

Castle Hill CP School SEN&D Policy and Practice

Key Contact Personnel in School

Headteacher:
Pete Talbot

SENCo and Assistant Headteacher:
Sue Stockley, Assistant Headteacher

Named SEN&D Governor:
Rebecca Farrell-Southin

Date written: September 2022

Date agreed and ratified by Governing Body: September 2022

Date of next review: September 2023

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Castle Hill CP School

SEN&D Policy and Practice



This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies

Behaviour Policy, Equal Opportunities Policy, Safeguarding Policy, Homework Policy, Complaints Policy

This policy is reviewed annually. Parents have an opportunity to express their views and experiences through the Ofsted Parent View web-site <https://parentview.ofsted.gov.uk/login?destination=give-your-views>. Frequently Asked Questions are included in Appendix 2.

Definition of SEN

A child or young person has SEN 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 difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or

(b) 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. *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

1 The kinds of special educational need for which provision is made at the school

At Castle Hill CP School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance, dyslexia, developmental coordination disorder, hearing impairment, speech and language needs, autism, Asperger's syndrome, Pathological Demand Avoidance, global developmental delay, learning difficulties and behaviour difficulties. Where these special educational needs are more complex and challenging or where there are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, we can access training and advice in an attempt to try and meet these needs within our mainstream setting.

The school currently has pupils with an Education, Health and Care plan with the following kinds of special educational need: hearing impairment, significant speech and language difficulties, global delay and communication difficulties including autism. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. This includes decisions around the admission of pupils to our Hearing Impaired Specialist Resource Provision. The Local Authority states that children should have bilateral severe or profound hearing loss and / or other significant difficulties associated with hearing loss in order for them to access the HI SRP with an Education, Health and Care Plan. At Castle Hill, we run Personalised Learning Groups linked to our Hearing Impaired Specialist Resource Provision. Mainstream children with an EHCP or identified as SEN Support may be able to access a Personalised Learning Group alongside HI children if they are working at least 2 years below their chronological age in all areas of the curriculum. The school reserves the right to agree and confirm places for children in a Personalised Learning Group. Parents will be informed that their child is accessing Personalised Learning.

The school provides space for a Satellite classroom from the local specialist school, The Beacon. The pupils and staff at Castle Hill CP School do not have direct access to this specialist provision. Identified children with an EHCP and on roll at The Beacon access the Satellite class daily.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Castle Hill CP School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points.

Where progress is not sufficient, even if a special educational need has not been identified, we use strategies to enable the pupil to access curriculum learning. Examples of strategies used are listed in Appendix 2.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Castle Hill CP School we are experienced in using the following assessment tools: Speech Link, Language Link, BPVS (British Picture Vocabulary Scale), YARC (York Assessment of Reading for Comprehension), Renfrew Language Scales, Read, Write, Inc assessments, Leuven Well-being and Involvement scale, GL Non-Verbal Reasoning tests and Boxall Profile. We also have access to external advisors who are able to use other assessment tools: STLS (Specialist Teaching and

Learning Service), SALT (Speech and Language Therapy) and Educational Psychology (commissioned access only).

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan, reviewed regularly and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. Parents are notified of their child's special educational needs regularly (on personalised plans and on annual school reports).

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Meetings to review a child's progress will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. For pupils accessing a Personalised Learning Group, we use B-Squared to track individual progress; for all other pupils, their progress is tracked using Target Tracker. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If assessments do not show adequate progress is being made, provision plans will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Castle Hill, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2015, 6.37)

At Castle Hill CP School the quality of teaching is judged to be good / outstanding. (Ofsted April 2014)

We follow the Mainstream Core Standards:

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. mentoring, small group teaching and EAL support. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'. Within our Specialist Resource Provision for Hearing Impaired pupils, we offer small, nurture based teaching and learning opportunities in the form of Personalised Learning Groups taught by experienced teachers or Teachers of the Deaf. In exceptional circumstances, we allow mainstream children to access this provision. Our HI pupils benefit from working alongside hearing peers. Mainstream children attending a PLG are likely to be working at least 2 years below age-expectations, with significant speech, language or learning difficulties. We will inform parents that their child/ren is/are accessing specialist support. The school reserves the right to determine which mainstream children will access this provision. Specialist staff are linked to the HIU; if the numbers of HI pupils decrease, then the numbers of mainstream children accessing this provision will be reviewed.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Castle Hill CP School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements as part of the school's accessibility planning: training an ASD Champion, implementing a Total Communication environment, meeting the visual – auditory – kinaesthetic learning styles of pupils, ensuring differentiated work to enable all pupils to access learning at their level, employing a Czech / Slovak interpreter, engaging external support to meet the needs of EAL pupils, securing full access to the school buildings for pupils with physical disabilities. Special facilities are provided in the Hearing Impaired Unit, which includes a fully treated acoustic environment. The school hall is equipped with an infra-red hearing system with neck loops and stethosets. The floor changes to a contrasting colour to signify sloping floor levels. Once the building renovation works and the

