Inspiring our children to dream big,
be extraordinary and change the world

Special Educational Needs & Disabilities (SEND): Policy



SENCo

Ashfield Junior School

September 2026

Next review due: September 2027

Ashfield Junior School
Special Educational Needs (SEN) Policy
Update September 2026

This policy should be used in conjunction with all other Ashfield policies. It should also be seen as part of the Disability Equality Scheme to reflect the school's identification of barriers to learning and participation and appropriate provision for pupils' diverse needs.

1. Definitions

The following abbreviations are used throughout this policy:

EHCP – Education Health Care Plan

EP – Educational Psychologist

HLTA – Higher Level Teaching Assistant

LA – Local Authority

PM – Provision Map

PPM – Personal Provision Map

SaLT – Speech & Language Therapist

SEN – Special Educational Needs

SENCo – Special Educational Needs & Disabilities Co-ordinator

SEND – Special Educational Needs & Disabilities

SIP – School Improvement Plan

SMART – Small, Measurable, Attainable, Relevant, Time-related targets

SpLD – Specific Learning Difficulties

TA – Teaching Assistant

The statutory definition of Special Educational Needs is:

The Code of Practice 2015 definition of special educational needs and disability states:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning disability if he or she:

- *Has a significantly greater difficulty in learning than the majority, than 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?*

Children with SEND should be recognised as individuals who have strengths and weaknesses that can be supported.

Children may have SEN if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the areas of the Local Authority.
- Are under compulsory school age and fall within the definition of the two criteria above or would do so if special educational provision was not made for them.

Children must **not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Provision means:

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.

According to the Code of Practice 2015, Special Educational Needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

'A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software' (Code of Practice 2015 6:27)

2. Aims

The aims of SEND within Ashfield Junior School are:

- To identify, at the earliest opportunity, all children who need special consideration to support their physical, sensory, social, mental, emotional, communication, interaction or cognitive development.
- To ensure that these children are given appropriate support to allow each child access to the National Curriculum based on the assessment of their needs.
- To ensure an inclusive approach for children with SEND by ensuring children are fully included in all activities of the school in order to provide them with a broad and balanced Curriculum.
- To work in partnership with parents/carers and other relevant parties, accept and value their contribution and involve them fully in decisions made about their children's education.
- To liaise with outside agencies and other schools to ensure effective and cohesive support.
- To listen to the voice of the pupil and parent/carer and to involve pupils with SEND in the review process.

3. Admission and Liaison with Other Schools

Admission arrangements are in accordance with the current Hertfordshire County Council Admission Policy.

Links with Other Schools:

- Prior to a child attending Ashfield all relevant SEND information is sought and meetings are arranged to discuss children's needs.
- If a child leaves Ashfield all of their SEND records are transferred to the receiving school.
- We will ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for the children.
- Annual reviews of EHCPs for Year 6 children will involve inviting a representative from the receiving school. Where a child is on the SEN Register but does not have an EHCP, the SENCo from the appropriate Secondary School may be invited to a meeting to discuss the child's needs.

4. Teaching and Learning

The Code of Practice 2015 clearly sets out expectations for the teaching and learning of children with SEND.

"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." (Code of Practice 2015 6:36)

At Ashfield Junior School, we follow the National Curriculum and, in teaching and learning of children with SEND, we recognise:

- High quality teaching for all pupils but differentiated for individual pupils

- The importance of a broad and balanced Curriculum, offered to all pupils
- That children with SEN are set realistic targets whilst maintaining high expectations
- The importance of regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement
- The regular assessment of children with SEND to ensure that they are making progress and that the support in place is appropriate

The Code of Practice 2015 describes the National Curriculum requirements as:

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 2015 6:12)

The School's Teaching & Learning Policy provides greater detail regarding SEN.

5. Identification & Assessment

Identification

The identification of SEN is built into the school's overall approach to monitoring the progress and development of all pupils. This is done, at least termly, through Pupil Progress Meetings and involves class teachers, HLTAs, the SENDCO and the Head Teacher. These meetings identify where pupils are falling behind or making inadequate progress and involve discussion regarding next steps for these pupils.

