



West Park Church of England Primary School

Inclusion Policy

'Let your light shine' Matthew 5'

Date of approval	November 2023
Date of next review	Autumn term 2025
Approved by	Full Governing Body

Introduction

At West Park, we believe that inclusion is achieved by:

- giving every child the opportunity to access the curriculum and achieve their full potential;
- teachers responding to pupils' diverse learning needs by employing a range of teaching strategies; *and*
- working together with parents/carers, encouraging them to play an active part in helping their child.

All members of the school community are treated with the respect and sensitivity implicit within the practice of a code of equal opportunities and inclusion. Equality of treatment and opportunity operate regardless of background, ability, gender, religion, disability or ethnicity.

At West Park, we have specialist provision within our Special Support Centres, 'The Willows', to cater for the needs of children with Physical Disabilities and those with 'Communication and Interaction needs' (COIN) (e.g social communication difficulties) who have 'Education, Health, Care Plans' (EHCPs).

The Inclusion Team at West Park currently consists of an Inclusion Lead, a SENCO and a Teacher-in-charge of the SSC provisions, Learning Support Assistants, Special Support Assistants and our Pastoral Manager. Please see school website for contact details.

This policy should be read in conjunction with the Annual SEND report/Local Offer – please see the school website for details.

Principles and Aims of the Inclusion Policy

The staff and governors of West Park School recognise the individuality of all children and the fact that they are at different levels of development physically, emotionally, intellectually and socially.

It is the aim of the governors to support the staff in raising the aspirations and expectations for all pupils with SEND.

Special Educational Needs at West Park is seen as a responsibility of the whole school, which places disability and difficulty within the wide spectrum of human experience and copes with this as an integral part of teaching and learning.

It is the aim that all children should be able to participate in the life and work of the school to the best of their abilities whatever their needs.

The governors will aim to appoint staff who are capable of using a range of teaching styles effectively. Staff will be required to recognise the need for adaption in setting tasks for their pupils. Every teacher at West Park is a teacher of every child, including those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- 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 an Inclusion Team who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with pupils who have special educational needs and additional needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.
- To eliminate barriers, including physical access and access to the curriculum that prevent pupils participating in the life and work of the school.
- To consult with health and social care professionals, to gain support for pupils with medical conditions, to ensure that they are fully included in all school activities.

What are special educational needs?

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person is to be treated as special educational provision. *Code of Practice 2014*

A child or young person has special educational needs if:

-He or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

-A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Identifying special educational needs

Special educational needs procedures in school are based on the Government's Code of Practice (2014).

There are four broad categories of need:

- Cognition and Learning (C&L)
- Communication and Interaction (C and I)
- Sensory and/or Physical (S/P)
- Social, Emotional, and Mental Health (SEMH)

While the four categories identify aspects of primary areas of need for children, at West Park we identify the needs of pupils by considering the needs of the whole child, which will include not just their SEND needs.

These may include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after-child
- Being a child of serviceman/woman
- Disability

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the Inclusion Team and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information is usually transferred from their Early Years/pre-school setting and the class teacher and the Inclusion Team will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation, monitoring and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the difficulties are due to limitations in their command of English or arise from special educational needs. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

School Procedure Schedule

It is the responsibility of all teachers to identify and help meet the needs of pupils who have barriers to learning.

The guidance for identifying pupils with special educational needs is set out in Appendix 1. There are Flow Charts in Appendix 2 to show the graduated approach to SEND support at West Park.

The Role of the Inclusion Team

The Inclusion Team's responsibilities include:

- Overseeing the day-to-day operation of the school's Inclusion policy.
- Ensuring effective information regarding policy is provided to staff.
- Maintaining the school's SEND register and overseeing the records on all pupils with SEND.
- Liaising with and advising staff to offer help in the identification of a child with SEND and subsequent assessment.
- Co-ordinating provision for children with SEN.
- Helping and advising staff with adaption, behaviour strategies, teaching strategies, in collecting and using relevant materials; supporting teachers in monitoring pupils' progress.
- Liaising with parents of children with SEND and offering help and support in the recognition of their child's special needs.
- Contributing to the in-service training of staff.
- Supporting staff in determining which interventions are to be put in place on a half-termly basis through pupil progress meetings.
- Timetabling support staff to work with children and dealing with absence.

- Supporting staff in the writing of Pupil Profiles and Annual review paperwork.
- Liaising with local schools/nurseries so that support is provided for pupils when they prepare to transition from one setting to another.
- Liaising with external agencies.
- Reporting to governors and liaising with the designated SEND governor.
- Keeping the Head teacher informed.