newest building had been completed, Castle Hill CP School was considered compliant with Disability Discrimination Act (DDA) regulations after an inspection. As part of our requirement to keep the appropriateness of our curriculum and learning environment, the Governors regularly review and identify aspects of the school to be improved.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is included in Appendix 2. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the school will apply to the Local Authority for High Needs Funding.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Castle Hill CP School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Castle Hill CP School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance Learning Mentor time, FLO support and/or targeted intervention, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: Play Therapy, Circle of Friends, "time out" facilities, lunch-club, referrals to external agencies (School Nursing, Early Help and Preventative Services, Specialist Teachers, Community Paediatrician, NELFT).

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Castle Hill CP School is Sue Stockley, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination; she also holds the following qualifications: BA (Hons), NPQH.

Sue Stockley is available on 01303 251583 or s.stockley@castlehill.kent.sch.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Some teachers and teaching assistants have attended training in the following areas: British Sign Language (BSL), deaf awareness, behaviour management, dyslexia, autism, language for learning, Down's syndrome, selective mutism, Fizzy.

We currently employ two full-time Teachers of the Deaf and one part-time (0.2) Teacher of the Deaf , nine full-time and two part-time (job-share) Communication Support Workers trained in BSL (Level 2 or above).

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are the Specialist Teaching and Learning Service, Educational Psychology (through a Service Level Agreement only), Speech and Language Therapy, Occupational Therapy, Physiotherapy.

The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Castle Hill CP School are invited to discuss the progress of their children during 2 formal parent's evenings and receive a written report once per year, alongside Assertive Mentoring sheets x3 per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a class Provision Map (Appendix 4) which will be filtered into Personalised Provision Plans (Appendix 5) to be shared with parents three times per year.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Castle Hill CP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, then SENCO and/or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to the Specialist Teaching and Learning service
- A Service Level Agreement alongside core services offered by the Educational Psychology service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from specialist services eg Cochlear Implant Teams
- Membership of professional networks for SENCO eg SENCO forum, AEN update sessions, NASEN

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations. They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Castle Hill CP School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We liaise closely with local private/voluntary/independent nurseries over pupils transferring to our mainstream reception classes in our Primary setting. For children transferring to our Resource Base Provision HI SRP, we liaise closely with their previous school and any external agencies as appropriate eg Audiology, Cochlear Implant Teams, Speech and Language, STLS.

We also contribute information to a pupils' onward destination by providing information to the next setting. We provide information as requested by Secondary schools for pupils transferring into Year 7.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Sue Stockley (Assistant Headteacher for Access and Inclusion)

September 2022

Appendix 1

Additional Support

Updated September 2022

Strategy

Quality First Teaching:

Active listening
 Alternative recording methods (as appropriate)
 Chunk instructions / information
 Consistent behaviour strategies; behaviour monitoring
 Daily drop-ins
 Differentiation
 EAL support
 Focused reading / writing / maths groups
 Language for Learning
 Language for Thinking
 Language Link
 Lunch club
 Maths surgery
 Opportunities to 'time out'
 Physical 'brain' breaks
 Pre-teach (vocabulary)
 Reading comprehension
 Repetition
 Resources which support learning eg sloped desk, pencil grips, coloured overlays
 Restorative approach
 Sensitive grouping / pairing
 Simplified language
 Social skills groups
 Talk for Writing
 Visual timetables

Intervention

Targeted individual and small group support / interventions is/are categorised on personalised plans according to area of need:

STLS CL Maths CL PLG CL Reading CL Small Group Intervention CL Spelling CL Toe by Toe CL Writing SEMH Attendance SEMH Behaviour SEMH Check in SEMH Emotional SEMH Lego Therapy SEMH Play Therapy	CI EAL CI Instructions CI Language Link CI Listening CI SaLT CI Selective Mutism CI Social Skills CI Speech Link PS Audiology PS Clever Hands PS Fizzy PS Handwriting PS Medical PS Personal Care PS Physio & OT PS Sensory
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Other interventions are included in the categories above, according to their primary focus:

Circle of Friends
 Lightning Reads
 PiXL
 Programmes set by external agencies eg Speech and Language, Occupational Therapy
 Precision Teaching
 Reading between the lines
 Task boards

Appendix 2

Frequently Asked Questions

My child is being monitored on the school's SEN Vulnerable List.

Is this linked to Social Services?

The school's SEN Vulnerable List is not linked to Social Services in any way.

