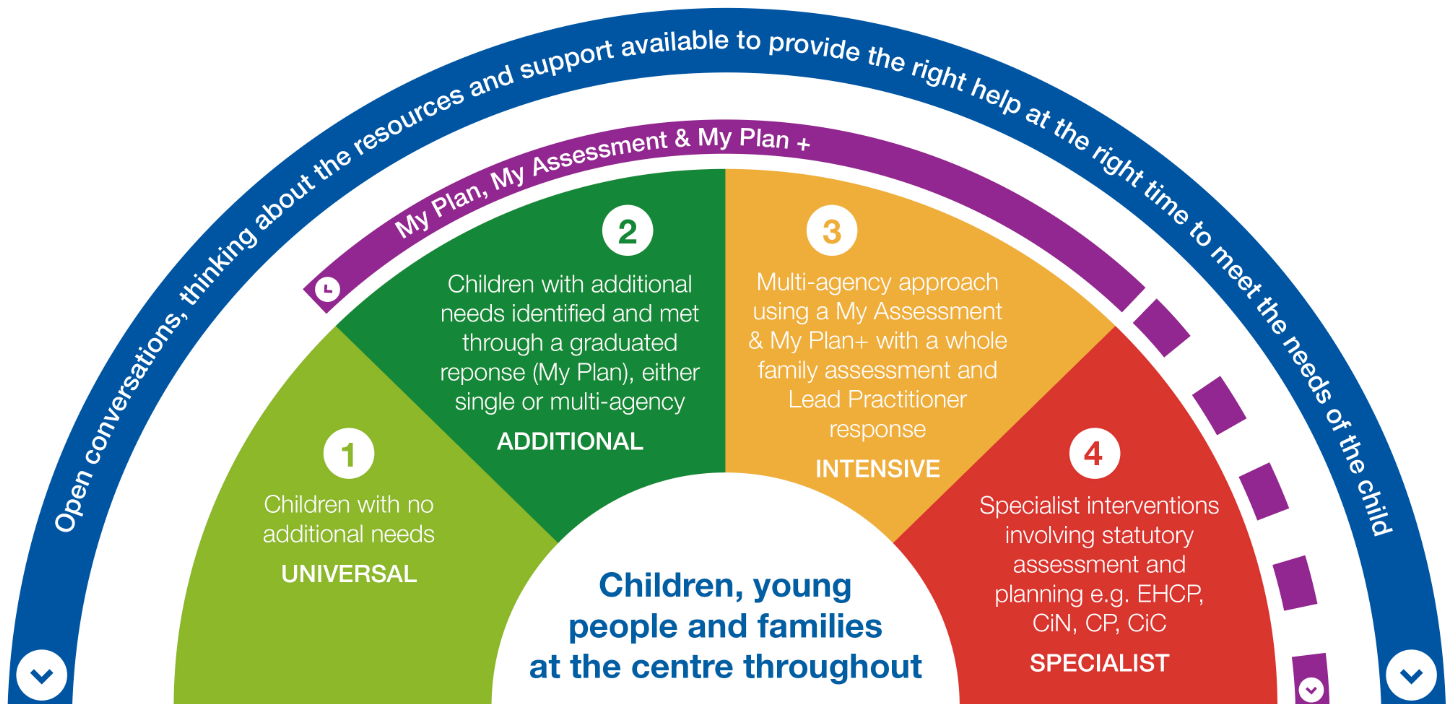


Whiteshill Primary School

SEN Intervention Policy



Using the graduated approach outlined in the SEND Code of Practice, we run a four-part cycle when supporting children with SEND: Assess, Plan, Do, Review.

Assess

When identifying a child with an additional need, the first step in the process will be to assess their current level of need to provide some baseline data. This can be done in a range of ways which may include observation, summative assessment, discussion with parents, checklists, reports from outside agencies, etc. If the child has an Education and Health Care Plan (EHCP) in place, the needs from the EHCP will be used to identify shorter term goals on the class provision map and a termly My Plan. At this point, the child will complete a My Profile to ensure their voice is heard in the identification process. This will be regularly reviewed, with a new My Profile being completed annually. Parents will be engaged at this point so that they understand the process and are informed that their child has been identified as having an additional need.