Monitoring of progress with regard to attainment includes some of the following mechanisms:

- Analysing the impact of the Assess, Plan, Do, Review Cycle
- Scrutiny of Data
- Progress in relation to Age Related Expectations/School targets
- Statutory and non-statutory test results
- Reading/spelling assessments
- Specialist assessment tests
- Teacher assessments
- Progress in relation to PPM targets
- Views of parents and pupils
- External agencies reports

Monitoring of progress with regard to personal and social development can include:

- Analysing the impact of the Assess, Plan, Do, Review Cycle
- Individual Behaviour Plans
- Strengths and Difficulties Questionnaires
- Views of parents/carers and pupils
- Behaviour log / incident forms

The above mechanisms support us in recognising when children are not making adequate progress so that strategies can be implemented.

Adequate progress, as defined in the Code of Practice 2015 6:17, can include progress which:

- is similar to that of peers starting from the same baseline
- matches or betters the child's previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should 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.
(Code of Practice 2015 6:19)

Assessment
Discussion, initiated by the class teacher, will take place with the SENDCo and parents/carers if a child does not appear to be working within the definitions of adequate progress (see above). At this point assessments will be carried out to determine the specific area/s of difficulty so that appropriate teaching strategies/resources can be considered.

Ashfield Junior School regularly use the following published assessments when identifying areas of difficulty (this is not an exhaustive list):

- Neale Reading Analysis
- Salford Reading assessment
- Sandwell Early Numeracy Test for KS1 and KS2-KS3
- Visual Stress Screener

All assessments are considered through discussion involving all adults working with the child, as well as the child's own views and the views/concerns of their parents/carers.

6. Graduated Approach & Provision for Pupils with SEN

The Code of Practice 2015 describes a 'Graduated Response' to supporting pupils with SEN, which describes four types of action forming part of a cycle.



Assess:
Results of assessments are shared with parents/carers and regularly reviewed as part of the review process. Where outside professionals are involved with the child, their input is sought and considered at this stage. Where professionals are not already working with school, the

SENCo considers which professionals, if appropriate, would be relevant to support the child's needs and discusses this with parents/carers before making any referrals.

Plan:

Once the assessments, described in the previous section, are completed, these will be used to discuss the child's needs and to help ascertain whether the child needs to be placed on the SEN Register. Where it is decided to place a child on the SEN Register, the parents/carers **must** be notified. If Parents/Carers do not acknowledge/attend invited meetings, the school will continue to place the child on the SEN Register.

Class teachers agree, in consultation with the SENCo, as to suitable interventions and support for individual pupils. This is usually discussed in Pupil Progress Meetings where provision for **all** children is considered.

The outcomes of the Pupil Progress Meetings are as follows:

- The SENCo is responsible for producing the year group Provision Map based on discussion during the meeting using the Planning for Potential Needs documents (*see Appendix A* for a blank Class Group Provision Map). The provision map details the support in place to meet the needs of all the children – Universal support, targeted support and specialist support.
- The SENCo timetables the booster programmes, deploying TAs as appropriate and distributes a planning and assessment proforma (*see Appendix B)* to TAs/Teachers responsible for overseeing these booster programmes.
- It is the responsibility of the class teacher to support and liaise with HLTAs & TAs regarding boosters and to ensure that the support in the classroom reflects the support provided in these booster sessions. E.g. where a child uses specific equipment to support their sentence structure in a booster session, this should be carried through to writing activities in the classroom.
- Booster programmes are evaluated at the end of each term by the SENCo in conjunction with the class teacher, HLTAs and TAs to ensure that children have made progress.
- The provision mapping procedure follows a termly cycle of Assess, Plan, Do, Review as stated in the Code of Practice 2015 (*see Appendix C).*

Personal Provision Maps (PPMs)

For children on the SEN Register a Personal Provision Map (PPM) may be written which is used in conjunction with the Year Group Provision Map. A PPM ensures specific targets are addressed and planned for whilst including parents/carers at each stage of the process. The class teacher is responsible for writing and reviewing the PPM, inviting parents/carers to the PPM meeting and for overseeing the support for the child. The SENCo will join PPM Meetings, where appropriate.

