11. SEN report to parents and governors
12. SENDCo meeting with other Vision Academy Learning Trust schools to review policies, procedures and pupil's progress

## 5.0 A Gradual Stage approach – Stage 2 Additional SEN Support

1. Pupils will be offered additional SEN support when it is clear that their needs require intervention which is **“additional to” or “different from”** the well-differentiated curriculum offer for all pupils in the school *e.g. they have a special educational need as defined by the SEN Code of Practice 2014.*
2. Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
3. In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map. They will have a **Support Plan** (Appendix 8 & 9) written with them and their parents, using EduKey. Part 1 of the support plan will detail all the child's needs, aspirations, support and historical information gathered to date. Part 2 will break down the pupils needs into a number of targets based on desired outcomes.
4. It may be decided that a very small number, **but not** all the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority. This is to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
5. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within one financial year, to meet his or her special educational needs is apparent, an application will be made to the Local Authority, with regard to the success criteria and SEND Descriptors published as part of the local offer.
6. On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a **multi-disciplinary assessment process** with health and social care to consider the need for an **Education Health and Care Plan**.
7. Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
8. Our SEN **Support Plan Part 1** has been adapted from the LA. **Support plan part 2** has been developed to make it suitable and accessible for our pupils and breaks down outcomes so we can measure

progress termly. We recognise these are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- a. Our Support plan parts 1/2 are a planning, teaching and reviewing tool, which enables us to focus on areas of development for pupils with special educational needs. They will be **pupil friendly** and are seen as a working document, which can be constantly refined and amended with the pupil where appropriate.
  - b. Our Support part 1 will detail all the needs of the child. We will only record that which is **additional to or different from** the differentiated curriculum plan, which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning and be very specific to ensure effective provision and steps of progression.
  - c. Our Support plan part 1/2 will be accessible to all those involved in their implementation. Pupils should have an understanding and “ownership of the targets” and where appropriate discuss, set and evaluate their targets alongside the teacher in an **Assertive Mentoring** meeting.
  - d. Our Support plan will be based on informed assessment and will include the input of outside agencies.
  - e. Our Support plan has been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - f. Our Support plan part 2, targets and outcomes, will be time-limited and reviewed Termly by class teachers in consultation with the SENDCo where necessary. There will be an agreed timetable set.
  - g. Our Support plan part 2 will have a maximum of three short / medium term SMART targets set for or by the pupil. (Small, Measurable, Achievable, Realistic Targets).
  - h. Our Support plan will specify how often the target(s) will be covered
  - i. Our Support plan will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period. It is outcomes driven.
  - j. A copy will be given to the child (where appropriate) and the Parent.
9. Targets for a Support plan will be arrived at through:
- a. Discussion between teacher and SENCO.
  - b. Discussion, wherever possible, with parents/carers and pupil.
  - c. Discussion with another professional
10. This Support plan should be developed with help of outside specialists but implemented as far as possible in the classroom setting. The delivery of the support plan remains the responsibility of the class teacher. **Please see an example of Support plan part 1 and 2 in Appendix 8 & 9.**

## **6.0 A Gradual Stage approach – Stage 3 A Statement of Special Educational Needs/Education Health and Care Plan- EHCP**

1. On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a **multi-disciplinary assessment process** with the Local Authority and health and social care in order to consider the need for an **Education Health and Care Plan**.
2. Pupils with a statement of educational needs (pre-September 2014), or an Education Health and Care Plan, have had their needs assessed by the Local Authority as well as many other agencies. Their needs in this plan are statutory and identify their high level of need and the provision needed to support them.
3. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has been spent on a pupil within one financial year, to meet his or her special educational needs, an application will be made to the Local Authority for High Needs Funding. This will be with regard to the success criteria and SEND Descriptors published by the LA as part of the local offer.
4. Our school will comply with all local arrangements and procedures when applying for:
  - a. High Needs Block Funding
  - b. An Education Health and Care Plan
5. We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support. We will use our devolved budget at an earlier stage and planning procedures will be followed as set by the Local Authority.
6. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance (particularly with regard to the timescales set out within the process).
7. Please refer to point 10.4 for the process of School referral for an Education Health Care Plan.

## **7.0 Special Educational Needs Coordination**

Within our school, a senior member of staff will be designated as the Special Educational Needs Co-ordinator. At the present time, this post is held by **Mrs K.Cobbold**.

### **7.1 The role of the SENCo**

1. The day-to-day operation of the school's SEND policy.

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Ratified By LGC

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2. Liaising with and advising fellow teachers.
3. Co-ordinating provision for children throughout school who have been assessed as a vulnerable learner or have special educational needs.
4. Maintaining the school's SEN list/provision map and monitor the records and provision needs of all pupils with special educational needs.
5. Liaising with parents of children with special needs.
6. Monitoring data to identify SEN children and report back to the Head Teacher / Senior leadership team throughout the year during informal meeting every term and a written yearly report.
7. Contributing to the in-service training of staff.
8. Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies.
9. Chairing Annual Review meetings, attend Planning Meetings and being available for Support plan meetings as needed.
10. Attending course to keep skills and knowledge up to date.
11. Planning interventions to be used in school.
12. Writing and updating the SEND policy.

