



St Mary's CE Primary School

'Nurturing Success'

Special Educational Needs and Inclusion Policy

Overview and Inclusion Statement

St Mary's CE VC Primary School values the abilities and achievements of all its pupils, and is committed to "Nurturing Success" in every child. We believe that the key to meeting the needs of all children, including those who may have special educational needs and disabilities (SEND) is that teachers and support staff work together with pupils, parents/carers and outside agencies. In this way we work together to make the curriculum broad, balanced, accessible and engaging; our learning environment safe and stimulating for all children in our school. At St Mary's, every child matters and we strive to ensure that the child is always at the centre of our efforts as we focus on developing opportunities for positive outcomes and success in both academic and personal development areas. Furthermore, as a Church of England School, the belief that each person is created in God's image is accepted and the uniqueness of the individual celebrated. We welcome diversity and celebrate difference. This policy is supportive of these beliefs and everything we do is underpinned by our Christian values.

In ensuring we provide an inclusive education for all our pupils, where the teaching, learning, achievements, attitude and well-being of every pupil matter, this policy takes account of the relevant statutory requirements including:-

- Children and Families Act 2014
- Disability Rights Code of Practice 2002
- Equality Act 2010 and
- The Special Educational Needs Code of Practice 2014.

In addition to the above, our inclusive approach is also informed by the principles relating to Inclusion set out in Section 4 of the National Curriculum in England Framework for Key Stages 1 to 4.

The Governing Body of the school ensures that appropriate provision is made for all pupils including those with SEND and through the academic year monitors and evaluates the effectiveness of this provision. The governors with responsibility for SEN are Jean Kapur and Louise Sheppard.

Links to other Policies

This policy should be read in conjunction with other relevant policies and published information which detail our commitment to inclusion and supporting children with SEND through our leadership, culture and practice :

- Anti Bullying Policy
- Behaviour Policy
- St Mary's Single Equality Scheme, Plan and Accessibility Plan
- Supporting Pupils at school with Medical Conditions Policy
- All Curriculum Policies for individual subjects.
- SEN Information Report
- Local Offer

The school's SEN Information Report (Appendix A) and Local Offer (Appendix B) is published and updated annually in accordance with statutory requirements. All the above documents are available to view on the school website.

Aims of this policy

To ensure that all pupils have access to a broad and balanced curriculum:-

- To ensure that all pupils have an entitlement and access to a broad and balanced curriculum.
- To provide an adapted curriculum appropriate to the individual's need and abilities and to ensure that children with SEND can achieve, progress and fulfil their potential.
- To ensure the identification of all pupils requiring SEND provision and appropriate provision for them as early as possible in their school career within a clear system based on the graduated approach and individual, regularly reviewed plans.
- To ensure that pupils with SEND feel included within the life of the school and take as full a part as possible in school activities.
- To ensure that pupils with SEND and their families are at the centre of our system of support and that they are involved as much as possible in decision making.
- To work effectively with other agencies including Health and Social Care, where appropriate, to ensure that expectations for all pupils are high and that positive outcomes can be achieved.
- To ensure a whole school approach where all teachers are teachers of children with SEND and all staff develop skills to support children with SEND through appropriate professional development programmes and effective resource deployment.

This policy was developed by the Assistant Headteacher-Inclusion in consultation with staff and Governors and all staff are committed to its principles.

Definition of Special Educational Needs

High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to and different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. The Special Educational Needs Code of Practice 2014 provides further guidance and is followed at St Mary's.

A child has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made. A child has SEN if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority (LEA)
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Provision at St Mary's for children with SEND

Under the Special Educational Needs Code of Practice 2014, the needs of and provision for children with SEND can be considered as falling into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

At St Mary's, there are children who have SEND in one of the four areas, or a combination of these, and they receive provision to support them according to these identified needs.

At St Mary's, every teacher is a teacher of children with SEND. Whilst the Headteacher and Assistant Headteacher (Inclusion) oversee support and progress for all children with SEND across the school, class teachers are responsible for providing work, support materials and appropriate strategies to meet the child's needs during lessons.

The type of provision made for an individual will depend on his or her needs but may include:

- Working in class in a small group with an adult.
- Following a specific intervention programme in class or outside the class in a small group or individually. The intervention will be led by an adult but could also involve periods of independent work for example

through following a computer based programme. For some children the adult leading the programme may be a specialist from a relevant agency.

- A child with significant and complex needs with an EHC Plan may make use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.

All schools in the East Riding of Yorkshire Local Authority receive funding for pupils with SEN in these main ways:

- The basic budget covers teaching and curriculum expenses for *all* pupils.
- The delegated SEN budget covers the additional support required.
- Specific funds allocated to pupils with EHC Plans.

The Governing Body, Headteacher and Assistant Headteacher (Inclusion) ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. St Mary's follows LA guidance to ensure that all pupils' needs are appropriately met.

English as an Additional Language

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. However, particular care will be needed with pupils whose first language is not English. These children are termed as having 'English as an Additional Language' (EAL). Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Assistance from an appropriate Support Service may be requested as required.

Early Identification

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Assistant Headteacher (Inclusion), will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification of pupils with SEND is a priority. The school follows the graduated approach of assess, plan, do and review to inform assessment and identification of pupils with SEND. This approach involves parents/carers at all possible stages of the process.

If a child has not yet started at St Mary's, discussions with parents/carers and with the pupil's pre-school or current school will inform consideration of whether a pupil may have SEND and a plan for transition into school and early review/assessment within the first term agreed. If a child already has an EHC Plan, this will be followed and used to inform preparations for the child starting St Mary's.

Once a child is a pupil at St Mary's, his or her attainment will be assessed and progress followed regularly; support strategies will be put in place as required with parents/carers involved in this process throughout. Termly parent/carer consultations provide an opportunity for concerns to be raised by either party.