Process for writing a PPM:

- Parents/carers are invited to a SEND Planning Meeting to discuss progress and agree areas of focus for the PPM.
- Immediately after the SEND Planning Meeting, the class teacher writes the PPM ensuring containing SMART targets (*see Appendix E)* is written by the class teacher and agreed by the SENCo which reflects external advice for the child, if appropriate.
- PPMs will contain short term targets for the child, teaching strategies to be used, provisions in place, review date and success/exit criteria. These provisions may also be reflected within the Year Group Provision Map.

- Main provision is in class but with individual or small group support by a teacher, HLTA, TA or outside agencies in class and/or in withdrawn sessions.

Do:

The emphasis in the Code of Practice 2015 is very much for the class teacher to be responsible for the child's needs on a daily basis.

"The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved" (Code of Practice 2015 6:52)

HLTAs and TAs keep detailed notes regarding interventions, as well as registers, in the Green Files which are kept in each year group. These formative assessments feed into the review process and ensure that continual assessments are being made against children's targets.

Review:

The effectiveness of interventions are reviewed within the agreed timescale and the impact on the child's progress is considered carefully. New interventions/support for individual children is considered in light of the impact of these evaluations and is discussed with the child as well as their parents/carers during SEND Planning Meetings where the PPM is discussed.

Sharing information with parents/carers during SEND Planning Meetings:

- The PPM is reviewed at least termly with the class teacher, child and Parents/Carers and SENCO (to be involved if necessary) through invitation to SEND Planning Meetings. These are usually held in the first half of the Autumn, Spring & Summer terms. After the meeting, the class teacher writes the PPM and sends copies home to parents/carers. The new PPM must indicate how the child and parent/carer will support these targets.
- Year Group Provision Maps **will not** be shared with parents/carers due to the nature of their confidential information. However, the new PPM will be completed in relation to the new support that is in place for the child alongside the review of their progress.
- All completed PPMs are kept in the class teacher's Inclusion File and copies must be provided for parents/carers.

6.1 The Local Offer & SEN Information Report

The Local Authority publishes a local offer, setting out in one place information about provision they expect to be available for children and young people in this area who have SEN, including those who do not have EHCPs. For further detail please see:
https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx

The local offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Ashfield Junior School has also published its SEN Information Report which reflects the School Local Offer as well as the School SEN Policy. The SEN Information Report is designed to answer key questions regarding how the school manages children with SEND, in a clear, accessible way. Please see the Ashfield Junior School Website.

6.2 Involving Outside Agencies

Outside agencies working to support pupils with SEND at Ashfield School include the following (this is not an exhaustive list):

- Family Support Workers
- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology Service
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS) including Step 2
- Chessbrook Education Support Centre
- Colnbrook Moderate Learning Difficulties Outreach Support
- Advisory Teachers e.g. Advisory Teacher for Speech, Language and Communication Needs & Autism, Physical & Neurological Advisory Teacher, Visual Impairment Team and Hearing Impairment Team.

Outside professionals may already be identified from health or social services and it is good practice for these to liaise with the school but this involvement **does not** automatically mean that the child should be on the SEN Register.

6.3 Assessments for Education & Health Care Plans (EHCP)

Education Health Care Plans are put in place for pupils with long term, significant needs, including educational and health care needs. A request is made to the LA to make a detailed assessment of the child's educational and health needs and the type of provision that might be required to ensure that the needs of the child are met. The request can come from the school or parents/carers.

Parents/carers, the child and the school are supported by facilitators to articulate their aspirations for their child's future and to develop Person Centred Outcomes that will lead to those aspirations being met. A personal budget may be available and devolved to parents/carers to make additional provision, above what is already available for the child.

7. Funding Arrangements for SEN

The school receives an annual 'Predictable Needs' SEN budget which the Head teacher is responsible for managing. This budget is allocated from the LA and is based on a specific formula as set out in the LA's guidance for Mainstream SEN Funding.