## **7.2 The role of external support services:**

1. The SENDCo will liaise with external agencies where necessary for each individual case. This will include the advice of an Educational Psychologist and other members of Education Inclusion teams. These could include:
  - a. Learning support
  - b. Visually Impaired Service
  - c. Behaviour support
  - d. Educational Welfare Service
  - e. School Health
  - f. Home/Hospital Service
  - g. Hearing Impaired Service
  - h. Occupational Therapy
  - i. Play Therapy
  - j. Speech and Language team
2. External agency involvement should:
  - a. Advise teachers about new IEPs and targets.
  - b. Provide more specialist assessments.
  - c. Give advice on use of specialist strategies to Teachers, the SENDCo and Parents.

## **8.0 Roles and responsibilities**

### **8.1 The role of the Senior Team, Teacher and Support Staff**

1. All teachers at Chandlers Ridge Academy have a responsibility for the teaching, monitoring and evaluation of children with SEND. This is the first principle of the New Code of Practice.

2. Pupils, who are registered as SEN support, in line with the SEN code of practice 2014, will have termly planning and evaluation meetings with the parent and the teacher. This is to oversee and agree targets for the Pupil's support plan or Education Health Care Plan Requirements. Pupil provision and progress will be monitored and evaluated. There will be the designated teacher and support staff agreed.
3. Pupils with an EHCP (statement) will have their progress reviews with the SENDCO and class teacher.
4. A team of SEND support staff have differing roles to support quality first teaching. However, always central to this is breaking down barriers to learning and helping SEN students to move forward with their learning and progress.

## 8.2 Monitoring Provision

1. The Head Teacher, Senior Leadership Team, SENDCo and Governors regularly monitor the quality and impact of special educational needs arrangements through provision mapping on an individual and whole school basis. Appendix 3
2. The extra support children receive, '**which is additional to and different from**' their usual classroom experience is planned by the SENDCo and class teacher. Appendix 2
3. This additional support may be provided by a teacher, higher level teaching assistant (HLTA) or learning support /teaching assistant (LSA) (TA).
4. The SENDCo oversees all additional support.
5. The progress of all children receiving additional support is closely monitored and measured to ensure the additional support is having the necessary impact. Diary evidence of intervention, discussions and data is examined to evaluate provision outcomes for the pupil.
6. All interventions that are put in place to provide additional support for children are carefully chosen. The choice is based upon the assessment of need, the provision available, research and clear evidence of successful interventions.
7. The designated SEND link Governor should meet with the SENCO so that they are aware of the procedures that operate in school. At present Mr Paul Jenkins holds this post.
8. The SENCO will receive some release time to monitor lessons, planning and provision made and to liaise with external support agencies/professionals. The progress of each child on the SEND register will be tracked termly. This enables us to analyse individual children's progress rates and success rate over the school.

## 8.3 Arrangements for Partnerships with Parents and Pupils

1. In the first instance parents/carers are encouraged to speak to the class teacher about any concerns they have. Parents can speak to their child's teacher directly or contact the school by telephone. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves. For referrals from parents/ teachers regarding concerns **see Appendix 5**.
2. All our staff are vigilant in supporting and raising any concerns about pupils who may require additional support at the earliest opportunity. This will be done through a discussion/ organised meeting with the parent. Although the child may be assessed as having barriers to their learning, it is

really important to involve parents as the first step in breaking down those barriers. Working together in how to do that most effectively to meet the child's needs is crucial. The nature of a teacher/parent concern will be discussed recorded and monitored closely by the relevant staff. **See Appendix 5.**

3. We involve the pupils in their learning and support them in understanding their needs and how to identify their next steps in learning. Children complete an 'All about me' (**Appendix 4**) to involve them in every step of the process. This helps identify their strengths, interests and documents the areas they need to work on. The pupils are also involved in developing their personal targets and outcomes and reviewing their progress termly with the teacher.
4. We must recognise that parents of children with SEND are likely to have developed specific knowledge and expertise in their child's condition. Parents are also able to email the SENCo directly. If the child is being considered for an Education Health Care Plan assessment the parents may wish to have a 'Named Person,' who can give the parents information and support during the assessment process. **The LEA have published a Local Offer to provide parents with information available to them in the local area.** Parental concerns should be kept on record in the child's file, and notes made of any outcomes or changes.