If the needs are more complex and support from more than one external agency is needed to ensure the child continues to make progress, the child will be moved to Level 3, and a My Assessment and a My Plan+ will be completed. The My Assessment is a conversation with parents, where a document is filled in which helps build a detailed picture of the child's family

background, life at home, medical background and a thorough description of their needs – this can be a useful step in understanding the child and it keeps the child and family very much at the heart of the process. The My Plan+ enables needs and outcomes to be set with external agencies, as well as the school. Parents/carers and the child, if appropriate, will be involved in helping set these outcomes and in agreeing which external agencies will be involved.

In a small number of cases, the special need is significant enough for the child to be considered for Statutory Education, Health and Care Assessment (Level 4). The Local Authority (LA) will be involved in considering the need for Statutory Assessment and the school will put forward only those children who have been assessed as requiring a level of support beyond that which a school is reasonably expected to provide from its own resources. It is also a parental right to request consideration of their child for Statutory Assessment. When appropriate, the LA will carry out a multi-disciplinary assessment and then formally consider the need for an EHCP.

Plan

This baseline data will be used to identify an appropriate outcome for each need. This will be done by the class teacher supported by the SENCO in allocated non-contact time outside of the classroom. The class teacher will add this need and outcome to their class provision map. At this point, a plan will be made by the class teacher, based on advice from outside agencies or the school's SEND strategy for intervention (see section 'Do'). The SENCO will ensure this plan is in line with policy and outside advice and will add it to the child's My Plan or My Plan+, creating an intervention timetable based on all needs across the school to ensure efficiency of staff use and training.

Do

If intervention is needed, we will use the following graduated approach:



Step 1

The first step may be some changes in the classroom (for example in the grouping of pupils, allocation of support from a TA or certain resources e.g. manipulatives). This will be implemented and monitored by the class teacher and if appropriate, backed up by home support to increase the pupil's involvement and motivation.



Step 2

The second step may be some group or individual support from the teacher or a member of the support staff, either within the classroom or in a separate teaching space. For example, a child may receive more regular 'Maths Meetings' to gain extra teaching input in the universal classroom timetable.

Step 3

The third step may be to provide the child with a carefully selected intervention, in line with the school strategy and following advice from the SENCO. Some interventions may be in small groups, and some may be 1:1. Interventions will be planned during the teacher's termly provision map review for the next term. The SENCO will create an intervention plan based on the completed provision map to ensure efficient use of staffing and to make sure that support staff have the appropriate training and skills to carry out the intervention they are tasked with. If a child masters a target during the intervention, support staff will let the teacher know so that a new target can be set before the end of the term to avoid wasted learning time.

Step 4

Intervention from external agencies where we do not have the expertise in school to meet the child's need e.g. speech and language therapy, Talkwell, play therapy, young carers, CAMHS.

Interventions outside of normal curriculum time, e.g. maths during a geography lesson, will only be done when necessary and when support within the taught subject does not allow the child to make progress. This approach means that children with additional needs miss out on as little of the whole curriculum as possible.

See the school's 'Waves of Intervention' document for specific intervention plans for different areas of need. Equipment and facilities to support children and young people with special educational needs will be secured through the school's SEND budget and through additional top-up funding for those children with an EHCP. They may also be provided by external agencies working with the child, e.g. Occupational Therapy, Speech and Language Therapy.

Review

Once an initial plan has been completed, it will be shared with parents. Thereafter, provision maps will be reviewed once every full term (Autumn, Spring and Summer) with new outcomes set or adjusted as they are met. Exit data will be compared to baseline data (see above) to say whether outcomes have been achieved, not achieved or partially achieved. My Plans and My Plan+ will be completed by the SENCO at this point and shared with parents, with at least two in-person review meetings offered each year.

The SENCO will use this provision map review each term to monitor the impact of the provision being made for children identified with SEND. At the end of each academic year, the SENCO will

also analyse key attainment data to discuss the progress of children who have been identified as working below the age-related expectation who may therefore have an additional learning need. This information will form a starting point for the class teachers to create a new class Provision Map for the coming academic year.

In the summer term, provision maps will be reviewed by the outgoing class teacher so that a plan is in place for any incoming teachers and intervention is not impacted by the move to a new class.

Where external agencies are involved, they will be invited to attend or send a report to all review meetings to ensure that the voices of all those involved with the child are represented.