Need	Definition

Predictable Needs	A child who has needs which can be effectively met by using the school's resources and accessing resources from the LA such as E.P visits or advisory teachers. Funding for these children comes from the school's Predictable Needs SEN Funding.
High Needs **with** an EHC (known as High Needs Funding - HNF)	A child who has their high needs documented within an EHC, will have their needs assessed via a panel using a funding formula. Any additional funding will be allocated to the school budget.
High Needs **without** an EHC (known as Local High Needs Funding - LHNF)	A child who has such specific needs that they cannot be solely met through the school's resources or accessing outside resources and do not have an EHC, school can apply to the LA for Local Higher Needs Funding (LHNF).

Funding for Children with Predictable Needs

Funding for these children is to be allocated by the school from the Predictable Needs SEN budget. This is managed by the Head teacher and SENCo and takes into account the different needs of children on the SEN Register when allocating funding. The allocated funding is reviewed regularly to ensure that it best meets the needs of the children on the SEN Register, throughout the academic year.

Funding for Children with High Needs

Children with an EHCP will have their needs assessed separately and, where appropriate, High Needs Funding (HNF) will be awarded by the LA.

For any child on the SEN Register, the school may consider a child to have Higher Needs at any specific time. If this is the case, the SENCo, in conjunction with the Head teacher, will look closely at the child's needs to ascertain whether their needs are indeed 'higher.' The school uses the criteria from the LA to make judgements under specific headings and completes a proforma, as provided by the LA. If the child appears to meet the criteria for Local High Needs Funding, then the SENCo and/or Head teacher puts forward the case to the next Local High Needs Panel.

8. Roles and Responsibilities

It is the responsibility of the whole school to make provisions for pupils with SEN.

Governing Body

Ashfield Junior School's Governing Body has appointed a member with a specific brief for SEND. The Governing Body ensures that necessary provision is made for any pupils with SEND. The Governing Body reports to parents/carers annually on the implementation of the school's policy for pupils with SEND. School Governors have a responsibility to ensure that all teachers are made aware of the importance of identifying children with SEND, and also of making suitable provision for such children and to support the schools endeavours in this respect.

Head Teacher

The Head Teacher has responsibility for managing the budget for provision for children with SEND. He will keep the Governing Body fully informed and work closely with the SENCo and the SEND Governor.

SENCo

The SENCo, in conjunction with the Head Teacher and the SEND Governor, manages day to day issues regarding SEND as well as leading areas of development.

The key responsibilities of the SENCo include: -

- Overseeing the day-to-day operation of the schools SEND policy
- Overseeing provision for children with special educational needs and disabilities
- Liaising with and advising fellow teachers, HLTAs and teaching assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents/carers of children with special educational needs
- Maintaining the SEND/Inclusion Register, ensuring it is updated termly.
- Creating termly Year Group Provision Maps as a result of Pupil Progress Meetings.
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Ensuring that appropriate PPMs are in place for children, where necessary
- Assessing children either in class or in small groups outside the class.

Class Teachers

All teachers make provisions for pupils with special educational needs. The class teacher is primarily responsible for teaching those in his/her class with SEND and for differentiating the Curriculum accordingly. They write PPMs for children in their class. All class teachers have an Inclusion File which contains all the information for any SEND pupils in their class. Class teachers are responsible for regularly monitoring the 'Green Files' (see below) regarding the progress of their pupils in relation to interventions. Class teachers also have responsibility for regular liaison with year group teaching assistants to ensure clear direction for support staff as well as opportunities for support staff to provide feedback to the class teacher regarding their work with children with SEND.

Higher Level Teaching Assistants

The HLTAs work collaboratively with class teachers ensuring that there is close liaison regarding interventions that are in place for specific children. This ensures clear continuity between targeted areas in interventions and the provision that is in place for those children in class. HLTAs may attend Pupil Progress Meetings where they can contribute to the review of progress as well as discuss next steps for children with SEND. HLTAs support TAs in their daily work through mentoring and coaching TAs in their support of children in class or their role in interventions. They ensure that records within the 'Green File' are maintained in order to provide ongoing records to monitor children's progression.