#### **8.4 Chandlers Ridge Academy 'Local Offer'- Information report**

1. Parents are further supported by the information provided in our school's Special Educational Needs and Disabilities '**LOCAL OFFER**' document. This document answers 12 common questions about Special Educational Need and Disabilities. It is designed to provide information to help communicate to parent carers, and others who work with school, how children and young people with Special Educational Needs and Disabilities are supported at Chandlers Ridge Academy. This is available on the school website and can be accessed through our Local Authorities Local Offer Site. Paper copies are also available on request.
2. We regularly share progress feedback with our learner's families through parents' consultation meetings in the Autumn and Spring Terms. Support plan review take place in the Autumn, Spring and Summer terms. Further consultations with parents are welcome and would be arranged with the class teacher via the school office or email.
3. **Please see 'Chandlers Ridge Academy Local Offer' on our school website and on the LEA website**

#### **9.0 Medical Needs and Disability**

1. ***"Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.***
2. ***'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term***

***health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition”.***

### **SEN Code of Practice (2014)**

3. Any parents of children with a medical need/ disability will work alongside the Teacher and SENDCo and any other relevant staff or medical professionals to ensure their child’s needs are met in school. We abide by the school’s Medication Policy ***Please see our ‘Medication Policy’.***
4. It might be necessary in some cases to complete an Individual Health Care Plan with the Parents/ Teacher and SENDCo to ensure all medical details and requirements for the pupil are followed and implemented. Where it is assessed that medication is needed during school hours, correct procedures will be followed and relevant document permission signed.
5. We have an Accessibility Plan in place and we consider our environment to be fully accessible. ***Please see our ‘Disability and Equality scheme’.***
6. Our building has wheelchair access and we make reasonable adjustments to the environment to suit our learners. ***Please see our school ‘Accessibility Plan’.***

## **10.0 Documentation required**

### **10.1 Individual SEN Files**

1. Each child has their own file. Paper documents are stored in plastic files, with electronic documents stored on CPOMS. These are monitored by the SENDCo. Together, these files contain everything that concerns that child, including Provision Maps, Support Plans parts 1 and 2 and reports from Outside Agencies. The class teacher will be given a copy of reports as needed and are kept in a year group file. The class teacher has access to their pupil’s individual SEN files and CPOM’s records. Reviews will be three times yearly, except where necessary for an individual case. These files are in constant working use. In Autumn 2021, we have moved to using Edukey for support plans and provision maps.
2. The children’s files and SEN register are the responsibility of the SENCO. The class teacher and child’s parents also have copies of the Support plan part 1, reviews of outcomes Support Plan part 2 and any relevant reports.
3. Parents are invited to discuss the Support plan at either a longer parents evening appointment or at another time suitable to all. The SENDCO may be involved in these meetings if it is felt necessary.

### **10.2 Admission Arrangements**

1. We follow the LEA Admissions guidance.
2. As an Academy school, we are obligated to follow the procedures for SEN provision as laid down in the Academies Act 2010;

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- a. (8)“The SEN obligations” are the obligations imposed on governing bodies of maintained schools by—
- b. Chapter 1 of Part 4 of EA 1996 (children with special educational needs), and
- c. regulations made under any provision of that Chapter.

### **10.3 The Allocation of Resources to and amongst pupils with SEN**

1. The school is equipped with various resources for pupils with SEND. Every effort is made to provide what is thought to be to be appropriate resources for children with SEND, including the use of teaching assistants and support services. The school will develop a commitment to facilitating learning for all children, which will include a differentiated curriculum and an appropriate curriculum.
2. The Trust Finance director and Head teacher monitor our finances regularly.
3. We buy in Educational Psychology Services and a specialist Learning and Language teacher.
4. Using provision mapping we allocate provision accordingly and use this to plan future resource needs, how to delegate staffing and what staff training needs to be sought.
5. Other teaching and special need resources are allocated funding through the SEN School Development Plan.
6. We utilise our resources to support the strategic aims of our school as well as individual learner needs.
7. We seek to ensure value for money service, so interventions are costed and evaluated.
8. Please see whole school provision template in Appendix 3.

### **10.4 School referral for an Education Health Care Plan (See appendix 10 for timeline)**

1. Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.
2. This is made to the LEA by the SENDCo, the child will have demonstrated significant barriers to their learning.
3. Parents must be consulted as part of an on-going dialogue. There should be written evidence of or information about;
  - a. The school’s action through provision mapping and intervention
  - b. Records of regular reviews and outcomes
  - c. National Curriculum levels
  - d. Attainments in English and Maths
  - e. Records of work from one to one support with teaching assistants
  - f. Advice from support teacher or Educational Psychologist
  - g. Views of parents and child
  - h. Involvement of any other professional

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- i. Involvement of social or educational welfare services
- j. Child's medical history

## **10.5 Working with children with an Education Health Care Plan**

1. Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.
2. Short-term targets should be set through the Support plan, which should record only that additional to and different from the differentiated curriculum.
3. The delivery of the Support Plan remains the responsibility of the class teacher, with monitoring and evaluation by the SENDCo and LEA through Statutory annual review.
4. At the review of year 5 pupils, provision required at secondary should be considered. The SENDCO of the receiving school should be invited to the final review in primary school.
5. Young people and parents of children who have EHC plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding.