The school uses a range of assessment tools to monitor pupil progress for all children. These relate to the child's achievement in relation to age related expectations and to progress expected at a particular stage in his or her education. Information is gathered in a number of ways including through observation, formative and summative assessment. If it is felt that there could be a possibility of SEND, the class teacher will complete an 'Expression of Concern' form Appendix D, which will be passed to the Assistant Headteacher (Inclusion) who will agree a course of action and monitor pupil progress closely.

At this point it may be agreed to formulate a plan of action, follow a particular intervention and monitor its impact and/or administer a test that provides a standardised score or an online screening test. It may be felt

that a referral should be made to the school's SEN consultant who is able to administer specific tests including those which assist in the identification of dyslexia, dyscalculia or specific processing or memory difficulties and parental consent will be sought if this is the case. If a child is displaying through his or her behaviour, possible social, emotional or mental health needs, class teachers can make an internal referral to the school's Assistant Head (Inclusion) in the form of a pastoral support referral form Appendix G. Referrals will then be discussed with the Senior Leadership Team (SLT).

The school may also begin to work in partnership with other agencies that are able to assist in the identification of specific needs, for example Educational Psychologist and Social Emotional Mental Health Support Team, Speech and Language Therapist service, SaPTS or other Health agencies. If we are asked to provide information to other agencies, we will require up to 40 working days in which to reply, unless the request requires us to gather information over a longer time period, in which case the reply will take longer. We will involve parents/carers throughout the information gathering and assessment process and can also assist parents/carers in establishing contact with relevant agencies as necessary.

If concerns continue, and parents/carers are in agreement, the school's Assistant Headteacher (Inclusion) can support class teachers and parents/carers in agreeing a point to commence provision at SEN Support level or EHC Plan level. A formal Termly Support Plan Appendix F detailing needs, strengths and targets will be prepared in partnership with parents/carers for all children with identified SEND. To ensure that pupils are included in this process they will complete (with assistance if needed) a Pupil Profile sheet.

Assessment and Monitoring

Once a pupil has been identified as having SEND, and additional provision has been put in place to support him or her, the school monitors the pupil's progress closely. In addition to measuring the pupil's progress in learning against national age-related expectations, the achievement of pupils with SEND is assessed and tracked regularly and notified to parents/carers once a term through the TSP review process. At the additional parent/carer consultation for parents of children with SEND, progress towards specific targets is discussed and children's needs and strengths are reviewed. At this point parents/carers and teachers are able to agree how best to support the child to achieve the targets and, where appropriate, agree new targets. The points discussed at this consultation are recorded for future reference Appendix F. This appointment may take place as part of the Termly Parents' and Carers' Consultation Evenings.

Progress of pupils with SEND may need to be measured in a number of ways depending on the child's needs, and evidence used to inform assessment may include:

- Attainment gap between the pupil and his or her peers being maintained or narrowed.
- Progress being the same or better than that of peers starting from the same baseline.
- Development of greater independent working skills
- Improved access to the full curriculum.
- Improvements in self-help, social, emotional or personal skills.
- Improvements in the pupil's behaviour for learning.

Contributions to the assessment of progress will include:

- Pupil's own perceptions of needs and strengths
- Parent/carer's views
- Teacher's assessments relating to progress and behaviour
- Health and/or social care agencies assessments where appropriate
- Other agencies' assessments where appropriate

The continuous TSP process, which follows the 'plan, do, assess and review' cycle of the graduated approach recommended in the Special Educational Needs Code of Practice 2014, may result in a decision being made by all parties to apply to move the child to a different level of support; for example from SEN Support to EHC Plan level. If this is the case, the procedure to be followed is that established by the Local Authority and the Education Inclusion Service at County Hall will be consulted.

The Assistant Headteacher (Inclusion) coordinates the involvement of agencies and maintains centrally held records. However, the child's teacher is also responsible for updating and maintaining records.

Evaluation

The school evaluates the effectiveness of its provision for pupils with SEND by:

- Tracking the progress made by a pupil from starting points at the beginning of EYFS/Key Stage/year or term to the present time. Specific assessments relevant to the child's individual needs may supplement whole school assessment measures and data is collected in a variety of ways, including through observations, drop-ins and work scrutiny.
- Tracking the progress made by a pupil towards their SMART (specific, measurable, achievable, realistic, time-limited) targets identified on his or her Termly Support Plan. Progress can be measured in a range of ways, for example evaluating a pupil's progress in working independently, demonstrating good behaviour for learning, or ability to recall and apply skills in a range of different contexts.
- Discussing the progress made by a pupil with parents/carers.
- Comparing the progress and attainment of pupils with SEND against national data provided by RAISE online.
- Comparing the progress of pupils with SEND against the progress of pupils who do not have SEND within school.
- The SEN governor(s) meets with the Assistant Headteacher (Inclusion) once a term to evaluate the effectiveness of provision.
- The governing body's Progress and Achievement Committee evaluates data for pupils with SEND alongside other school data at least once per term.

Complaints procedures

The school's Complaints Procedure is available on the school website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Appendices:

Appendix A – SEN Information Report July 2023
Appendix B – St Mary's Local Offer September 2023
Appendix C – Staff Roles and Responsibilities
Appendix D - Expression of Concern
Appendix E – Record of Parent Consultation
Appendix F – TSP
Appendix G – Pastoral Support Referral Form

Appendix A

St Mary's C of E VC Primary School



SEN Information Report

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

St Mary's C of E VC Primary School is a mainstream primary school. We value the abilities and achievements of all our pupils and are committed to "Nurturing Success" in every child. We believe that the key to meeting the needs of each individual child, including those who may have special educational needs and disabilities (SEND), is that teachers and support staff work together with pupils, parents/carers and outside agencies. As a Church of England primary school, everything we do is underpinned by our Christian values.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Early identification of pupils with SEND is a priority. The school follows the graduated approach of assess, plan, do and review to inform assessment and identification of pupils with SEND. This approach involves parents/carers at all possible stages of the process.