Teaching Assistants

The Teaching Assistants liaise closely with the year group HLTA and class teacher to implement the PPMs. They ensure that records within the 'Green File' are maintained in order to provide ongoing records to monitor children's progression and that all relevant paperwork is kept within the 'Green File.'

Partnership with Parents/Carers

The school encourages parents/carers to play a positive and active role in the education of their child through the development of mutual respect and partnership with the school.

Parents/carers are consulted and informed at every stage of their child's progress, through discussion with the class teacher and/or SENCo. Their views, knowledge and experience are sought, welcomed and valued when assessing, making decisions and reviewing the progress of their child. If a parent/carer raises a concern, the class teacher will collect and assess any evidence and discuss the situation with the parent/carer. The SENCo will be informed and, if appropriate, the child will be monitored and assessed closely. If, after assessing and monitoring impact of provision, the child's needs continue to be cause for concern, the decision may be made, in conjunction with the parent/carer to place the child's name on the SEND register. Provision and interventions for the child will be documented within the Year Group Provision Map.

Parents/carers have access to information, advice and support during assessment and any related decision-making process about special educational needs provision. They also have access to the SENDIASS where they can access further, impartial advice.

Pupils

Pupils are involved in reviewing their progress in relation to their targets and agreeing and implementing strategies within PPMs, Pupil Passports etc.

9. Facilities and Resources

The school has access to the following facilities and resources:

- All members of staff share their knowledge, experience and expertise.
- SENCo has regular meetings with SEND Governor.
- Access to appropriate courses/training. Training and development needs are identified through the School's Improvement Plan and through the staff and TA Appraisal process.
- Annual dedicated budget for SEND resources which is monitored by the SENCo.
- Specialist resources are available in the Stripy Room in the SEND cupboards.
- Specialist assessment resources are available for use by the SENCo and those trained to deliver them and are kept in the SENCo's Office.
- Specialist reports and advisory documents are in the SENCo's Room.
- Access to Specialist advisory teachers, Educational Psychologists, Educational Support Bases (ESCs) etc. through the SENCo.
- General resources available in all of the classrooms and are for use by all.
- ICT Software – Nessie Fingers on the computer network.

The Head Teacher, SENCo, Class teachers, HLTAs and TAs all have a joint responsibility for monitoring and assessing children on the SEN Register.
SEN assessment records are maintained within class teacher's Inclusion Files, Green Assessment files and within the SENCo files.

Inclusion Files contain:

- A section for each child on the SEN Register
- Pupil Passports

- PPMs
- Copies of advice and reports from external agencies
- Any additional assessment records
- Labelled sections relating to other areas of Inclusion

Class teachers are responsible for maintaining the records within the Inclusion File and ensuring that any external advice is reflected in pupils who have PPMs. The SENCo is responsible for ensuring that teachers are provided with external advice received for these pupils.

Green Assessment Files contain:

- A section for each of the Interventions containing weekly planning and assessment proformas, (*see Appendix B*).
- Copies of latest PPMs for children, where necessary (*see Appendix D*).
- Any additional work/records which relate to a child's learning which doesn't fit into a specific subject book e.g. an activity from 'Listen, Think & Do.'

HLTAs & TAs are responsible for maintaining intervention proformas and ensuring that the Green File is well organised. Class teachers are to support TAs with the planning of intervention programmes and to check the Green File is being regularly updated.

10. Working in Partnership with Parents/Carers

The SEN Code of Practice states the key principles involved in communication with and working in partnership with parents/carers.

We strive to work in partnership with parents/carers by:

- Having positive attitudes towards parents/carers, respecting the validity of differing perspectives.
- Providing user-friendly information and procedures and being aware of the needs parents/carers might have in respect of a disability or communications and linguistic barriers.
- Recognising the pressures a parent/carer may be under because of the child's needs.
- Acknowledge the importance of parental knowledge and expertise in relation to their own child.
- Gaining parental permission before referring them to specialists for support.
- Inviting parents/carers to Review of Progress Meetings and sharing PPM targets with them.
- Ensuring regular communication between home and school regarding progress of a child with SEN.
- Ensuring parents/carers are told about support groups when SEND are identified.