It means that your child has not got an identified Special Educational Need, but that the school is closely monitoring them. Your child's name will eventually either be removed from the SEN register or moved up into SEN Support.

Why is my child receiving SEN support now, when they have never received support before?

If your child was previously on the school's SEN register at School Action or School Action Plus, then they were already receiving support. The terms School Action and School Action Plus have been replaced by SEN (Support).

My child has a Statement of SENs. What will the changes to EHCPs mean for them?

By now, Statements of SENs should have been converted into an Education, Health and Care Plans.

Potentially the paperwork has changed, but your child still has access to the same level of provision.

My child is SEN. What support are they getting?

Your child will have a personalised provision plan which will be updated 3 times per year. It details any extra support your child receives and sets small set targets for your child to work towards. This will be discussed with you at parent's evening.

Can I be reimbursed for a trip if my SEN child does not attend/or has to leave trip early because he/she is not coping?

We will try to prepare your child in advance of the trip eg social story, pre-site visit, if we think they will struggle. If you have any concerns prior to a trip or visit, then please discuss them with us. Unfortunately, most cancellation policies request notice of non-attendance with valid reasons or evidence, days or even weeks before the event.

My child has English as an Additional Language (EAL). Is this why they are receiving SEN support?

No. Children who have English as an Additional Language may find English-based activities difficult. Work is differentiated for them to access the learning. They may receive extra support from our EAL team. They are only identified as SEN support if they have other underlying difficulties beyond EAL in line with the definition of SEN on page 1 of this policy.

My child needs 1:1 support. How can I access 1:1 support?

At Castle Hill, children are well supported by experienced class teachers and teaching assistants. In a few cases, children are identified as needing extra support and High Needs Funding is applied for to support the school financially to put this in place. However, schools are expected to fund the first £6,000 to any claim and HNF can only be accessed for children needing very high levels of support. This is often recognised as augmentative ie group rather than 1:1 support as children generally do not need the intensive support that 1:1 offers. It can make children over reliant on other people and reduce their independence. Children rarely access 1:1 support in mainstream or specialist settings.

Appendix 3

Example of a Class Provision Map (Excel)

Date: October 2019

Year Group: 2

Child 1

Child 2

Child 3

SEN Status

Child 1	SEN Support	Primary Need: Cognition and Learning
Child 2	SEN Support	Primary Need: Cognition and Learning
Child 3	SEN Support	Primary Need: Cognition and Learning

Outcomes

			Outcome achieved?
Child 1	CL	By the end of Year 2, Child 1 will have developed his writing skills so that he will have started to write simple sentences independently.	
Child 2	CL	By the end of Year 2, Child 2 will have developed his phonics skills so that he will be able to read and write simple CVC words.	
Child 3	CL	By the end of Year 2, Child 3 will have developed his speech skills so that he can say words with endings.	

Provision Map

Quality teaching strategies:	To take account of individual children's learning styles and adjust teaching accordingly. Differentiated classroom activities to enable SEN children to access the same learning as the main group in the class. To create a warm, safe and empathetic ethos to support children's emotional well-being. Using alternative recording methods. To reduce barriers to learning for children and young people with communication and interaction needs through the provision of an appropriate learning environment.
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Interventions:

Pupil	Intervention	Gp Size	Frequency and staff	Entry data	Exit data	Intervention (short term) target	Outcome What works? What doesn't work? Previously unknown information. Next steps.	Target met? Y/N
Child 4	PS Clever Hands	1:5	FG - 3 x 15 mins			To achieve levels 1 and 2 clever hands.		
Child 3	PS Clever Hands	1:5	FG - 3 x 15 mins			To achieve level 1 clever hands.		
Child 5	CI SaLT	1:1	2 x 10 mins			To understand questioning - who? Where? What is he doing?		
Child 5	CI SaLT	1:4	1 x 15 mins			To understand and use 15 new vocabulary words with 80% success.		
Child 3	CI SaLT	1:4	1 x 15 mins			To understand and use 15 new vocabulary words with 80% success.		
Child 3	CI Speech Link	1:1	2 x 15 mins			To pronounce T and k sounds correctly.		
Child 3	CL Maths	1:5	2 x 15 mins			To recognise numbers 6-10		
Child 6	PS Sensory		Daily			To improve attention and focus after appropriate exercise.		
Child 6	PS Sensory		To wear ear defenders daily			To be able to sit on the mat for 10 mins calmly during learning time.		
Child 1	CL Writing	1:48	During Literacy and RWI			To be able to write on orange lines to complete a simple scaffolded sentence.		
Child 3	CL Maths		PLG			To recognise numbers to 10. To give 1 or 2 more objects when asked and count the total to 10.		
Child 3	CL Reading		PLG			I can tell you the initial sounds of familiar objects.		
Child 3	CL Writing		PLG			I can write 5 letters and 5 numbers clearly (a,o,c,g,d and 1,2,3,4,5)		
Child 2	CI SaLT		PLG			To describe a person or character using adjective noun phrases.		
Child 2	CL Reading		PLG			To read cvc words using magnetic letters		
Child 2	CL Maths		PLG			To write the number that is 1 more than a given number up to 20. To recognise numbers to 20.		