If a child has not yet started at St Mary's, discussions with parents/carers and with the pupil's pre-school or current school will inform consideration of whether a pupil may have SEND and a plan for transition into school and early review/assessment within the first term agreed. If a child already has an EHC Plan this will be followed and used to inform preparations for the child starting St Mary's.

Once a child is a pupil at St Mary's, his or her progress will be assessed regularly and support strategies put in place as required. Parents/carers are kept informed through the parent/carer consultation process and through additional contact as necessary. Parents/carers are encouraged to raise any concerns they have about their child's learning by contacting the class teacher in the first instance. Formal progress review meetings take place at least once a term between every class teacher and one of the school's senior leaders, during which concerns about any individual child's learning can be raised. If concerns continue, and parents/carers are in agreement, the school's Special Educational Needs Coordinator (SENCO)/ Assistant Headteacher (Inclusion) can support class teachers in formulating a specific plan for a child, which will be reviewed at the end of a given time period and next steps agreed. At this point, or at a mutually agreed point in the future, parents/carers and school staff can agree that a child has identified SEND and will benefit from provision at SEN Support level or EHC Plan level. A formal Termly Support Plan will be prepared in partnership with parents/carers.

The school uses a range of assessment tools to gauge pupil progress for all children, including those with SEND, on a daily, weekly or termly basis. To help identify specific attainment and needs, recourse

may be had to a test that provides a standardised score or a referral may be made to the school's SEN consultant who is able to administer specific tests including those which assist in the identification of dyslexia or specific processing or memory difficulties. The school also works in partnership with other agencies, that are able to assist in the identification of specific needs, for example Educational Psychologist service or Speech and Language Therapist service, and can assist parents/carers in establishing contact with relevant agencies as necessary. School will be led by parents/carers in all instances and will seek consent before any referrals are made or screeners carried out.

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

(a) how the school evaluates the effectiveness of its provision for such pupils;

The school evaluates the effectiveness of its provision by:

- Tracking the progress made by a pupil from starting points at the beginning of EYFS/Key Stage/year or term to the present time. Specific assessments relevant to the child's individual needs may supplement whole school assessment measures and data is collected in a variety of ways, including through observations, drop-ins and work scrutiny.
- Tracking the progress made by a pupil towards targets identified on his or her Termly Support Plan (TSP). Progress can be measured in a range of ways, for example evaluating a pupil's progress in working independently, demonstrating good behaviour for learning, or ability to recall and apply skills in a range of different contexts.
- Discussing the progress made by a pupil with parents/carers.
- Comparing the progress and attainment of pupils with SEND against national data
- Comparing the progress of pupils with SEND against the progress of pupils who do not have SEND within school.
- The SEN governors meet with the Assistant Headteacher (Inclusion) once a term to evaluate the effectiveness of provision.
- The governing body's Progress and Achievement Committee evaluates data for pupils with SEND alongside other school data

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

At St Mary's, we measure children's progress in learning against national age-related expectations. School may also use the Engagement Model where appropriate to assess children with significant additional needs. The achievement of all pupils, including those with SEND is assessed and tracked regularly. Parents/carers of a child with SEND are notified of his or her progress against Termly Support Plan targets once a term and are involved in the termly review of these, alongside a review of strengths, areas of need and the setting of new targets for the next term. At this point parents/carers are able to agree with the school how they too are able to support their child to achieve the targets. The progress of all groups of pupils, including those with SEND is scrutinised by the at least termly meetings of the Governors' Progress and Achievement Committee, whose members include the SEN governors and the Chair of Governors.

(c) the school's approach to teaching pupils with special educational needs;

At St Mary's, every teacher is a teacher of children with SEND. Whilst the Headteacher and Assistant Headteacher (Inclusion) oversee support and progress for all children with SEND across the school, class teachers are responsible for providing work, support materials and appropriate strategies to meet the child's needs during lessons. Teaching strategies may also include:

- Working in class in a small group with an adult.
- Following a specific intervention programme in class or outside the class in a small group or individually. The intervention will be led by an adult but could also involve periods of independent work for example through following a computer based programme.

- A child with significant and complex needs with an EHC Plan may make use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

All class teachers, supported by the Assistant Headteacher (Inclusion), aim to differentiate work, provide support materials and incorporate appropriate strategies in the classroom to ensure they meet the child's needs. Parents/carers are valuable contributors to the process of identifying what works well for an individual. Continuous assessment and review of provision for an individual informs planning and delivery of the curriculum for a child with SEND.

Adaptations will vary for individuals, but may from time to time include:

- Multi-sensory and engaging approaches suited to an individual's needs and strengths.
- Additional adult support in a small group for classwork.
- Additional adult support on an individual basis for classwork.
- Use of specific intervention programmes in class or outside the class in a small group or individually.
- Use of specific strategies, resources and equipment to enable the child to access the learning. For example access to a coloured gel overlay for a child experiencing visual stress; quiet working areas for a child with sensory issues or a writing slope for a child experiencing particular difficulties with fine motor skills.

(e) Additional support for learning that is available to pupils with special educational needs;

Decisions about the type and extent of additional support a child with SEND receives are made as part of the graduated approach; the assess, review, plan and do process where progress and support plans are reviewed and revised on a termly basis. Parents/carers are involved in this process. In addition to quality first teaching, a child may be identified as likely to benefit from extra support which may include the following:

- Participation in group or individual intervention programmes. For example. to address needs in the areas of English, maths, speech language and communication, physical or social and emotional health. These interventions are planned and run by teams of class teachers and teaching assistants, where appropriate with advice from external agencies.
- Support from an additional adult during particular learning activities.
- Reasonable adjustments are made to help children with SEND learn. For example, some pupils may use special equipment such as writing slopes, pop up screens or coloured overlays.
- Where appropriate, pupils who are preparing for and taking statutory tests are supported with access arrangements for tests. For example additional time, rest breaks or scribes.

