

SKERNE PARK ACADEMY



Special Education Needs and Inclusion Procedure

**Adopted Date: tbc
Review Date: March 2017**

Graduated Approach to SEN



Additional provision map for children with barriers to learning (not necessarily SEN)
Initial concerns checklist completed by class teacher and shared with SENCo



First step-inclusive quality first teaching
All staff to be aware of a child's needs using student passports (see resource)
Target setting with a focus on outcomes identified on the focussed intervention plans



Pupil progress meetings every three weeks in teams. Share the additional provision map and discuss.



Share the learning journey with pupils and parents
Focussed Intervention Plans

Initial Concerns Checklist

Completed by class teacher on																		
Child Information																		
Name									DOB									
Year group									Class teacher									
Attendance									Exclusions									
Home Language									Any previous school?									
Medical information																		
Specialist services involved to date? -health -education -social services																		
Achievement data																		
Current EYFS data	PSED			C & L			Phy		Lit		Num		U the W			Arts		
	M R	C & A	F & B	L & A	U	S	M & H	H & S- C	R	W	Nu m	SS & M	P & C	W	T	E	I	
Year	1			2			3			4		5			6			
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Levels																		
Language																		
Speech sounds																		
Expressive																		
Receptive																		
Social and functional																		
Literacy																		
Phonic phase																		
Comprehension skills																		
Book Band Level																		
Letter formation																		
Example of free handwriting attached?																		
Number and calculation																		
Number recognition to...																		
Counting forwards and backwards?																		
Can confidently use + - X ÷																		
Behaviour for Learning																		
Concentration levels																		
Co-operation																		
Independence																		
Engagement																		
Confidence																		
Self-esteem																		
Organisation																		
Self-control																		

Differentiation over time		
What action has already been taken through curriculum differentiation to address the child's needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?		
Differentiation	Impact-progress and inclusion	
Parents' and child's perspective on child's strengths/additional needs <i>Summarise information from discussions</i>		
Parents/carers-have concerns been shared to date?		
Child views		
Additional Observations-note any key issues raised		
Parents (behaviour at home)		
Support staff		
Previous class teacher (s)		
Lunchtime supervisors		
List individual assessments completed to support identification of need, including behaviour charts/plans		
Test	Date	Outcome
Outcome of meeting to consider placement on the SEN register		
Agreed action		
Further assessment required		
Further modifications to teaching approaches		
Targeted provision at School Support		
Refer for external support		
Class teacher		
Date of next review		
SENCO		
Date		

Focused Intervention Plan

Class teacher: Year

Intervention needed: Staff member running the intervention:	Children in group and starting levels:	Start date and duration:	Expected progress:
<u>Outline of learning strategies</u>		<u>Quantative Progress of each child</u>	
<u>Evaluation</u>		<u>Qualitative Outcomes for each child</u>	

Mapping Additional Provision

AUTUMN TERM 2014/2015 Class: 2WR NAMES	Barrier to learning?	Entry NC Level			Previous additional provision	Additional to/different from provision required to address needs?	Time required	Mid-term review date?	Exit NC Level			Comments
		R	W	Ma					R	W	Ma	
	<i>unable to recognise set 2 sounds ea, ew and igh</i>	<i>1a</i>	<i>1b</i>	<i>2c</i>	<i>Year 1 Literacy group intervention 1:6</i>	<i>1:1 tuition</i>	<i>4 hours</i>	<i>October 24th 2014</i>				
	<i>Recognising 1-10</i>	<i>1b</i>	<i>1c</i>	<i>P7</i>	<i>none</i>	<i>1:1 tuition with numicon</i>	<i>10 mins x3 a week</i>	<i>October 24th 2014</i>				

Student Passport

Student Passport			
Name:	PHOTO	I would like you to know that:	
DOB:		1.	
Class:		2.	
Class teacher:		3.	
		4.	
Date to review:			
It would help me if you could:		I will help myself by:	
1.		1.	
2.		2.	
3.		3.	
I find it difficult to:		Additional support	
1.			
2.			
3.			
Current data	Reading		Signed:
	Writing		
	Numeracy		Date: