



SEND POLICY

Date of review: May 2026

Next review: May 2027

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Name of SENCOs: Laura Eastwood (EYFS classteacher)

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National Award status:

SENCO holds the National Award for Special Educational Needs Co-ordination (NA-SENCO)

Headteacher holds the National Award for Special Educational Needs Co-ordination (NA-SENCO)

An additional member of staff is currently completing the NPQSEND

GUIDING PRINCIPLES AND OBJECTIVES

This policy has been drawn up in consultation with the whole staff to develop a procedure for identification and provision for children with special educational needs and/or disabilities in line with the SEN Code of Practice 0-25 guidance (2014). We feel that a clear procedure to identify and assist children with special educational needs and/or disabilities and a clear vision of what we hope to achieve will help us to fulfil our aims.

In this school, every teacher is a teacher of every child, including those with special educational needs and/or disabilities and we aim to:

- raise the aspirations of and expectations for all pupils with special educational needs and/or disabilities,
- fulfil all children's entitlement to an education
- enable all children to participate in the life and work of the school, to the best of their abilities, whatever their needs.
- ensure that all children with special educational needs and/or disabilities will be included within all classroom and out of school activities.

Our objectives are:

- to identify and provide for pupils who have special educational needs and disabilities
- to work within the guidance provided in the SEND Code of Practice (2014)
- to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- to provide a SENDCo who will oversee the whole school approach to the inclusion of children with SEND
- to provide support and advice for all staff working with pupils with special educational needs and disabilities
- to develop and maintain partnership and high levels of engagement with parents
- to ensure access to the curriculum for all pupils

Definition of Special Educational Needs (SEN)

According to the Children and Families Act 2014 (section 20) and the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is 'additional to' or 'different from' that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Areas of Need

Below are the four broad areas of need as defined in the SEN Code of Practice 2014. While these categories of need broadly identify aspects of primary areas of need for children, at Kirkby on Bain CE Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

'Learning difficulties' covers a wide range of needs, including, but not limited to:

- moderate learning difficulties (MLD);
- severe learning difficulties (SLD);
- a high likelihood that children will need support in all areas of the curriculum and
- associated difficulties with mobility and communication, through to
- profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Disabled Pupils

Many children who have SEN may 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Other Barriers to Learning

The following are not included in the definition of SEN but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked-after child (LAC) or adopted child
- Being a child of service personnel
- Behaviour – if a child’s behaviour is causing concern the school will identify the underlying need which the behaviour is a response to

A Graduated Approach to SEND

It is the class teacher’s responsibility to provide quality-first teaching for all pupils. Pupils who are making less than expected progress will be provided with appropriate intervention and/or relevant adjustments. Pupils are only identified as having SEN if they do not make adequate progress after they have had appropriate intervention/adjustments and good quality personalised teaching. Where a child is participating in an intervention as it designed to be used, e.g. for a set period of time to help them grasp an area of learning they are finding difficult; to catch up on a missed section of teaching or to fully secure new learning, this is not an indication of a special educational need. Where the intervention is in place continually or replaced with a different intervention with the same educational purpose, this can constitute support which is ‘additional to’ or ‘different from’ the majority of their peers.

Class teachers make regular assessments of progress for all pupils. In doing so, they identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs.

The first response to less than expected progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCo, should assess whether the child has SEN.

The school adopts an Assess – Plan – Do – Review cycle:

Assess

Individual assessments are made to determine a pupil’s specific needs

Plan

A plan is formulated to include: inclusive quality first teaching; targeted interventions; clear targets and a date for review.

Do

Teachers work closely with teaching assistants to ensure the above plan is implemented,

Review

Outcomes are tracked, views of teachers, support staff, pupils and parents are gathered and changes to the plan are considered.

The child and his/her parents are involved at every stage of this cycle.

A record of all children with SEN will be maintained on the school's SEN register.