In Year Review 1 Date: Dec-19

In Year Review 2 Date:

In Year Review 3 Date:

Parental Signature

Comments

Appendix 4

Example of a Personalised Provision Plan (filtered from Excel Class Provision Map)

Castle Hill CP School Personalised Plan



Date: Oct 2019									
Year Group: 2									
Child 2									
SEN Status									
Child 2	SEN Support		Primary Need: Cognition and Learning						Outcome achieved?
Outcomes									
Child 2	CL		By the end of Year 2, Child 2 will have developed his phonics skills so that he will be able to read and write simple CVC words.						
Provision Map									
Quality teaching strategies:		To take account of individual children's learning styles and adjust teaching accordingly. Differentiated classroom activities to enable SEN children to access the same learning as the main group in the class. To create a warm, safe and empathetic ethos to support children's emotional well-being. Using alternative recording methods. To reduce barriers to learning for children and young people with communication and interaction needs through the provision of an appropriate learning environment.							
Interventions:									
Pupil	Intervention	Gp Size	Frequency and staff	Entry data	Exit data	Intervention (short term) target	Outcome What works? What doesn't work? Previously unknown information. Next steps.	Target met? Y/N	
Child 2	CI SaLT		PLG			To describe a person or character using adjective noun phrases.			
Child 2	CL Reading		PLG			To read cvc words using magnetic letters			
Child 2	CL Maths		PLG			To write the number that is 1 more than a given number up to 20. To recognise numbers to 20.			
In Year Review 1 Date: Dec-19									
Parental Signature									
Comments									



Appendix 5

SEN Policy – The Beacon Satellite

The Beacon Folkestone is a maintained foundation special school situated in Folkestone and caters for over 350 pupils and young people from reception through to sixth form provision. Pupils and young people all have a current education, health and care plan (EHCP) and have a wide range of profound, severe and complex special educational needs. Special needs include autism, communication and interaction difficulties, physical difficulties and associated learning difficulties.

The Beacon Folkestone will have a provision at Castle Hill Community Primary School for up to 10 Beacon students (KS2 pupils) with an Education Health and Care Plan (EHCP). The Beacon pupils admitted to the Satellite provision at CHCPS will be on the role of TBF and TBF will be named on their Education Health and Care Plan. The pupils will meet the entry criteria for TBF, be enrolled by TBF and remain on roll at TBF whilst this is appropriate to meet their educational needs. KCC will have overall responsibility for admissions

This is an exciting opportunity for pupils to have some mainstream experience personalised to meet their needs, in a caring, nurturing environment.

This is an excellent opportunity for staff at The Beacon and Castle Hill Community to share their knowledge and expertise to the full for the benefit of all pupils.

Each pupil will have personalised timetables, which will support them accessing their education in the most appropriate environment, supported by highly trained staff from the special school.

Through this arrangement, students can receive specialist teaching, while also gaining opportunities to be included into a mainstream school. Staff will work in collaboration with CHCPS staff, to offer specialist programmes, intervention and advise on strategies and resources appropriate to meet the pupil's profile of needs and to maximise their potential.

Opportunities for Castle Hill pupils to access the provision will be organised according to needs and in consultation with parents.

TBF Satellite aims.

- To encourage and enable pupils to learn, develop, flourish and make the best possible progress, supported by The Beacon Folkestone in a mainstream environment, with primary peers who can act as communication, social and learning role models.
- To develop shared values across both schools where children participate, succeed and are proud of their achievements.
- To allow interaction between pupils, parents, staff and governors from both schools to enhance acceptance, tolerance and understanding and giving The Beacon pupils the opportunity to be part of a mainstream educational environment and to give Castle Hill pupils the opportunity to benefit from the support of specialist staff
- To provide a broad, relevant and balanced curriculum based on the special educational needs of individual pupils
- To ensure maximum access and attainment, within and beyond the National Curriculum, by deploying available resources such that pupils receive the support, and have the opportunities required, to foster their personal, social, behavioural, cultural, moral and educational development
- To ensure that pupils realise their full potential and therefore leave the school best equipped to succeed in the next stage of their lives
- To work in partnership with pupils' parents/carers and other external agencies to provide for its pupils' special educational needs.