Support is allocated by the headteacher on a needs basis and having regard to resources available during a financial year. Teaching assistants are allocated across year groups and their presence in a class may enable the teacher or the teaching assistant to work with children with SEND in that year group for a period of time.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

At St Mary's, every child, has the opportunity to join in with educational visits, including the Year 6 residential if parents/carers wish. If appropriate, class teachers will consult parents/carers to agree reasonable adjustments and adaptations to enable each child to participate or to agree alternative ways of learning if this is what a parent/carer wishes.

All children are encouraged to attend any of the extra-curricular clubs which interest them and which run at St Mary's at various points in the day; before school, during lunchtime or after school. Club leaders will again consult parents/carers/carer to agree reasonable adjustments or adaptations if these are appropriate.

Every day, children may attend the Breakfast Club and/or After School Club. If a child with SEND has particular needs at social times, including playtimes, additional support may be arranged.

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

At St Mary's, we have a strong ethos of pastoral care for all of our children, including those children who have SEND. Children's emotional and social wellbeing is given priority by all staff because we understand that children will find it difficult to learn, progress and achieve their full potential if they are worried or are experiencing difficulties on social or emotional level at school or in other parts of their life. Staff value contributions made and support given by parents/carers if concerns arise. All children are able to contribute their thoughts and feelings in classrooms, e.g. through feelings boxes and through participating in Class and School Councils. There are opportunities for spiritual feelings to be nurtured through daily worship and the pupils who act on the Worship Committee.

All children follow a structured PSHE (Personal, Social, Health and Emotional) education programme and there are regular opportunities for them to participate in learning about the school's commitment to anti-bullying. Children with SEND can be more vulnerable to bullying than other groups and this is reflected in the school's Anti-bullying Policy. E safety and cyber bullying is also regularly revisited and addressed at an age appropriate level. Safeguarding and Child Protection is the responsibility of the Assistant Headteacher-Inclusion (who is also the SENDCo) to ensure the needs of children with SEND are met when these issues arise. A multi-agency approach which involves external education and health agencies is often used when complex issues arise.

If a child with SEND has identified social or emotional needs, he or she can be supported in a variety of ways. For example:

- Attending additional individual or group sessions
- Taking part in a series of planned ELSA support sessions
- Participating in social communication groups sometimes referred to as Circle of Friends or Friendship Group. These may be run by a team which may include the SENDCo, outside agencies (speech and language therapy service or Educational Psychologist) and teaching assistants.
- Accessing an identified 'quiet / clam place' when appropriate and later having the opportunity to discuss feelings.
- Having a Termly Support Plan (or Individual Pastoral Support Plan if there is a risk of exclusion in the future) and accessing the support outlined on it.
- Being supported in school by workers from outside agencies such as Youth and Family Support or the Mental Health Support Team.

The needs of children with medical conditions are met through the procedures outlined in the Supporting Children with Medical Conditions Policy, and this will include the creation of an Individual Health Care Plan, which can cover the administration of medicine and provision of personal care.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

Chris Frankish

Assistant Headteacher (Inclusion) and SENDCo

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Address:

St Mary's C of E VC Primary School

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HU17 7HD

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

Staff training and support is led by the Assistant Headteacher (Inclusion) and SENDCo who is currently working towards the government's new NPQ SENDCo qualification. The current SENDCo has been awarded the NPQSL (National Professional Qualification for Senior Leadership) and he continues to attend selected courses and conferences. He is also working towards the Senior Mental Health Lead award.

Class teachers and support staff, including midday supervisors, receive regular updates and training through the weekly staff meetings for teachers, weekly year group meetings or additional training and support sessions as required. Representatives from the agencies listed below also provide personalised training and support on a needs basis.

Specialist services are provided on the basis of need as identified by school staff in partnership with the child and his or her parents/carers and as assessed by the agency. Previously the following agencies have provided services in training and supporting staff:-

- East Riding of Yorkshire Council
- ERYC Education and Inclusion Service including:-
 - Educational Psychologist
 - Inclusion Practitioner
 - Behaviour Support Team
 - SaPTS
- NHS including:-
 - School nurse
 - Speech and Language Therapy Services
 - Occupational Health Services
 - Physiotherapy Services
 - CAMHS
 - Mental Health Team

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

The school is accessible to users with limited mobility. There is a disabled parking bay in the school car park. The school is on one level. There is disabled and wheelchair access and toilet facilities have been adapted to enable use by wheelchair users. A medical room is also available should assistance with personal care be required. In close liaison with relevant agencies, equipment is provided for children with particular needs to improve access to learning. This could include equipment to aid independence of access around school, aids to independent communication or other aids to overcome barriers to learning.

Before and after school provision is accessible to all children including those with SEND apart from when it may pose a risk to the safety of the child or others. Children with SEND are encouraged to

attend extra-curricular activities, residential visits and day visits, which are organised to ensure that they are accessible to all.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

All parents/carers, including parents/carers of children with SEND, are invited to attend parent/carer consultation meetings in the Autumn and Spring terms and the Open Evening in the Summer Term where their child's learning and progress can be discussed. All parents/carers are encouraged to contact their child's class teacher whenever they have any questions or information to share relating to their child's health, wellbeing and/or learning.

In addition, parents/carers of children with SEND are consulted as part of the plan, do, assess and review cycle at the heart of the TSP process which takes place every term. Parents/carers of children with an EHC Plan will also be consulted and invited to attend the annual review for their child. Whenever specialist agencies are involved in advising the school on meeting a child's needs, parents/carers are consulted and informed and sometimes information is shared through further meetings, which may take place in school.

Parents/carers are welcome at any time to make an appointment to speak to their child's class teacher. Appointments to speak with the Assistant Headteacher (Inclusion) can also be made through the school office or their email address. All can provide signposting to other agencies and sources of support.

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

Children with SEND are involved in reviewing their progress and identifying where they would like to improve every term. They are assisted (where needed) to complete their Pupil Profile. Where a pupil has difficulty in communicating their wishes and feelings, advice is sought from specialist agencies to assist in this process and to ensure that the pupil's voice is heard.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.

If parents/carers are unsure about any of the support or provision being made for their child, they should please make an appointment to discuss this with their child's class teacher or the Assistant Headteacher or Headteacher. If parents/carers feel their concern is not resolved through this process, they should please refer to our Complaints Policy and Procedure which can be found on the school website.

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.

In order to meet the individual needs of a child, advice is sought from the relevant member of staff or external support services listed in Section 5 above.

11. The contact details of support services for the parents/carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32 of the Children and Families Act 2014.

The first point of contact if a parent/carer wishes to discuss something about their child is always the class teacher and appointments to meet, or have a telephone conversation, can be made via the school office. The class teacher and/or parent may then decide that it would be helpful to involve the Assistant Headteacher (Inclusion), who is also the SENDCo, in further discussions. In addition, if a parent/carer is considering whether a child should join the school, appointments can be made with the Assistant Headteacher (Inclusion).

In addition, the school can provide contact details for a range of external agencies including:-

- School Nurse
- Education Inclusion Service (SEN section, Educational Psychologists and Behaviour Support Team)
- Speech and Language Therapy Service (SALT)
- SaPTS
- East Riding Safeguarding Children's Board and Children's Social Care
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Welfare Officer
- East Riding of Yorkshire Council's Families' Information Services Hub (FISH)
- General support services at the East Riding Of Yorkshire Council
- SENDIASS
- Mental Health Support Team (MHST)

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.

If a parent/carer is considering whether his or her child with SEND should transfer to St Mary's, it is important that an initial visit to meet us takes place so that it is possible to see our school and experience our school atmosphere. If the decision is made to go ahead with a transfer, it is important that everyone works together to ensure a smooth transition. This could include working together (parents/carers, existing educational settings and our school staff) to plan ahead and prepare effectively, arrange introductory visits and provide information to share at home prior to starting so that the new pupil feels ready and confident to begin learning in a new environment.

If a pupil is preparing to leave our school for secondary school, we work closely with the new setting and can arrange extra visits for the student if it is felt that this would be helpful. We also liaise closely with staff in the receiving school to ensure all relevant information and paperwork is passed on and all needs/strengths are discussed and understood. If a pupil has an EHC Plan the SENDCo from the receiving school will be invited to the Year 6 Annual Review. This review may take place when the child is in Year 5 within the summer term.

If a child is moving within the school, there is close liaison between class teachers and support staff in the two year groups to ensure continuity of effective support and adaptations to improve support as required and as resources allow. In the summer term staff meetings are set aside for transition meetings including specific time to discuss children with SEND.

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

Details of the East Riding's Local Offer can be found on the dedicated website

www.eastridinglocaloffer.org.uk

Details of our school's Local Offer and this SEN Information Report can be found on the school's website <http://www.stmaryscofe-beverley.org.uk> under the SEN and disability section.

Appendix B

Local Offer



1. What are the following contact details for your setting/school/academy/college? (Please provide contact name, telephone number and email address)			
	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Chris Frankish	Jean Kapur Linsey Wright	Laura Wallis: Headteacher Chris Frankish: Assistant Headteacher (Inclusion/SENDCo)
Contact number	01482 868149	01482 868149	01482 868149
Contact email	StMarysBeverley.Primary@eastriding.gov.uk		
Address	St Mary's C of E VC Primary School Eden Road Beverley East Yorkshire HU17 7HD	St Mary's C of E VC Primary School Eden Road Beverley East Yorkshire HU17 7HD	St Mary's C of E VC Primary School Eden Road Beverley East Yorkshire HU17 7HD
2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)? <ul style="list-style-type: none"> We at St Mary's CE VC Primary School value the abilities and achievements of all our pupils. We are committed to "Nurturing Success" in every child We believe that the key to meeting the needs of each individual child, including those who may have special educational needs and disabilities, is that teachers and support staff work together with pupils, parents/carers, and outside agencies. We belong to a Church of England primary school and everything we do is underpinned by our Christian values. 			
3. Provide the link to the following policies on the website of the setting/ school/ academy /college <ul style="list-style-type: none"> SEND and Inclusion Policy Anti-bullying Policy Health and Safety Policy Safeguarding Policy https://www.stmaryscofeprimarybeverley.co.uk/sen-disability			
4. What is the standard admissions number? 60 <ul style="list-style-type: none"> How many Children and Young People do you have on roll? 400 How many children and young people have SEND? 80 How many children and young people have an EHCP? 23 			
5. How does the setting/ school/ academy /college: <ul style="list-style-type: none"> Identify and assess Children and Young People with SEND? 			