SEN Support

Parents/carers will be involved from the earliest stages of concern and will be fully informed of the support that their child is receiving. Once it has been identified that a child has a special educational need, a meeting will be held with the parents/carers and the process for meeting the need will be explained (see cycle above). The child will be involved in discussions on how their needs are to be met at a level appropriate to their age. A support plan will be written detailing a description of needs, the targets, strategies, provision and will specify a review date. At the review stage parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

Specialists may be involved at any point to advise them on early identification of SEN and effective support and interventions. A specialist should be involved where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Such specialist services may include, but are not limited to:

- The Specialist Teaching Team
- An Education Psychologist
- Pathways
- Child and Adolescent Mental Health Services (CAMHS)
- Healthy Minds
- Speech and Language Therapy (SALT)
- Working Together Team
- Dyslexia Outreach
- Specialist teachers with responsibility for hearing and vision impairment
- Occupational therapists and physiotherapists

Education and Health Care Plans

The needs of the vast majority of children who have SEND should be met under the school-based stages of SEN Support and by the resources made available to schools through the delegated funding arrangements without the statutory involvement of the Local Authority. However, in a small minority of cases, those children with complex and severe needs, the school or parents should consider requesting an Education, Health and Care needs assessment. Applications are made using the guidelines set out by Lincolnshire County Council and they will follow

the regulation set out in the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015).

If, after considering the application and carrying out the assessment by the Local Authority, it is deemed necessary an Educational, Health and Care Plan will be issued. This will follow an agreed format by Lincolnshire County Council and will include:

- The views, interests and aspirations of the child and his or her parents
- The child's special educational needs.
- The child's health needs which are related to their SEN.
- The child's social care needs which are related to their SEN or to a disability.
- The outcomes sought for the child. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the school.
- The special educational provision required by the child.
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.
- Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.
- Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.
- The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child and the type of that institution
- Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care.
- The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.

The EHC Plan content is collaboratively created by the child, their parents, class teacher, SENDCo and SEND team caseworker. EHCs must be reviewed and submitted to the Local Authority as a minimum every 12 months. However, regular reviews using the Assess-Plan-Do-Review cycle in will be carried out by school.

Termination of Support

The aim of SEN support is to enable a child to make accelerated progress so that they achieve at the same level as their peers. If, at the meeting at the end of a review cycle, this has been achieved, the SENDCo and parents/carers will agree that SEN support is no longer needed and the child will be removed from the SEN register. The child's attainment will continue to be monitored closely to ensure that good progress is maintained.

Storing and Managing Information

All documentation will be stored securely and supervised by the SENDCo. All records of children with SEND will be passed on to their receiving school. Documentation for children who have exited the SEN register will be retained until they move to another school.

Special Educational Needs Provision within the school

Role of the class teacher

- To deliver quality first teaching to all pupils in every lesson
- To adapt teaching to respond to the strengths and needs of all pupils
- To set high expectations for all children including those with SEND
- To be responsible for the progress of all pupils, including those with SEND
- To identify pupils with SEND so that early intervention can be implemented
- To differentiate the curriculum accordingly to meet the needs of children with SEND
- To be responsible for the planning and implementation of appropriate intervention that is detailed on the pupil's support plan and on the school's provision map

- To involve the pupil in the planning and review of his/her support plan
- To plan for the support of the teaching assistant (TA) with a specific child or group of children
- To liaise effectively with teaching assistant, SENDCo and any outside agencies helping the child and the parent/carer
- To review the support plan at least twice per academic year, usually during each long term, with the third review allowing for a smooth transition
- To review an initial support plan after a six-week period to ensure the right interventions/targets have been included
- To inform the SENDCo of any necessary resource implications
- To liaise initially with the parents and keep the parent/carer informed of changes to the support plan
- To assess and record the learning that has occurred
- To deliver targeted interventions where appropriate
- To record attendance and any relevant comments against intervention sessions

Role of the teaching assistant

- To support the learning of all pupils
- To support the class teacher in the provision and delivery of effective targeted interventions
- To deliver targeted interventions where appropriate
- To record attendance and any relevant comments against intervention sessions
- To monitor, assess and record the impact of interventions that they may deliver
- To feedback to the class teacher (and SENDCo if required) the impact of targeted interventions