Parents/Carers have a responsibility to communicate effectively with professionals by:

- Communicating regularly with the school
- Alerting the school to any concerns
- Fulfil any obligations under home/school agreements and regarding any parental involvement on PPMs

- Signing relevant documents when invited to do so
- Avoiding absence for their child for any reason other than illness

11. Complaints Procedure

Parents/Carers are encouraged to come into school to talk about any aspect of their child's education. Should it become necessary to make a complaint about SEND provision, the initial contact should be with the Class Teacher, followed by a discussion with the SENCo and Head Teacher. This usually resolves any problems. However, if this fails, the Governors should be contacted. The LA has published detailed guidelines for making formal complaints if contact with the school has failed.

12. Evaluating Success

The success of this policy relies on:

- Managing and deploying resources in school to ensure the needs of all children are met.
- Any pupil's SEND are identified early
- Educational professionals and parents/carers working in partnership
- Interventions/strategies for each pupil are reviewed regularly.

Success indicators may include:

- The extent to which standards (SATs results, progress towards age related expectations, targets etc.) have improved across groups of pupils identified with SEND.
- A reduction in the total number of pupils requiring a graduated response.
- An increase in the number of pupils with SEND making accelerated progress towards age related expectations.

The success of this policy will be reviewed through:

- Monitoring of classroom practice by SENCo and head teacher
- Scrutiny of Inclusion files and Green Assessment Files
- Analysis of pupil tracking data and test results for children on the SEND Register to ensure that SEND pupils are making progress
- Regular monitoring of procedures and practice by SEND Governor
- School self-evaluation and writing and reviewing of the SIP
- Governors' annual report to parents/carers
- Annual review of the SEND Policy

APPENDIX A

<table>
<tr><td>Year group: 3
Autumn term
Spring term
Summer term</td><td colspan="2">Class name:
Teacher:</td><td rowspan="15">Universal Provision-Ashfield Junior School Agreed Consistencies:
High Quality Teaching
Herts STEPS approach
Behaviour ladders
Visual timetable
Dual Language resources (Widgit)
Working walls
Daily 10 minute reading for pleasure
Daily class novel read aloud
Daily whole class guided reading based on linked texts and class novel
Reading corner
Echo reading strategies taught to improve fluency and prosody
Busy-brain reading strategies taught to develop vocabulary, visualisation and summarising skills.
Use of Herts Visual Coding
Dictionaries, thesauruses, word banks
CPA approach
Use of Manipulatives
Daily mile/Fit to be skip</td></tr>
<tr><td colspan="3">In receipt of PP:
Forces children:</td></tr>
<tr><td colspan="3">EAL:</td></tr>
<tr><td colspan="3">Refugee: NA
Asylum seeker: NA</td></tr>
<tr><td colspan="3">CLA: NA
PCLA: NA</td></tr>
<tr><td colspan="3">Young carer: NA</td></tr>
<tr><td colspan="3">Children with attendance below 90%:</td></tr>
<tr><td colspan="3">Summer born:</td></tr>
<tr><td>Medical needs
(Name)</td><td colspan="2">Area of need</td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Steps paperwork (risk reduction):</td></tr>
</table>

First 20% of readers				**Cohort specific universal provision:**
First 20% of mathematicians				
SEN support	**Area of need**	**EHCP**	**Area of need**	
External professional involvement: Educational Psychology: Herts specific learning difficulties advisory teacher: Speech therapy (NHS): Speech therapy (private): Occupational therapy: Physio therapy: Herts Visual impairment advisory teacher: Herts hearing impairment advisory teacher: Herts Physical and sensory impairment team: Herts Communication and autism team: Colnbrook Outreach: Chessbrook Outreach: CAMHS: Step 2:				

	Targeted support in class					
Adaptation	**Child**		**Impact measures**			
	Targeted support-interventions outside of the classroom					
Intervention name	Staff and timing	Child		Entry data (date)	Exit data (date)	Comments
	Additional support					
Break and lunchtime:		**Behaviour**	**Environment:**		**Trips and clubs:**	**Transitions during the day:**

APPENDIX B

Ashfield Booster Provision – Planning & Assessment

Name of Booster:	Teacher/TA Lead:
Week Beginning:	