The Inclusion Team will also be responsible for the maintenance of the administration associated with the Local authority's SEND process, the Area Panel and statutory assessment and their appropriate review procedures (e.g. Annual Reviews for pupils with EHC Plans).

The Role of the Governors

In relation to SEND, the role of the governing body is to make sure that:

- they are fully involved in developing and monitoring the school's SEND;
- all governors, especially the SEND Governor, is kept up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- must have regard to the SEND Code of practice 2014;
- SEND provision is an integral part of the School Improvement Plan; *and* the quality of SEND provision is continually monitored and evaluated.

Class teacher's role

- Must have an awareness of the needs of all their pupils and deliver an appropriately adapted curriculum to cater for their needs. They have overall responsibility for ensuring the progress of SEN children.
- Raise a 'Nature for Concern' for a child (see Appendix 3); the child may then be placed on the school SEN register, if appropriate.
- Are responsible for gathering initial information after raising a concern.
- Implementing and reviewing Pupil Profiles.
- Liaising with the Inclusion Team regarding all children in their class with SEND.
- Ensure that pupils are aware of new targets and that they have a clear understanding of what they are to achieve.

- Plan and work with support staff to ensure good quality practice and support for all children with SEND.
- Keep parents informed.

Support Staff

- Ensure that targets are shared with children during each intervention session.
- Intervention progress is monitored by support staff and teachers in line with the provision tracking systems in place.
- Raise concerns about children that they work with during 1:1 sessions, or support as part of a group in class, directly to the class teacher or a member of the Inclusion Team.
- Feed back to class teachers with children's progress during interventions.

Managing Pupil's needs on the SEN register

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Inclusion Team to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is ordinarily available within the particular class or subject area.

Adequate progress can be identified as that which :

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, West Park will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual.

The school will record the steps taken to meet the needs of individual children through the use of an individual pupil profile, provision maps and graduated approach forms.

The Inclusion Team will have responsibility for ensuring that records are kept and are available when needed. If we refer a child for an Education, Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address this. Parents should be consulted, and specific intervention put in place and monitored for a period of up to a term. If no progress is noted after this time, the child may be added to the school's SEND register and parents are informed.

The class teacher, after discussion with a member of the Inclusion Team, will then provide additional interventions to those provided as part of the school's adapted curriculum. The child may be given further individual learning targets, which will be monitored by the intervention provider, class teacher and teaching assistants within the class and reviewed with the Inclusion Team, parents and young person.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs during pupil profile reviews and during the transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and they are given the opportunity to meet termly to review pupil profiles and to share the progress of their child. We inform the parents of any outside agency support and parents are invited to meet with specialists (e.g. speech therapists, physiotherapists etc.)

Parents are welcome to meet with a member of the Inclusion Team at any time.

The Nature of Intervention

The Inclusion Team and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with support staff; or with LSA support or additional interventions.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Drop-ins led by SENCO's. Which gives the opportunity to share ideas and give support to staff so they can meet the needs of individual pupils.

After initial discussions with the Inclusion Team, the child's class teacher will be responsible for working with the child and ensuring delivery of any individualised / group programmes in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The Inclusion Team will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Pupil progress is monitored closely through pupil progress meetings and children's 'Pupil Profiles'. Records are kept in each child's SEND green file in the school office. Blue files are kept for pastoral support records and red confidential files are kept in the Head teacher's office (The Head teacher and Deputy Heads are the designated Child Protection Officers for West Park).

Salford reading tests, the Neale Analysis, the Spar spelling test, the BPVS (British Picture Vocabulary Scale), Ravens, RAPID programme and the Sandwell Maths tests can all be used in a diagnostic way by the Inclusion team to monitor pupil progress.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. The external specialist may act in an advisory capacity, or provide additional specialist observations/assessments. They may also advise on targets or strategies for supporting the child's progress. These will be implemented in the classroom setting or in additional support sessions as appropriate. The delivery of the interventions will be recorded on the child's pupil profile and continues to be the responsibility of the class teacher supported by the Inclusion Team.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at a level that is at least 2 years lower than their chronological age.
- Continues to have difficulty in developing English and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

School Request for an Education Health and Care Plan

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the

child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Pupil Profiles and intervention records for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Attainment levels in English and Maths.
- Education and/or other assessments, for example from a specialist advisory support teacher or Educational psychologist.
- Views of the parents and pupils.