Role of the SENDCo

- To oversee the day to day running of the school's SEND policy
- To work with subject leaders to ensure appropriate interventions are used within school
- To liaise with subject leaders and collaboratively advise teachers and teaching assistants on the development of intervention programmes and support plans
- To co-ordinate provision for children with special educational needs
- To compile and update the school's menu of approved interventions
- To evaluate the effectiveness of intervention programmes
- To evaluate the best value outcomes of SEND intervention
- To maintain the school's SEND register
- To oversee the records on all pupils with special educational needs
- To liaise with parents of children with special educational needs to ensure that they are fully involved in their child's provision
- To ensure that pupils have the opportunity to be involved in the planning and review of their support plan
- To contribute to the in-service training of staff and governors
- To liaise and work in partnership with external agencies
- To monitor, through the tracking of progress for all pupils, the effectiveness of the provision for pupils with SEND

Role of the SEND governor

- To maintain an informed and up-to-date overview of the provision within the school for pupils with SEND
- To liaise with the SENDCo to review the progress made by pupils with SEND
- To update the governing body on the effectiveness of the provision for pupils with SEND
- To keep abreast of the developments and requirements for the provision of pupils with SEND

Role of the governing body

- To admit a child to the school where the school is named in an education, health and care (EHC) plan
- To ensure that appropriate provision is being made for each child with SEND
- To monitor how the budget is used to support pupils with SEND
- To review the SEND policy on an annual basis

Monitoring the policy

This policy will be monitored regularly by the teaching staff and the SENDCo/headteacher by considering the following questions:

Are the children with special educational needs and/or disabilities being identified successfully?

Have the views of the child and his/her parents been meaningfully represented?

Have sufficient funds been allocated to SEN in the school? How have these funds been used?

Are the targets set for individual children being met?

How have external agencies been utilised?

Are children with special educational needs and/or disabilities making expected or better than expected progress?

Complaints procedure

In the first instance, complaints regarding a child's progress should be made to the child's class teacher. This in turn will be referred to the SENDCo/headteacher who will endeavour to resolve the matter. However, if parents are well informed and involved from the early stages of identification of a special educational need, they will be better equipped to contribute as partners to the assessment of their child.

Staffing, policies and partnerships beyond the school

Inset

To further professional development, staff and governors will require in-service training to help them work effectively with children with SEN.

Relevant training will be identified by the SENDCo/headteacher.

Support services

External support services offer specialist support and play an important part in helping the school to identify, assess and make provision for children with special educational needs and/or disabilities.

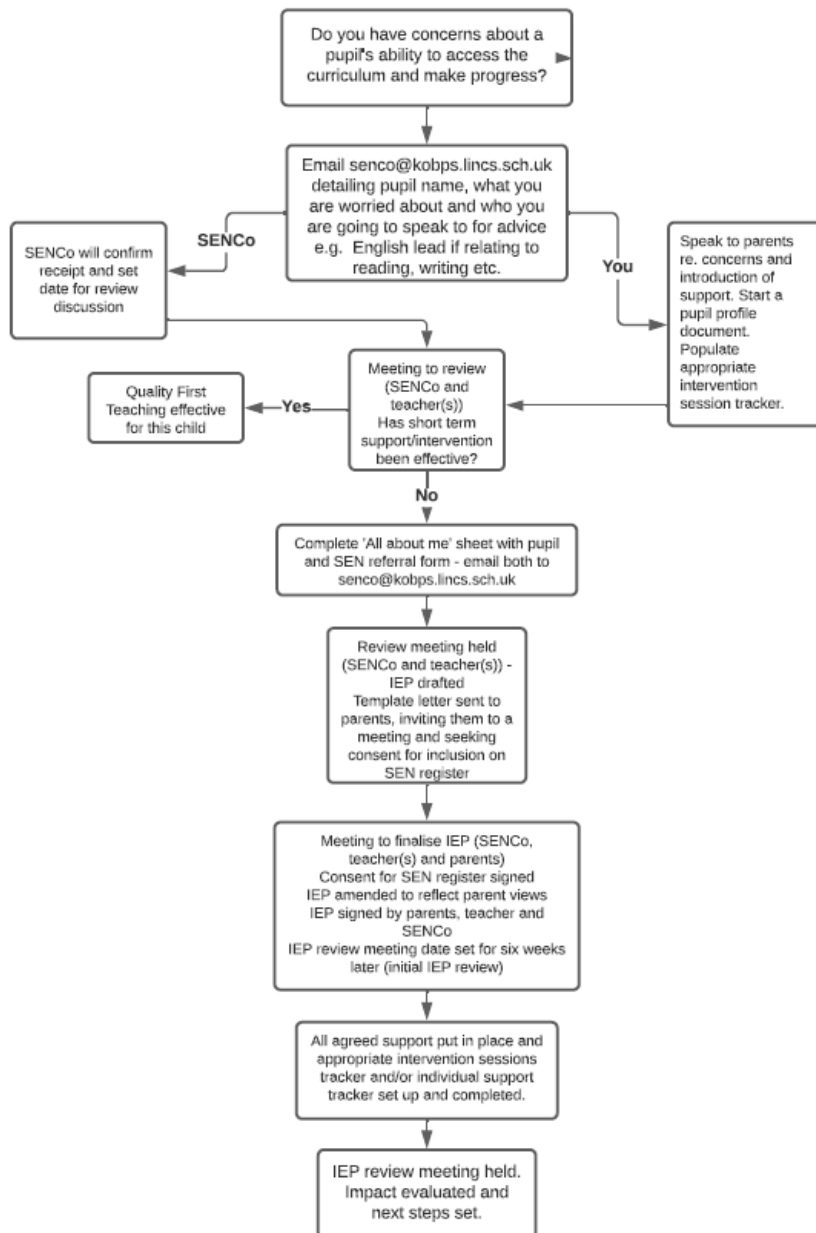
Specialist advice can assist the school in the early identification of SEND and effective provision may prevent the development of more significant needs.