Target/Key Concept:		Strategies/provision to teach targeted area:
Name of Child:	**Sessions Attended: (tick, cross or n/a)**	**Weekly observations in relation to target (evidence of attainment and effort):**
	☐ ☐ ☐ ☐ ☐ **M T W Th F**	
	☐ ☐ ☐ ☐ ☐ **M T W Th F**	
	☐ ☐ ☐ ☐ ☐ **M T W Th F**	
	☐ ☐ ☐ ☐ ☐ **M T W Th F**	
	☐ ☐ ☐ ☐ ☐ **M T W Th F**	

APPENDIX C

Ashfield Junior School

Whole School Approach to the **A**ssess, **P**lan, **D**o, **R**eview Cycle

Assess:

Teacher assessment and knowledge of pupils including data on pupil progress, attainment and behaviour. The views of parents and pupils' own views. Advice from external support services.

May include use of standardised tests, screening assessments & profiling tools, checklists, observations, specialist assessments from external professionals such as EP/SaLT.

Data regarding progress and attainment submitted & analysed by class teacher —December, March & July
Pupil Progress Meetings involving class teacher, SENCO, Headteacher —December, March & July
SEN Review Meetings—January, April & October

Plan:

Teachers plan for high quality, effective teaching based on the assessed needs of the pupils. Appropriate, targeted provision is determined and additional 'booster provision' is considered. Continual assessment informs adjustments to teaching that will lead to good progress and improved outcomes for pupils.

SENCo collates views and assessment from Pupil Progress Meetings to create Whole Class Provision Maps which reflect key areas for Quality First Teaching as well as additional, targeted provision.

Where appropriate, Personal Provision Maps, Pupil Passports and Additional Provision Checklists are updated accordingly with clear targets/provision based on assessed needs of these pupils.

Training needs considered for implementation of 'booster provision' and staff supported as necessary.

Do:

Class teachers meet with year group HLTA on a weekly basis to discuss targeted support and progress of pupils. Teachers have a clear understanding of the impact of 'booster provision' and effective support.

Effective liaison between different staff regarding pupils' progress through use of Class Diary & Green Files.

Records kept regarding pupils' progress via the Class Diary and Green Files as well as specific assessment records for Booster Provision.

Review:

Continuous review by class teacher of pupils' progress both formally and informally. All staff gaining a greater understanding of what approaches secure better outcomes.

Have pupils met the expected outcomes/end of term or year NC targets? Are they on track? Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?

Booster programmes reviewed against intended outcomes and fed back into Pupil Progress Meetings and Provision Mapping process. Personal Provision Maps, Pupil Passport and Additional Provision Checklists reviewed against intended outcomes/success of provision.

APPENDIX E

Pupil SEN support plan

Name of Child:	**DOB:**	**Term:**	**Date of meeting:**
Attendees at planning meeting: *(tick against names to indicate if attendees also attended review meeting and write in any additional attendees)*			
Contributions prior to planning meeting:			
Notes from school:			
Notes from home:			
Current assessment:	**R:**	**W:**	**M:**
What is working well? Key successes:			

Plan (TARGET AREAS) What do I need to focus on to help me with my learning? E.g. spelling – phonics (phase 5 sounds) comprehension – how/why questions	**Do** (STRATEGIES / BOOSTERS) What do I need to do next? What strategies / boosters will support me in this focus area?			**Review/Assess** (RAG RATE SUCCESS & NEXT STEPS) What can I do now? What worked well for me? What didn't work so well? What are the next steps? *(Circle appropriate RAG rating)*	
		Who	**Frequency**		
		e.g.TA	e.g. daily	R A G	
		e.g. SP (HLTA)	e.g. 3 x 20mins /week	R A G	
				R A G	

Parent/Carer:
How am I going to support my child's learning at home?:

Child:
How am I going to help myself with my learning?:

Class teacher:
SENCO:

Review Date:

ADVICE FROM EXTERNAL PROFESSIONALS				
Name of professional:	**Service**	**Date of visit**	**Date of advice/ Report**	**Key points**