<ul style="list-style-type: none"> • Discussions with parents and transition meetings with pre-school or current school to identify any known needs. • Class teacher observations and assessments supported by involvement of Assistant Headteacher (Inclusion)/SENDCo and specialist agencies as required. • Observations and assessments inform decisions, which are always made in partnership with parents and carers. <p>Evaluate the effectiveness of provision for Children and Young People with SEND?</p> <ul style="list-style-type: none"> • SEND provision and interventions are monitored through the school's internal monitoring and evaluation programme, led by the headteacher and the senior leadership team. • The progress of pupils with special educational needs and disabilities and the effectiveness of provision for them are monitored on a termly basis through progress review meetings and Termly Support Plan review meetings (see next section). • The SEN governor meets with the Assistant Headteacher (Inclusion) once a term to evaluate the effectiveness of provision. • School progress data is evaluated alongside national data by the senior leadership team and governors to monitor the effectiveness of provision. <p>Assess and review progress of Children and Young People with SEND?</p> <ul style="list-style-type: none"> • Each pupil's progress is assessed, recorded and analysed every half term. • All parents are invited to parent consultation evenings with the class teacher in the Autumn and Spring terms. • All parents are invited to Termly Support Plan review meetings with the class teacher. At these, the progress of pupils with special educational needs and disabilities towards specific targets is reported and next steps agreed. Pupils, teachers, support staff and the Assistant Headteacher (Inclusion)/SENDCo are also involved in this review process • The progress of all groups of pupils, including those with special educational needs and disabilities is scrutinised by the termly meetings of the Governors' Progress and Achievement Committee, whose members include the SEN governors and the Chair of Governors.
<p>6. Who are the best people to talk to in your setting/ school/ academy /college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?</p> <ul style="list-style-type: none"> • Please speak to your child's class teacher first. • You can also speak to the Assistant Headteacher (Inclusion) / SENDCo. He is also the person to contact if your child does not yet attend our school.
<p>7. What are the different types of support available for Children and Young People with SEND in setting/ school/ academy /college?</p> <ul style="list-style-type: none"> • Class teachers will provide work, support materials and appropriate strategies to meet the child's needs during lessons. • Provision may also include work in class in a small group with an adult. • A child may follow a specific intervention programme in class or outside the class in a small group or individually. The intervention will be led by an adult but could also involve periods of independent work for example through following a computer-based programme. • A child with significant and complex needs with an EHC Plan may make use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.
<p>8. How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND?</p> <ul style="list-style-type: none"> • Staff training as required. • Weekly staff meeting for teachers. • Weekly year group team meetings between teachers and support staff. • Liaison as required with lunchtime supervisors and other members of the school community.
<p>9. How will the setting/ school/ academy /college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?</p> <ul style="list-style-type: none"> • The class teacher will contact the parent/carer. • The parent will be informed at parent consultation and/or Termly Support Plan meeting. • In the case of a child with an EHC Plan, concerns will also be discussed at the Annual Review meeting.
<p>10. How is support allocated to Children and Young People?</p> <ul style="list-style-type: none"> • Support is allocated on a needs basis and having regard to the resources available during a financial year. Teaching assistants are allocated across year groups and their presence in a class may enable the teacher or the teaching assistant to work with a child for a period of time.

<p>11. How does support move between the key stages?</p> <ul style="list-style-type: none"> • Support is reviewed on a needs basis and having regard to the resources available during a financial year. • Close liaison between class teachers, support staff and SENDCos from the next school if a change of setting is involved takes place at key stage transition points. Information sharing ensures continuity of effective support and adaptations to improve support as required and as resources allow. The goal is always to ensure a smooth transition.
<p>12. Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college?</p> <ul style="list-style-type: none"> • Services are provided on the basis of need as identified by school staff in partnership with the child and his or her parents and as assessed by the agency. Previously the following agencies have provided services:- • East Riding of Yorkshire Council • ERYC Education and Inclusion Service including:- <ul style="list-style-type: none"> ○ Educational Psychologist ○ Inclusion Practitioner ○ Behaviour Support Team • SaPTS • SEN Consultant • NHS including:- <ul style="list-style-type: none"> ○ School nurse ○ Speech and Language Therapy Services ○ Occupational Health Services ○ Physiotherapy Services ○ Mental Health Support Team
<p>13. What training have staff received to support Children and Young People with SEND?</p> <ul style="list-style-type: none"> • Support is led by the Assistant Headteacher (Inclusion) who will work towards the government's new NPQ qualification for SENCo's within three years of being appointment to the post. He regularly attends training and network meetings through the Local Authority. • Class teachers and support staff are supported by the Assistant Headteacher (Inclusion) and receive regular updates and training through the weekly staff meetings for teachers, weekly year group meetings or additional training and support sessions as required. Representatives from the agencies listed in section 12 above also provide personalised training and support on a needs basis.
<p>14. How will teaching be adapted for a Child or Young Person with SEND?</p> <ul style="list-style-type: none"> • Class teachers will differentiate work, support materials and appropriate strategies in the classroom to ensure it meets the child's needs. Further adaptations will depend on the child's needs but could include:- • Additional adult support in a small group for classwork. • Additional adult support on an individual basis for classwork. • Use of specific intervention programmes in class or outside the class in a small group or individually. The intervention will be led by an adult but could also involve periods of independent work for example through following a computer based programme. • Use of specific strategies and resources to enable the child to access the learning. For example access to a coloured gel overlay for a child experiencing visual stress; quiet working areas for a child with sensory issues or a writing slope for a child experiencing particular difficulties with fine motor skills. • A child with significant and complex needs with an EHC Plan could follow a specially adapted and individual programme and be supported by a wide range of specialist equipment, making use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.
<p>15. What support is available for parents/ carers of a Child or Young Person with SEND?</p> <ul style="list-style-type: none"> • The Assistant Headteacher (Inclusion) • Class Teachers • Headteacher <p>All can provide signposting to other agencies and sources of support.</p>
<p>16. How is the setting/ school/ academy /college's physical environment accessible to Children and Young People with SEND?</p> <ul style="list-style-type: none"> • The school has disabled/wheelchair access and disabled toilet facilities. A medical room is also available should assistance with personal care be required. In close liaison with relevant agencies, equipment is provided for children with particular

needs to improve access to learning. This could include equipment to aid independence of access around school, aids to independent communication or other aids to overcome barriers to learning.
<p>17. What facilities are available for Children and Young People with SEND on the setting/ school/ academy /college site e.g. special quiet room, lunchtime club?</p> <ul style="list-style-type: none"> • We offer a wide range of lunchtime and after school clubs. • A breakfast club is available daily. • Additional facilities for individual pupils could also be provided to meet individual needs for quiet times or spaces if required.
<p>18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)</p> <ul style="list-style-type: none"> • The goal is always to ensure a smooth transition. • If a child is joining the school, there are discussions with parents and transition meetings with pre-school or current school teachers, support staff and SENDCos to share information about any known needs and effective ways of meeting these needs. • If a child is joining another school, there is close liaison between class teachers, support staff and SENDCos from the next school. Information sharing ensures continuity of effective support and adaptations to improve support as required and as resources allow. • If a child is moving within the school, there is close liaison between class teachers and support staff in the two year groups to ensure continuity of effective support and adaptations to improve support as required and as resources allow. • Annual reviews also enable a detailed sharing of information for those children with EHC Plans.

APPENDIX C



Staff Roles and Responsibilities

Assistant Headteacher (Inclusion)

The Assistant Headteacher (Inclusion) plays a pivotal role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day-to-day operation of the policy
- co-ordinating the provision for pupils with SEN, including co-ordinating regular reviews of TSPs and statutory reviews of EHC Plans as outlined in The Special Educational Needs Code of Practice 2014.
- liaising with and giving advice to colleagues and leading CPD relating to SEND
- advising on a graduated response to provision for pupils with SEND
- overseeing pupils' records, including SEND records
- liaising with the parents of pupils with SEND
- liaising with early years providers and secondary schools, educational psychologists, health, social care and independent or voluntary bodies who may be providing SEN support and advice to a child and their family.
- providing a key point of contact for external agencies, including the Local Authority in matters relating to SEND
- liaising with potential next providers of education to ensure a pupil and his or her parents are informed about options and to assist in the planning of a smooth transition
- working collaboratively with curriculum coordinators so that the learning for all children is given equal priority
- ensuring with the headteacher and school governors, that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

For effective co-ordination the Assistant Headteacher (Inclusion) must make staff aware of:

- the roles of the participants
- the procedures to be followed
- the responsibility and accountability all teachers have in making provision for SEN pupils and applying the principles set out in The Special Educational Needs Code of Practice 2014 , including the graduated response.
- the commitment required by staff to keep the Assistant Headteacher (Inclusion) well informed about pupils' progress
- mechanisms that exist to allow teachers access to information about SEND pupils
- what exactly constitutes a 'level of concern' and at which point provision at SEN Support Level is initiated
- mechanisms that exist to alert the Assistant Headteacher (Inclusion) to such 'levels of concern'
- the procedure which may result in pupils being placed at the level of SEN Support Level or EHC Plan Level .
- the procedure by which parents are involved in concerns and the possible subsequent SEND provision
- strategies and resources for teaching pupils with specific learning difficulties.
- knowledge of specific learning difficulties / syndromes

Additionally, the Assistant Headteacher – Inclusion must make parents aware of

- the means by which they can be involved in decisions about provision for their child and how and when they are able to contribute to this process

Governors

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for SEND pupils
- ensuring the school fulfils its statutory responsibilities relating to pupils with SEND
- ensuring that pupils with SEND are fully involved in school activities
- having regard to The Special Educational Needs Code of Practice 2014 when carrying out these responsibilities
- being fully involved in developing, monitoring and subsequently reviewing policy relating to pupils with SEND
- ensuring that arrangements are in place to support pupils at school with medical conditions
- being involved in the development and review of the school's Local Offer
- being involved in reviewing arrangements for ensuring accessibility for disabled children so that steps are taken to prevent disabled children being treated less favourably than others and publishing information about these arrangements and accessibility plans
- ensure that a qualified teacher is designated as SENDCo and work with him or her
- ensuring parents are kept informed about the school's policies relating to SEND
- working with the headteacher and Assistant Headteacher (Inclusion) to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The Governing body have appointed members to take an interest in and monitor the school's work on behalf of the children with SEND. The governors meet every term with the Assistant Headteacher (Inclusion) to be updated on current issues. The governor is also invited to attend relevant CPD.

Headteacher

The headteacher's responsibilities include

- the day-to-day management of all aspects of the school including the SEND provision taking account of the The Special Educational Needs Code of Practice 2014
- reporting to the Governors about SEN related issues within the school and supporting them to carry out their responsibilities
- working closely with the Assistant Headteacher (Inclusion)
- informing parents of the fact that SEND provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- ensuring that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being responsible and accountable for the progress and development of pupils with SEND in their class, even where pupils access support from teaching assistants or specialist staff
- using high quality teaching, differentiated for individual pupils and responding to the specific needs of pupils who have or may have SEND
- having high expectations for each pupil with SEND and teaching them a broad and balanced curriculum whatever his or her prior attainment
- being responsible for providing additional intervention and support for pupils with SEND
- following the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND
- participating in and implementing the assess, plan, do, review cycle of the graduated response
- collaborating with the Assistant Headteacher (Inclusion) to develop and review TSPs for pupils with SEND, leading parental review meetings and fulfil the statutory requirements for pupils with EHC Plans.
- working with SEND pupils on a daily basis to deliver the individual programmes set out in the TSP and ensure that they make progress

- involving parents in decision making relating to provision and developing constructive relationships with them
- being involved in the development of the school's SEND policy
- monitoring and supporting the work of Teaching Assistants working with pupils with SEND on TSP targets and across the curriculum .

Teaching Assistant

- to work daily with groups and individual pupils identified as having SEND
- to liaise with the class teacher and Assistant Headteacher (Inclusion)
- to keep appropriate records and assessments
- to contribute to and attend annual reviews of EHC Plans if appropriate
- to follow and implement TSPs and contribute to the assess, plan, do, review process of the graduated response
- to contribute to the planning process in year group teams and strive to improve outcomes for pupils with SEND

Appendix D



Expression of Concern

Child's name: _____ Date of Birth: _____ Teacher : _____

Nature of difficulty Cognition/learning Communication/interaction Social /emotional Physical/sensory

Attainment / progress for last three terms and EYFS and/or KS1 attainment as appropriate.

Reasons for concern

Parental Contact – Please give dates and brief details of discussions which must have taken place before this form is handed to AHT Inclusion.

Pastoral Care/Medical – Please give details of involvement with any Education, Health or Social Care Agencies.

Signed (CT) Date.....

Discussion notes and decision

Child to be added to be supported at SEN Support Level or above? Y/N

Child's progress to be monitored and reviewed after a given period? Y/N

Signed (Assistant Headteacher (Inclusion)..... Date

Please now keep records to show attainments/ progress and note/date all intervention groups and additional support.