The parents of any child who is referred for an Education, Health and Care (EHC) Plan assessment will be kept fully informed of the progress of the referral.

Children with an ECHP are reviewed termly in addition to the statutory Annual Review. When this coincides with transfer to the child's next school, the SENCO from the new school is invited to participate in the review meeting. The child's views are always sought and taken into account, as are those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; staff adapt work appropriately and use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Various means are used to meet the needs of individual children within the framework of the National Curriculum and the whole curriculum such as:-

- Classroom adaption and planning for individual needs
- Breaking down progress into small steps
- Mixed ability teaching
- Co-operative group work, paired working and small group adult supported tasks
- A flexible range of teaching approaches
- Extending the time taken to reach attainment levels
- Use of multi-sensory teaching strategies
- Working with support staff and parents

- Modification of the building for ease of access for PD pupils.

Integration

Support for SEND pupils is offered in a structured way which respects the needs of pupils as full members of age appropriate classes whatever their needs or disabilities. SSC pupils are fully integrated within the main school although withdrawal sessions are used for physiotherapy and in order to target particular learning and social/emotional needs.

Disability Equality

As part of its duty to prevent discrimination against disabled pupils, in accordance with the SEN and Disability Act 2001, West Park staff will ensure that disabled pupils are not treated less favourably for a reason which relates to their disability and will make reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled. *See also 'SSC specialist provision' and 'accessibility' below.*

Training and Resources

SEND school based Inset sessions are held for all staff in line with the priorities of the School Development Plan. Support is provided by the Inclusion Team for new staff when writing Pupil Profiles and supporting pupils with SEND as and when required. The SENCO's attend professional SEND courses and the local WOW (Whole of Worthing) SENCO's support group meetings are facilitated and led by them. Other members of staff have the opportunity to choose SEND courses when they are available and appropriate to their perceived needs.

Within our school budget there are funds to ensure inclusion and make provision for Special Educational Needs and Disability (SEND). An Additional level of funding is also allocated for our Special Support Centres. Resources and any specialist equipment are budgeted for and alternative grants are applied for if available.

The Inclusion Team in consultation with the Business Manager and the Head teacher is responsible for the use of these resources and the deployment of support staff.

Admissions

The admission arrangements for pupils with Special Educational Needs follow the same criteria as for all pupils. These are consistent with LEA Policy and are non-discriminatory.

Admission Arrangements - Special Support Centres (PD & ALN)

The representative of the LA (local authority) in consultation with the head teacher and the teachers in charge of the SSC's determine admission arrangements to the special support centres.

Applications for places will generally be for children who already have an EHCP (Education, Health and Care Plan) or are in the process of a statutory assessment. Placements will be offered in relation to the individual needs of the child and the number of places available at any one time.

Applications for places in the SSC's must be through the Special Education Section at County Hall, Chichester.

Specialist Provision: Special Support Centres

Centre for Physically Disabled (PD) Pupils

This provision offers specialist help for children with a wide range of physical disabilities. The SENCO's who are in charge of the SSC have a number of special support assistants (SSAs) and together they support PD pupils within their mainstream classes. In addition, pupils are able to access physiotherapy and/or occupational therapy sessions within the SSC and a range of alternative sporting opportunities.

Centre for Pupils with Communication and Interaction Needs (COIN)

Children are offered academic support, which is a combination of 1:1 support within the class or teaching in a small group.

Both Centres

Staff see their roles as extending beyond the academic support they offer to the children in accessing the whole school curriculum. Emotional support is offered to each child based upon the principle that participation and relationship building within all activities of the school and across the whole school community is also central to their role.

Support staff and SSAs are facilitators of inclusion and aim to help the children increase in self-confidence and develop their own personal relationships across the school. Independence and taking responsibility for learning are promoted along with encouraging the children to participate in a wide range of activities across the school in order to develop and celebrate their strengths.

Accessibility

West Park School is fully accessible for wheelchairs with level access and automatic doors.

There are accessible changing facilities comprising of two hygiene rooms.

In addition there are two disabled toilets and a team of trained Special Support

staff (SSAs).

We have a fully equipped physiotherapy room within The Willows Special Support Centre. Specialist equipment, e.g. standing frames and height adjustable tables are available to pupils in their own classrooms.

Three disabled parking bays are available outside the main school entrance with two additional spaces in Clive Avenue outside the First School entrance.

Information technology is used to support SSC pupils in the classroom. The school possesses Google Chrome books, voice activated software and a range of specialist computer software to support children.

Dyslexia

At West Park we follow the West Sussex 'Inclusion Support Team's' guidance on dyslexia:

'Dyslexia is a specific learning difficulty resulting in problems in learning to read and write and other closely linked skills. Dyslexia often runs in families and may affect all levels of ability.

It always affects spelling and may affect the following:

- reading
- writing
- maths
- organisational skills
- remembering days of the week, months of the year, multiplication tables etc.
- remembering instructions, dates and times
- musical notation

Many dyslexic pupils show talents in some of the following areas:

- subjects such as drama, art and design, music and sport
- problem solving
- computing
- speaking, discussing and explaining things.'

We have clear protocols and methods in place for identifying pupils who may have specific learning difficulties, however, we cannot make a diagnosis.

Mrs.Garner and Miss Gregory, SENCO's, are the school's designated link teachers. Parents should speak to their child's class teacher, in the first instance, if they have any concerns.

Arrangements for Complaints

Parents who are dissatisfied with the special educational provision their

child is receiving can ultimately complain to the school governors and the local education authority.

A complaint could be about the amount of help a child is receiving or the way the school is delivering that support.

Informal Resolution

Initially it is hoped that complaints will be addressed to the class teacher and through them to the Inclusion team, if appropriate, where problems can be discussed and settled amicably.

If not, the head teacher will help to resolve the complaint through an informal meeting.

If unresolved, a review of the children's needs may be implemented to identify areas of concern.

Formal Resolution

In the event that the complaint remains unresolved, parents may make a written complaint to the Chairman of Governors or the school's SEN governor who will appoint a panel of three members to hear the complaint. Copies of the written complaint and the school's response to be circulated to the parents and the members of the panel a minimum of 10 days before the date of the hearing.

Following the meeting of the panel, the clerk to the governors must write to the complainant with the decision within 5 working days.

Parents have the right to complain to the Local Authority if they wish to continue to pursue the matter.

Links with Other schools and Outside Agencies

West Park has good links with all the local pre-schools and secondary schools and a professional relationship with a range of outside support agencies and services including:

Speech and Language Therapists (SALT)
Educational Psychology Service
Occupational Therapy Service (OT)
Learning Inclusion Advisory Team (LBAT)
Social Communication Team (SOCOM)
Therapists
Physiotherapy Service
Sensory Support Service
School Health Team

Child Development Centre
CAMHS (Community and Mental Health Service)
Beacon House

We also have close links with Social Services, Community Police Liaison Officers and The Education Welfare Department.

Reviewing the policy

This policy will be reviewed annually by the Inclusion Team in consultation with the school governor with responsibility for SEND and the West Park Parents Forum.

Inclusion Team
Updated October 2021

Appendix 1

School Procedure Schedule

All children at West Park will receive quality-first teaching. Pupils are identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. The 'Assess – Plan – Do – Review' cycle is used.

Monitoring stage

- Teacher and/or parent identify a need/area of difficulty for a child
- Inclusion Team advice is sought
- Class Teacher fills in 'SEN Nature of Concern' record sheet
- Child's needs are discussed with the parent and child
- Child's name is added to the school's SEN register and the class provision map
- Review/discussion of child's progress takes place at termly pupil progress meetings.

School Support

The provision of interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

- The decision to move a child to 'School support' is made by the

SENCO's, through discussion with the class teacher.

- A small group intervention and/or individual support may be introduced or different learning materials or special equipment may be provided at this stage.
- A member of the Inclusion team may carry out further assessment of the child's strengths and weaknesses. Planning future support in discussion with colleagues; monitoring then reviewing the action taken through half-termly 'intervention monitoring', class drop-in's and termly pupil progress meetings.
- The class teacher initiates a 'Pupil Profile' with the child, this is shared with parents and contains key information about the child's strengths and needs.
- In some cases, outside professionals from health, social services may already be involved, in which case the Inclusion team would liaise with these professionals. Their involvement is recorded on the child's pupil profile.
- The Class Teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.
- Parents are invited to termly pupil profile review meetings and are kept informed of the interventions/action taken and of their child's progress/outcome of this action. The child is also encouraged to take part in reviewing his/her progress towards targets and contributing to the pupil profile.

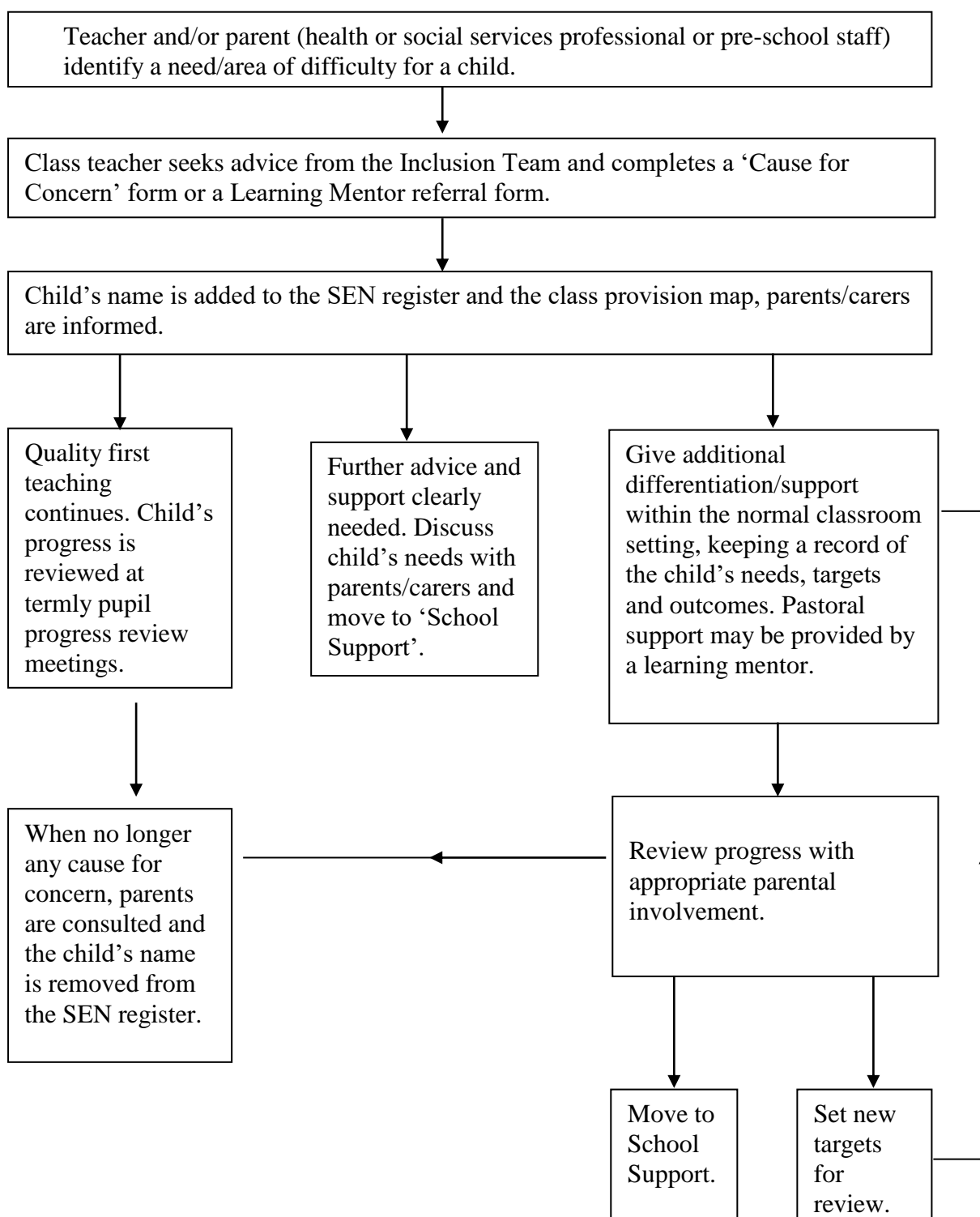
Move to Statutory Assessment

- Evidence is gathered with the child demonstrating significant cause for concern and lack of progress despite high levels of support/intervention programmes having been put in place
- The child's needs, attainment levels, provision and current levels of support are discussed with the school's Educational psychologist
- Discussion takes place with the parents to agree the application for formal assessment and a request is made to the Area Panel through the Head teacher. Parents co-produce with school staff an overview of their 'hopes and aspirations' for their child
 - School provides written evidence of their support and provision
 - records of regular reviews, consultations with parents and their outcomes
 - pupil attendance records