Parental involvement

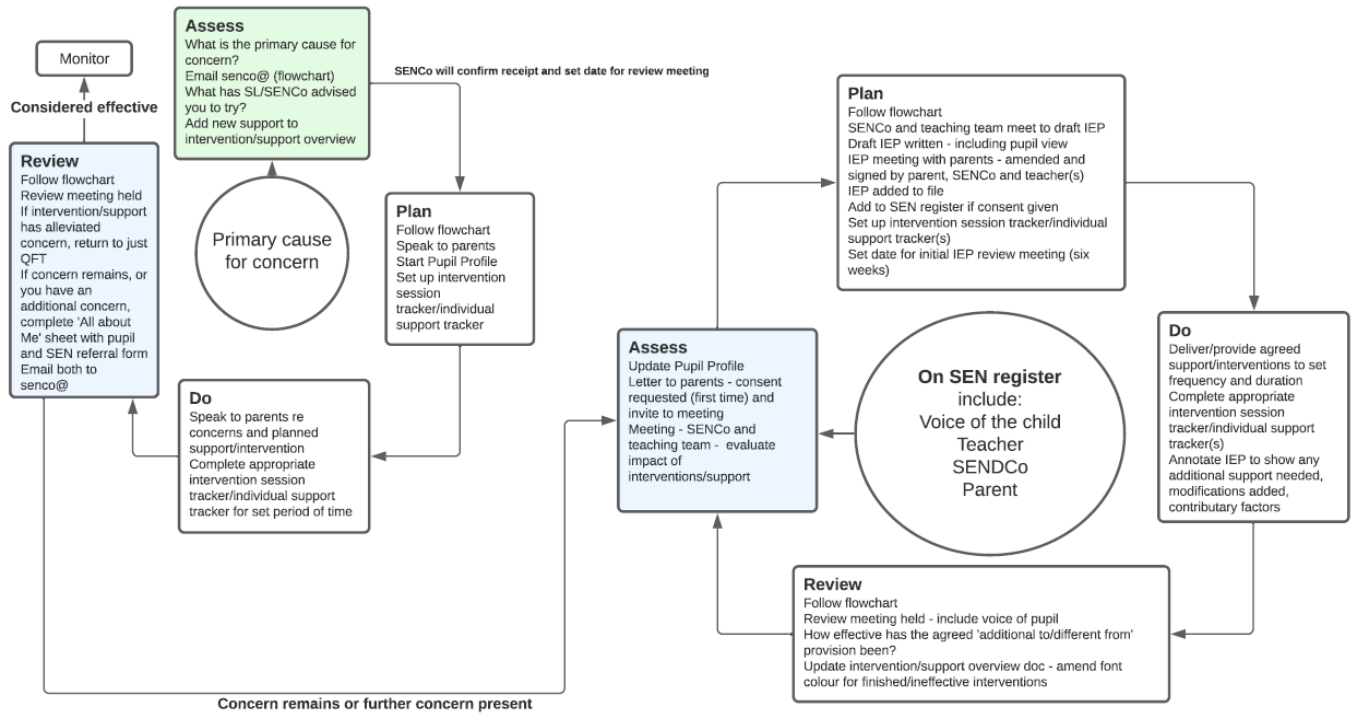
The school endeavours to maintain effective working relationships with parents and carers through regular correspondence and parent/teacher consultations. Parents are seen as partners in the educational process, utilising their skills and knowledge to contribute to how best to help their child. The identification of SEN may be alarming to some parents, but the most effective provision may be when parents are confident and open in their partnership with the school.