## **11.0 How children with Special Educational needs are integrated within the school as a whole**

At Chandlers Ridge all children are subject to various methods of grouping. Each member of staff has the responsibility to ensure that outcomes of learning fall within a differentiated curriculum. The achievements of all our children are celebrated. Some methods include assemblies and display.

### **11.1 Inclusion**

1. We are fully committed to inclusion and acknowledge that this involves the entire process of education, not simply where children are placed.
2. We aim to include pupils fully with their peers in the curriculum and life of the school. There is a need to focus on what children can do, rather than what they have difficulty with.
3. Staff are allowed access to professional development, which supports effective inclusion.
4. The success of the policy can be judged by
  - a. The number of children identified at an early point
  - b. The success of early intervention enabling children to move down or off the SEN register/list
  - c. The number of children achieving their targets at review
  - d. Good classroom practice, differentiated activities, enabling all children to access the curriculum at a level appropriate to their needs
  - e. Good relationships with parents, who understand the school's aims, know their child's targets and help and support us
  - f. Good relationships with the SEND Governor, who is involved in relevant SEND discussions and understands clearly the aims of the policy
  - g. Feedback from pupils and parents

### **11.2 Arrangements for Considering Complaints about Special Educational Provisions within the school**

1. If a parent wishes to complain about provision for their child with special educational needs or Disability, they should then contact the SENDCo who will attempt to resolve the matter.
2. If this proves not to be possible, then the parent may wish to pursue the complaint under the procedure described in the School Prospectus under the heading 'Complaints about the School Curriculum and related matters.'

### **11.3 The School's Arrangements for SEN In- Service training**

1. Our INSET programme will attempt to build upon existing staff experience.
2. All INSET work is planned by the Senior Management Team and will also consider SEND as part of the whole school planning process.
3. The SENDCo will also be aware of specialist courses to meet the needs of children in the school.

### **11.4 Use of Facilities and Teachers from outside school, including the support services.**

1. The class teacher remains responsible for each child's access to the curriculum and will work collaboratively with the Education Inclusion Teams.
2. These include access to the Educational Psychologist, Learning Support teacher and Teaching Assistant support.

### **11.5 LEA Local Offer**

1. Parents can contact the local authority and access their website information about resources and support available to them in their local area. Such information is called the '**Local Offer**'.
2. *"Local authorities must: make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability".*
3. *"A local authority's Local Offer should reflect the services that are available as a result of strategic assessments of local needs and reviews of local education and care provision (Section 27 of the Children and Families Act 2014) and of health provision (Joint Strategic Needs Assessments and Joint Commissioning arrangements (Section 26 of the Children and Families Act 2014))"*

### **SEN Code Of Practice (2014)**

### **11.6 Links with other Mainstream Schools and Special Schools, including Arrangements when other pupils change schools or leave school**

1. We will continue to make good links between SENDCOs in other schools, through regular cluster meetings that encourage a wider dissemination of good practice and experience among schools.
2. The children generally transfer to Nunthorpe or Stokesley Secondary School. During the summer term, the SEN staff from these schools meets with the SENDCO and Y6 staff to discuss transfers.
3. The Education Inclusion Team may be consulted if it is thought transfer difficulties arise.
4. When one of our children transfers to another primary school we will contact the school by letter or telephone to appraise the situation. The SENDCO will also inform the support services so that they can complete the liaison.
5. The SENDCO will ensure the child's SEN file and other documentation is sent off as quickly as possible to the new school.

### **11.7 Links with Education, Health and Social Care**

1. The school nurse attached to our school visits at regular intervals to carry out routine medical checks. They are available to test sight or hearing at the request and knowledge of the parents. They are available for home visits when it is felt necessary and they work closely with school to support us with medical needs and pupils' emotional and social development.
2. We have links to Speech and Language Therapy who regularly review children. If the class teacher feels a referral to this service is necessary, they will notify the SENDCO who will work with them to make a referral.
3. ***“Local authorities must work with one another to assess local needs. Local authorities and health bodies must have arrangements in place to plan and commission education, health and social care services jointly for children and young people with SEN or disabilities (Section 26)”.***

#### **SEN Code of Practice (2014)**

### **11.8 Resources available from September (see Whole School Provision Map for detail in Appendix 2)**

1. School SEND resources (equipment, planning and information area).
2. Teaching assistant provision- allocated time to individual/ groups of pupils identified through provision mapping
3. Interventions bought in
4. Timetabled Social development interventions
5. Multi-disciplinary teams
6. Lindsey Jessop- Learning and Language Specialist -for group interventions and pupil assessments
7. Educational Psychologist- Dr Craig Small

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8. Speech and Language Service
9. CAMHS
10. LA-Local Offer agreement
11. Play Therapy – Nicola Hannar

## **12.0 Implementation**

1. Chandlers Ridge Academy Governors, Head Teacher, Senior Leadership Team and Teachers are responsible for ensuring that this policy is effectively implemented.
2. This policy will be available on the Chandlers Ridge Academy Website.