Appendix E



Record of parent / teacher consultation

Child with SEN Support or EHC Plan

Child's name :

Date of consultation : Face to face/phone Present :

Focus for meeting :TSP

Purpose : To share information and consult on how to helpachieve the best possible outcomes and progress taking into account his/her strengths and the things that he/she finds particularly difficult. The plan will be used as focus for discussion.

1. Any questions before we start looking at the plan?
2. Are any changes/additions needed to the factual details on the **first page** of the form? Agency involvement, **areas of need**, strengths etc or any questions? An opportunity to discuss and explain **progress** so far.
3. Are there any changes/additions needed to the proposed outcomes on the **second page** of the form or any questions? An opportunity to discuss **next steps**.
4. What's working well at home and in school? How can we build on this?
5. What isfinding particularly difficult? How can we help with this?
6. Any other questions or action points? Parents to please sign plan and pass to teacher. Next step pupil to see/understand this plan and sign (in class within next few days).
7. Next opportunity to meet in this way (other than at parent consultation meeting), will be in second half of next term, when progress will be reviewed and a new plan can be discussed. Emphasise information can be shared or appt can be arranged at any point in meantime if needed.



Appendix F

ST MARY'S CE PRIMARY SCHOOL

TERMLY SUPPORT PLAN

Date

Name XX

DoB 28.05.13

Class

SEN stage:

SEN Support / EHC Plan

Agency Involvement

Ed Psych	Beh Support T	SEN specialist	Occ Therapy	Sp & Lang Therapy	Physio therapy
Social Services	Visually Imp Service	Hearing Impaired Ser	CAMHS	Paediatrician	Other

	EYFS			Y1			Y2			Y3			Y4			Y5			Y6		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Attainment							1B	W	1A	2B	1B	2C	2A	2C	2A						
Other asst Standardised scores rdg/spelling/maths							85/18		72/9	81/20	84/11	76/19	83/29	99/28	80/33						

XX's Areas of Need 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health			XX's Strengths 1. Listens, asks questions, works hard and makes progress when feeling settled and confident. 2. Making improvements with reading of words and spelling. 3. Caring and kind Keen to do his best when feeling secure.		
Outcomes	Provision			When?	Evaluation

1. Use different connectives to improve length and detail in sentences then check each sentence makes sense. Big Writing shows Success Criterion progress.	VCOP pyramid Word mats A quiet place for work so that XX feels settled and confident	Every day in class 1 X week in ability group.				
Who →	TA small group	TA in class	CT differentiation	Ability group	TA 1:1	Home
2. Improve how words and sentences are used and understood with Mrs Payne and in class. Progress to achieve targets in S & L plan.	S & L plan and resources Visual reminders of instructions and tasks in class	Every day in class 2 X week with Mrs Payne				
Who →	TA small group	TA in class	CT differentiation	Ability group	TA 1:1	Home
3. Learn how to read and spell words with vowels together and vowels with +r. Go over how to spell words with long and short vowels with silent e. Complete three towers of FR Level 4 by Oct 2014 and improved spelling accuracy in Big Writing.	Lexia ALS group Try book Word mats	2 x Weekly 1 X week with Mrs Fenn				
Who →	TA small group	TA in class	CT differentiation	Ability group	TA 1:1	Home
4. Use CLIC test calculation skills to improve accuracy in four rules and daily maths lessons. Improved calculation accuracy in Big Maths and classwork. Progress to L3	Four rules Apparatus to help e.g. little whiteboard A quiet place for work so that XX feels settled and confident	Every day in class 1 X week in ability group.				
Who →	TA small group	TA in class	CT differentiation	Ability group	TA 1:1	Home
5. Improve listening and understanding skills with Mrs Payne and in class. Improved accuracy with listening tasks and following instructions-gradually building from short to longer tasks/instructions.	KS1 listening skills book KIMS game / Sequencing activities. Visual reminders. S & L Plan resources	Every day in class 2 x weekly with Mrs Payne				
Who →	TA small group	TA in class	CT differentiation	Ability group	TA 1:1	Home

Parental Involvement – Play memory games and support XX with his listening skills, by giving him tasks to do.

Pupil Involvement – Read to your reading buddy every day and recount the story.

Contributors to TSP

Signed _____

Signed _____

Review Date

Appendix G ST MARY'S CE PRIMARY SCHOOL

Pastoral Support Referral Form

This form should be completed if you think a child may benefit from pastoral support in school. It should be completed by the child's class teacher then then given to Chris Frankish (SENCO).

Date:

Name of Child :

Class teacher:

Reason for concern (please include as much detail as possible)	
How does the child present in school? (i.e. friendships, attitude to learning, anxiety levels)	

<p>Do the parents have any concerns?</p> <p>How does the child present at home?</p>	
<p>What has already been tried before?</p> <p>Does anything make the situation better and/or worse?</p>	

Please use the following table to help prioritise key areas to target:

	Skill	Ability (5 good)				
		1	2	3	4	5
Emotional Awareness	Ability to recognise how they feel					
	Ability to say how they feel and why					
Social Skills	Taking turns					

	Speaking in a pleasant tone of voice						
	Sharing						
	Asking for help						
	Paying attention to others						
Friendship skills	Ability to initiate a friendship						
	Ability to maintain a friendship						
	Understand what a good friend looks like						
Self-Esteem	Ability to identity their strengths						
	Can accept praise						
	Can accept constructive criticism						
	Perseverance for tasks they find difficult						
	Ability to cope with new experiences and change						
Anger Management	Ability to recognise when feeling angry						
	Knowledge and use of strategies to help calm down when angry						
	Ability to seek adult help when angry/frustrated						
Anxiety	Ability to recognise/identify their worries						
	Ability to understand that some worries are in their control/some are not						
	Ability to understand how worries are making them feel						
	Ability to make a plan to manage worries						
	Can use strategies to manage worries						

Please consider what you would like to be different as a result of this referral. Targets should be SMART in that they identify who the target is for, what they need to be able to do and when or what situation they need to be able to do it.

Target	Review
1.	