Some parents may have difficulty in understanding written information. Verbal information may be necessary in this instance, illustrating the targets identified and how they may provide support in the home.

Appendix 1: Flowchart – initial concerns



Appendix 2 – Cycle of support



Special Educational Needs and Disabilities Information Report

September 2025

What are special educational needs and disabilities?

The Special Educational Needs and Disability Code of Practice (June 2014) defines special educational needs as a “child or young person (who has) a learning difficulty or disability which calls for special provision to be made for him or her”.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to or different from that made generally for children of the same age.

What should I do if I think my child has special educational needs?

Initially speak with your child’s class teacher and explain your concerns. You, or the class teacher, may decide to consult with Mrs Eastwood, SENDCo (Special Educational Needs and Disabilities Coordinator).

The school carries out assessments and observations of learning and progress throughout the year with all children. If, as a result of these, the school believes that your child may have special educational needs, you will be contacted initially by the class teacher or SENCO to discuss this.

How will the school respond to concerns about my child?

An initial meeting will take place when we will listen to your concerns or express the schools’ concerns and discuss the situation. Your child will be assessed and monitored by school staff or outside agencies over an agreed length of time, with information being shared between school and home. A follow-up meeting will then be arranged to discuss the next steps.

How will school decide if my child needs extra support?

The decision will be made by the class teacher and/or the SENDCo based on evidence of your child’s academic and personal progress in class. You and your child will be involved in deciding the next steps, and in setting targets to support your child. The school will sometimes work with other agencies to make a decision about whether or not a child requires extra support.

What will the school do to support my child?

We will agree on specific targets for your child to work towards. These may be recorded on a SEND Support Plan (SSP). Additional support will be organised by the class teacher. This could be individual work, small group work or the use of specific resources. Your child’s targets will be reviewed regularly and IEPs are updated three times per year. Intervention from an outside agency may take place.

Who will support my child?

Your child will be supported in school by:

- The class teacher
- Additional adults (eg teaching assistants) working within class
- Volunteers who listen to children read or support in class
- Other agencies

Parents/carers are also expected to support their child to work towards their targets in partnership with the school.

What training and experience do staff have for the additional support my child needs?

Our SENDCo holds the National SENCO Award qualification.

Some teaching assistants have had training in the delivery of a range of different published intervention programmes. Additionally, teaching assistants work closely with class teachers/subject leaders to devise bespoke intervention programmes and deliver pastoral support to meet the specific needs of the children they are working with.

Staff attend training relevant to the special educational needs and disabilities of the children in school as required. This includes training related to caring for children with specific medical needs.

Who else might be involved in supporting my child?

Where appropriate, outside agencies will be asked to support your child and the staff who work with them.

These include:

Educational Psychologist – Louise Jarman

Speech and Language Therapist – Margaret Forman

Working Together Team – Anthony Bowen

Pupil Reintegration Team/Behaviour Outreach Support Service – Kate Kemp

The School Nurse Team

What support will there be for my child's emotional and social well-being?

The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development. We work closely with outside agencies to support children with emotional and behavioural needs and the school rules, including rewards and sanctions, are used consistently to support children's behaviour.