## **13.0 Audit**

The designated SEND link Governor meets regularly with the SENDCo so that they are aware of the procedures that operate in school.

## **14.0 Glossary of Terms used throughout this policy**

### **14.1 SEN STAGE**

Stage 1- Wave1, 2, 3 interventions. Please see Wave Intervention Pyramid in Appendix 1.

Stage 2- SEN 'Additional to and different from' needs (Support Plans)

Stage 3- Education Health Care Plans (EHCP)

### **14.2 SEN acronyms**

EHC Plan- Education health care plan

Support Plan- Documents all the pupils needs and identifies targets and outcome (often referred to as IEP individual education plan.

SpLD – Specific Learning Difficulty

MLD – Moderate Learning Difficulty

SLD – Severe Learning Difficulty

PMLD – Profound and Multiple Learning Difficulty

BESD – Behaviour, Emotional and Social Difficulty

SLCN – Speech, Language and Communication Needs

HI – Hearing Impairment

VI – Visual Impairment

MSI – Multi-Sensory Impairment

PD – Physical Disability

ASD – Autistic Spectrum Disorder

ODD – Other difficulty or disability

SALT- Speech and language therapy

EAL- English as a second language

LAC- Looked after children

L&C - Learning and Cognition

S&E - Social and Emotional

C&I – Communication and Interaction

P&S – Physical and Sensory

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**Please see further information about inclusive practise at Chandlers Ridge Academy in other inclusion policy information about:**

1. Children with English as an Additional Language
2. Pupils who are looked after in local authority care
3. Inclusion of pupils who are very able and/or talented
4. Inclusion of travelling children

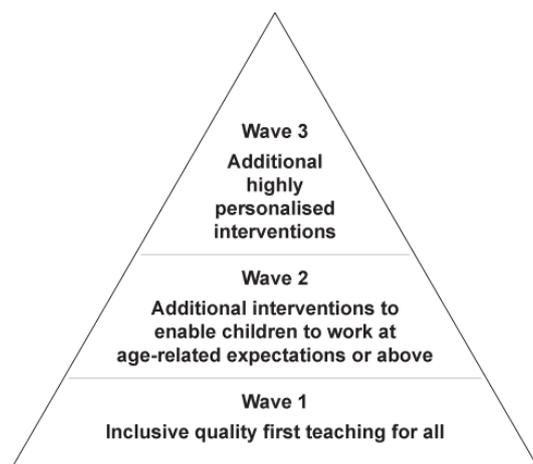
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## The 3 Waves of Provision



### Wave 1

All children are entitled to High Quality first teaching at wave 1. This is also described as universal provision. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. Where a child has difficulties that cannot be sorted within the Wave 1 provision they can be given additional help and support at Wave 2 or 3.

**Wave 2** Small group work (occasionally 1:1) usually delivered by a teaching assistant. Children chosen for Wave 2 support are those who are slightly behind and can 'catch up' with the rest of their age group. The school will make a decision as to whether your child could benefit from Wave 2 support. The decision is based on how well your child is doing and how far behind they are compared to their age group. Wave 2 interventions last a specified number of weeks, and by the end of the intervention children in the group should have caught up. The pace of this type of intervention will suit some children who need a quick boost. The child who has greater difficulties in literacy and who is unlikely to catch up with their age group through a Wave 2 intervention should be given an intervention at Wave 3. Wave 2 should not be seen as a stepping stone to Wave 3 intervention.

**Wave 3**- Features of wave 3 interventions are:

- Taught by a teacher/trained teaching assistant in a 1: 1 situation.
- Based on the needs of the child.
- Highly structured so that the steps in learning are small and achievable.
- Time-limited.
- Designed to boost progress and help the child close the gap between themselves and their year group.

There are a number of sound and effective interventions at Wave 3 and schools have been provided with guidance on which ones are most likely to lead to good progress.

In some areas, the Local Authority/Children's Service may promote a particular intervention and provide training to support schools. These interventions can work well for children with literacy difficulties and those children who may be described by the school as having 'dyslexic difficulties'.