Children with specific medical needs are cared for according to their health plan and the school will administer prescribed medicines if signed permission has been given by parents/carers.

How will my child be involved in the process and be able to contribute his/her views?

Your child will be asked to contribute at all stages. His/her views will be listened to and taken into account in a variety of ways, depending on the age, abilities and needs of your child. This could include discussion with the class teacher or another adult working in his/her class, completion of a "learning map", or 'All about Me' style page, and attendance at review meetings.

How will the curriculum be matched to my child's needs?

Our curriculum has a creative approach, and different ways of learning are included. Technologies are used to enhance our curriculum, and planning is differentiated to enable children of all abilities and needs to access the curriculum and to be supported and challenged. Classroom organisation, including seating arrangements, displays and groupings of children support each child's individual needs. Where appropriate, additional adult support is provided within class.

What opportunities will there be for me to discuss my child's achievements? How will I know how my child is progressing?

Class teachers are often available for brief informal conversations and more formal parent/teacher consultation sessions take place during the year. These meetings are to discuss your child's progress, attainment and well-being. All children receive an annual report at the end of the academic year detailing their overall achievement. We also use Seesaw to allow effective communication between teaching teams and parents.

Review meetings relating to the special educational needs of a child are arranged at a mutually convenient time.

If concerns arise, a meeting with your child's class teacher and/or our SENDCo can be arranged.

In some instances (when agreed by school and parents) a home-school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.

How does the school know how well my child is doing?

We assess all children using standardised assessments and teacher assessments. These provide a clear and detailed picture of your child's overall achievement. We use these assessments to track the amount of progress children make over the year, and how their attainment compares with age related expectations. All children use the feedback the teachers give them to identify their next steps of learning.

For children in Reception, we assess children against the Early Learning Goals as defined in the Early Years Foundation Stage Curriculum.

For children in years 1-6 we assess against the objectives in the national curriculum.

Some children are assessed using pre-key stage standards. This enables us to measure small steps of progress and set appropriate specific targets.

How will my child be included in activities outside the classroom including school trips?

We have a breakfast club (Kirkby Kickstart) which runs from 8.00am every day and an after-school provision (Happy Days) which runs until 5.30/6pm. In addition, we offer a variety of free after school clubs on most days which run until 4.30pm. All children are welcome to attend these clubs, which are run by school staff or external specialists. We will endeavour to provide support to enable all children to attend.

We have a regular programme of school trips, including trips related to current topics and other curriculum areas. We aim to enable all children to take part. Sometimes this means that we ask parents or other volunteers to help.

How accessible is the school environment? How accessible is the curriculum?

We carry out an accessibility survey regularly to ensure that the school is accessible to all. This is carried out more regularly should the need arise. We use technology to support children's learning and specific equipment and resources to support individual and specific needs. This includes use of iPads, laptops and desktop PCs to provide children with alternative ways of learning and recording information.

How will the school prepare and support my child to join the school?

We organise a series of events for children starting in reception, including three taster sessions and a welcome evening for parents/carers. At the beginning of the academic year, all other classes host a welcome evening at which the routines and procedures in each class are explained. Parents are provided with an accompanying information sheet with all of the relevant information included.

If your child would benefit from a more personalised transition programme, we are happy to work with you to organise this.

We encourage parents/carers and children wishing to start at other times of year, or in other year groups, to look around prior to applying for a place. On arrival, if necessary, new children are assigned a "buddy" who will be an instant friend to them on their first few days in school.

How will the school prepare and support my child to transfer to a new school?

We work closely with the secondary schools in the local area and these schools organise transition events and taster days. They also work closely with our staff to share relevant information about the children. If your child needs more support with transition, we will arrange this in conjunction with his/her new school.

If your child moves to another primary school, we will share all the information we have with the new school.

How can I be involved in supporting my child in school?

We encourage all parents to be actively involved in their children's education. Your child will receive homework at a level appropriate to his/her age and ability, including reading activities, for you to support your child's learning. Some children with special educational needs will have a SEND Support Plan

(SSP) which will have been discussed and agreed by the parents, the school and the child. The SSP will include targets and suggested activities to support the child's learning and parents are expected to support these at home with their child.