Appendix 2

Area of Need	Wave 1 Support offered for all children	Wave 2 'Catch up'	Wave 3 - 'Tailored Provision' for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.	Education & Health Care Plan
Cognition and Learning	<ul style="list-style-type: none"> <li>*High quality teaching.</li> <li>*Differentiated curriculum planning - activities, delivery and outcome.</li> <li>*Visual aids/word banks/ visual phonic support/ modelling (Literacy wall etc)</li> <li>*Access to ICT.</li> <li>*In class support from a TA/ Teacher.</li> <li>*Focused group work with Teacher/ TA e.g. guided reading/writing.</li> <li>*Individual reading with a TA.</li> <li>*Differentiated phonics.</li> <li>* Leadership roles</li> <li>*Open -ended questioning/tasks/investigations</li> </ul>	<ul style="list-style-type: none"> <li>*Literacy and numeracy catch-up interventions -</li> <li>*Targeted in-class support from class teacher</li> <li>Additional phonics sessions</li> <li>*Targeted in class support from TA</li> <li>*Individual reading with TA x2 week.</li> <li>*'Catch Up' reading programme- use of target reading materials- project x etc.</li> <li>*Reading buddies</li> <li>*High frequency word games/ lists- continuation appropriate to need -TA/ Teacher monitoring</li> <li>*Multi-sensory spelling practice groups</li> <li>* Booster phonic sessions delivered by additional teacher for pupils in Y1 and 2</li> <li>*Assessed by Learning &amp; Language specialist for further recommendations (1 x day per week)</li> </ul>	<ul style="list-style-type: none"> <li>*Small group or one-to-one literacy/numeracy support delivered by a teacher, TA or specialist</li> <li>*Additional booster phonics training.</li> <li>*Additional individual reading.</li> <li>*Reading buddies</li> <li>*Access to advice from Educational Psychologist.</li> <li>*Exam concessions; extra time, use of a scribe/reader (subject to DFE access and admission arrangements) - supported by (Learning and Language specialist 1 day p/w).</li> <li>* Outreach support from Cleveland Unit Early Support - EYFS</li> <li>* Seek advice from Outreach services such as specialist schools (Overfields, Pennyman etc).</li> <li>*Use of PIVATS for assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Access to advice from Educational Psychologist.</li> <li>*Specialist Learning &amp; Language teacher if explicitly specified in an EHC plan (1x day a week)</li> <li>*Periods of one to one support if explicitly specified in EHC plan with a TA</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>*High quality teaching.</li> <li>*Differentiated curriculum planning- activities, delivery and outcome, e.g. simplified language.</li> <li>*Increased visual aids/modelling etc.</li> <li>*Visual timetables.</li> <li>*Use of symbols.</li> <li>*Structured school and class routines.</li> <li>* Opportunities to lead focus group discussion</li> <li>* Opportunities to support younger pupils and peers</li> <li>* Head start champions</li> </ul>	<ul style="list-style-type: none"> <li>*Pre teaching of subject specific vocabulary/ specific word banks.</li> <li>*In class support from TA with some focus on supporting speech and language.</li> <li>*Small group interventions to develop communication and interaction skills e.g. BLAST</li> <li>*Nurture group talking time.</li> </ul>	<ul style="list-style-type: none"> <li>*Speech and language 1:1 support from trained TAs.</li> <li>* Use of a PECS keyring to allow communication with others.</li> <li>*Makaton</li> <li>*Personalised visual organiser/ timetables.</li> </ul>	<ul style="list-style-type: none"> <li>*Small grp/ 1:1 Nurture group time.</li> <li>*Periods of one to one support if explicitly specified in EHC plan.</li> <li>*Advice from Educational Psychologist, specialist teacher or speech and language therapist.</li> <li>*Small group or one-to-one speech and language therapy delivered by a TA or HLTA</li> </ul>

<p style="text-align: center;"><b>Emotional, Behavioural and Social</b></p>	<ul style="list-style-type: none"> <li>*Whole school behaviour policy.</li> <li>*Whole school/class rules.</li> <li>*Class recognition board</li> <li>*Lunchtime clubs.</li> <li>*PSHE-focused work/ circle time.</li> <li>*Opportunities to be House Captain, Year group school councillor, play leaders, use of healthy schools agenda and responsible role in school.</li> <li>*Group reward systems.</li> <li>*Peer mentoring</li> </ul>	<ul style="list-style-type: none"> <li>*Small group circle time</li> <li>*Support for unstructured activities.</li> <li>*In-class support from TA to develop focus and attention skills.</li> <li>*Access to equipment, sand timers etc.</li> <li>* Play Therapy</li> </ul>	<ul style="list-style-type: none"> <li>* Access to social stories emotional &amp; support 1:1 through CM.</li> <li>*In-class support for supporting behaviour and individual reward systems e.g. specific targets/behaviour support plan.</li> <li>*Social Stories.</li> <li>* REACH referral stepped back from CAMHS.</li> <li>* Access to a 'quiet area' to reflect/calm down</li> <li>* Use of 'now' and 'next' boards</li> </ul>	<ul style="list-style-type: none"> <li>*Small grp/ 1:1 Nurture group time with a TA</li> <li>*One to one anger management delivered by a TA.</li> <li>*Advice from Educational Psychologist /specialist teacher or other specialists as appropriate (CAMHS).</li> <li>*One to one support to develop focus, attention and organisational skills (as appropriate).</li> <li>*Periods of one to one support if explicitly specified in an EHC plan.</li> </ul>
<p style="text-align: center;"><b>Sensory and Physical</b></p>	<ul style="list-style-type: none"> <li>*Flexible teaching arrangements.</li> <li>*Staff aware of impairment- Medical file / Medical wall in staffroom and office and needs of pupil.</li> <li>*Medical support.</li> <li>*Modified work arrangements.</li> <li>*Pencil grips.</li> <li>* Access for wheelchairs.</li> <li>* Access to extra-curricular sport</li> <li>*Further differentiation</li> <li>*Leading sports activities</li> <li>*Staff training from medical professionals in order to deliver medication for diabetes, epilepsy, anaphylactic shock</li> <li>*Access to the School Nursing team</li> </ul>	<ul style="list-style-type: none"> <li>*Additional keyboard skills training.</li> <li>*Additional handwriting practice- group fine motor skills programmes e.g. handwriting, hand strength</li> <li>*Access to equipment, e.g. Writing slope.</li> <li>*Use of coloured overlays when reading.</li> <li>*Handwriting slopes/cushion support</li> </ul>	<ul style="list-style-type: none"> <li>*Keyboard skills training group.</li> <li>*Individual support for appropriate subjects (e.g. science, PE) or for personal care both in class and during lunch/break times.</li> <li>*Individual monitored support if specified by Physiotherapist.</li> </ul>	<ul style="list-style-type: none"> <li>*Small group or one-to-one physio or occupational therapy delivered by a TA /facilitated by a physio or occupational therapist advice.</li> <li>*Periods of one to one support if explicitly specified in a n EHC plan.</li> <li>*Use of appropriate resources (e.g. radio aids)</li> <li>*Access to ICT support</li> </ul>



# Chandlers Ridge Academy

## ALL ABOUT ME

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Details of anyone who helped you with this form: \_\_\_\_\_

*What people LIKE about ME?*

### Who are important to ME?

*Family*

*Friends*

**ME**

*In Learning*

*At Home*

*How I communicate?*

# What I LIKE and DISLIKE?

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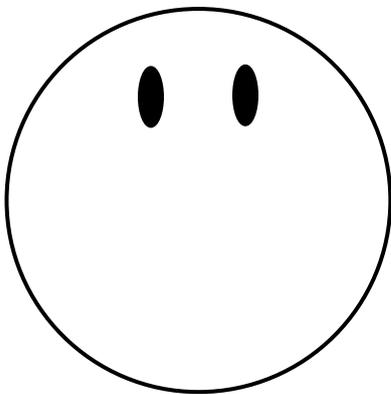
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*What makes ME happy?*

### **Ideas!**

*Singing, laughing,  
playing, XBOX, running,  
IPad, drama, stories*

*At School I feel*



*What I NEED to support  
me now?*

*What I NEED to support me in  
the future?*

Version \_\_\_\_\_  
Date \_\_\_\_\_  
Ratified \_\_\_\_\_  
Date \_\_\_\_\_

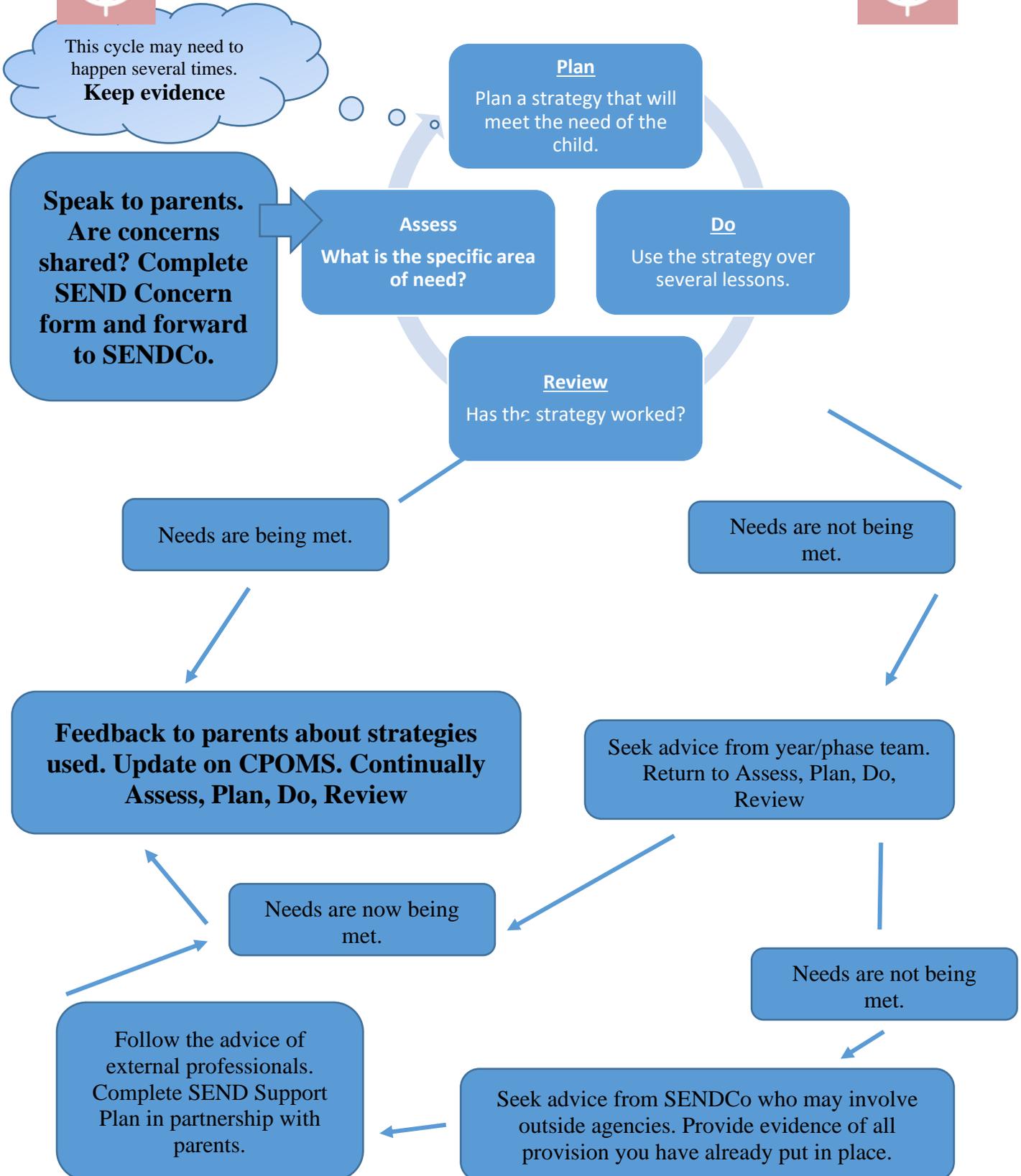
### Chandlers Ridge Academy – SEND Concerns

DESCRIPTION OF CHILD’S DIFFICULTIES (Please give a brief outline the child’s difficulties in school.)					
AREA OF CONCERN (On a scale of 1-5, please rate your concern within these areas)					
	<b>None</b>			<b>Significant</b>	
Cognition & Learning	1	2	3	4	5
Behavioural Social & Emotional	1	2	3	4	5
Communication & Interaction	1	2	3	4	5
Physical & Sensory	1	2	3	4	5
How does this impact the child in school?					
What are you hoping for in the future?					

Please indicate how you have supported the child so far:	
Are there any other professionals involved?	
Parent's views:	
Parent / carers signature:	Date:
ACTION TO BE TAKEN (To be completed by SENDCo)	



# Chandlers Ridge Academy SEND Concern Flowchart



## Chandlers Ridge Academy – Special Educational Needs & Disabilities Registration form

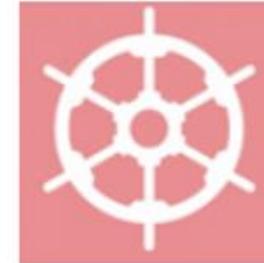
NAME.....		DOB.....
Registering Teacher.....		Date.....
Registration Year group    N1. N2. Rec.    1.    2.    3.    4.    5.    6.		
<b>Initial intervention at: (Record at which point in school and in which Year/date and circle appropriately)</b>		
Early Years	KS1	KS2
Cause for Concern - SEN Support plan- EHCP-	Cause for Concern- SEN Support plan- EHCP-	Cause for Concern - SEN Support plan- EHCP-
Parents informed formally <b>Yes</b> <b>No</b>  I, as a parent of the pupil named above <b>do / do not</b> give my permission that <b>he / she</b> is registered as having an additional need in school and understand that their needs are identified and supported appropriately in school.  Signed.....Date.....  *Where a parent does not give permission, was the parent informed that they would continue to have their needs identified on a plan in school. <b>Yes</b> <b>No</b> *If you did not give permission as a parent, can you please identify your reasons below.		
<b>Area of need: (please circle relevant)</b>  Sensory/Medical/Physical                  Academic need                  Language/Communication  Social, Emotional & Behavioural                  Specific learning difficulty		
<b>Relevant background notes</b> (other schools attended, family, social factors).          		

Appendix 8

Support Plan Part 1

## CR SEND Support Plan for

Date of birth:      Gender: Male    Classes:      Year group:  
Teacher:      Start date:      Review date:      Plan number: 1



### All About Me

#### Child's Story

#### What's Important to/for me:

#### How best to support me/communicate with me:

#### What people like and admire about me:

#### What do I like?

#### Who is important to me?

#### Parent/Carer Views

### People involved in my support

### People who support me

Name

**Support**

Role/Designation	Name	Contact Details	Last Involvement
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**Meetings**

Date	Type of Meeting	Attendees	Agreed Priorities/Outcomes/Actions
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## Appendix 9

### Support Plan Part 2

#### Areas of Need

Areas of strength:

Areas of concern:

#### Individual Targets

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
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Parent / Guardian contribution

**Appendix 10**  
**Education, Health and Care [EHC] Plan Pathway**