We have an active Parent Teacher Association (PTA) known as the "Friends of the School" who organise many events and support with fundraising. All parents/carers automatically become members and are invited to attend meetings.

How can I access support for myself and my family?

If you feel that you need further support, please speak with Mrs Eastwood (SENDCo) who will advise you on whom to contact. You can also contact the Special Educational Needs & Disabilities Service at Lincolnshire County Council (01522 553332) or Liaise SEND Information, Advice and Support in Lincolnshire (0800 195 1635 or at Liaise@lincolnshire.gov.uk).

Who can I contact for further information?

For more information speak to Mrs Eastwood (SENDCo).

Tel: 01526 352715

Email: senco@kobps.lincs.sch.uk

Appendix D: Template for support plan (for children on the SEND register)



SEN Support Plan

Name:	Level of support: SEN Support EHCP Borderline	Area of Need – Tick all that apply and highlight predominant need	Context / In Class Strategies (colour code as intervention overview ineffective for this child, finished, in place at last review) Diagnosed ASD Must sit near the front of the <u>class</u> Small succinct instructions constantly <u>repeated</u> or he cannot cope Cannot gauge emotion and feels he has no friends and needs extra 'Bubble time' daily to enable him to manage. Small learning challenge outcomes - he is overawed if he has to do too much at <u>once</u> Support throughout literacy as he has no emotional compass and cannot add this to text. Only responds to language goes to 'shutdown' if people around him appear to be cross or stressed. Needs longer time spans to complete all tasks both academic and personal. All social situations he needs an adult he trusts nearby. Cannot access noisy situations eg Celebration Assembly. Young Voices and whole school singing are too difficult for him.
D.O.B:		Communication and interaction	
Year Group:		Cognition and learning	
Class:		Social, <u>mental</u> and emotional health Sensory and/or physical	

(Attach 'All about Me' sheet for parents)

Targets for Spring One 2021/22				Targets for Spring Two 2021/22			
Reading	Writing	Spelling	Maths	Interventions	Attendance	Effort	Continue?
Decoding age:	Teacher judgement:	Spelling Age:					
Reading Age:							
Teacher judgement:		Teacher judgement:	Teacher judgement:				
Impact of support in place	Teacher Signature: _____ Print Name: _____ Date: _____						
Review date:							

Voice of the child			Voice of the parent		
Signature:	Print Name:	Date:	Signature:	Print Name:	Date:

Targets for Summer One 2021/22				Targets for Summer Two 2021/22			
Reading	Writing	Spelling	Maths	Interventions	Attendance	Effort	Continue?
Decoding age:	Teacher judgement:	Spelling Age:					
Reading Age:							
Teacher judgement:		Teacher judgement:	Teacher judgement:				
Impact of support in place	Teacher Signature: Print Name: Date:						
Review date:							

Voice of the child	Voice of the parent
Signature: _____ Print Name: _____ Date: _____	Signature: _____ Print Name: _____ Date: _____

Appendix E: Wellbeing plan template (for monitored pupils who do not currently need additional to/different from support to access the curriculum)

Pupil:

Class:

Term	What are we worried about?	What are we doing about it?		Scaling (0 worst, 10 best)	Comments/Views
			Pupil:		
			Parent:		
			Teacher:		
			Pupil:		
			Parent:		
			Teacher:		
			Pupil:		
			Parent:		
			Teacher:		

Appendix E: Behaviour plan template (for monitored pupils who do not currently need additional to/different from support to access the curriculum)

Pupil:

Class:

Term	What are we worried about?	What are we doing about it?		Scaling (0 worst, 10 best)	Comments/Views
			Pupil:		
			Parent:		
			Teacher:		
			Pupil:		
			Parent:		
			Teacher:		
			Pupil:		
			Parent:		
			Teacher:		

This policy is accessible to all stakeholders. It is available to download from the school website at www.kobps.lincs.sch.uk/sen.

The school's SEND Information Report, which provides detailed information about the school's SEND provision and is shown above, can also be found on the school website.

This policy is subject to annual review and requires the approval of the Governing Body.