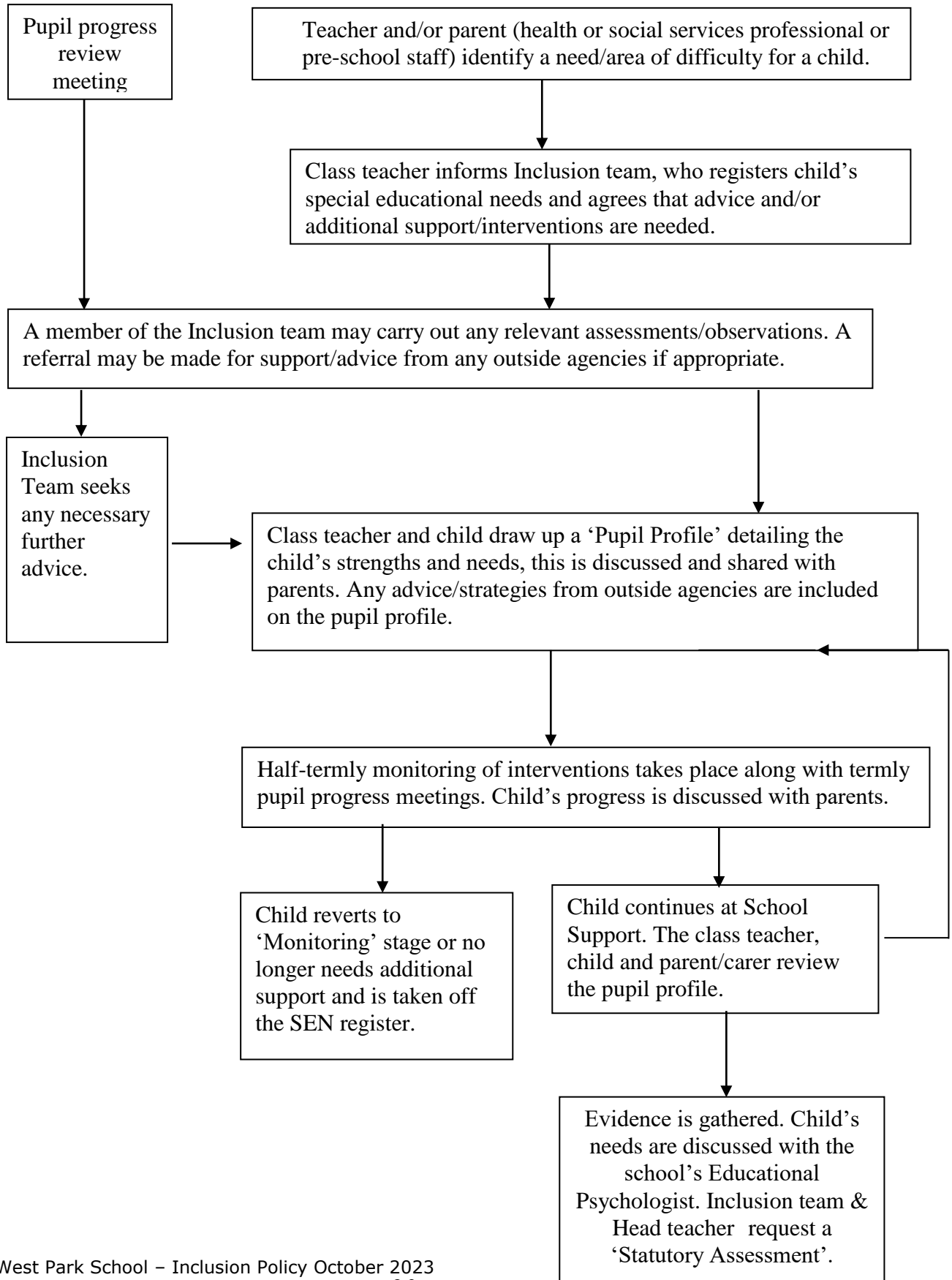
- attainments in English and maths, pupil's progress to date
 - educational and other observations/assessments e.g. from a member of the Learning, Inclusion and Advisory Team
 - views of parent and of the child
 - records of involvement of other professionals
 - any involvement by Social Services or Education Welfare Service
- If the area statutory assessment panel agrees to initiate a Statutory Assessment then outside agencies are requested by the LEA to assess and report on the pupil's needs
 - School support continues
 - Reviews and liaison with parents continue
 - In due course, having received all reports the area panel decide whether or not to issue an Education, Health and Care Plan (EHCP).
 - Parents are kept fully informed, if the decision is made not to issue an EHCP a representative from the LEA will offer to meet with the parents to explain the decision and a 'note in lieu' will be produced instead.
 - If an EHCP is issued a member of the Inclusion team will meet with parents to discuss relevant targets, short-term outcomes and what additional support needs to be in place for the child. An 'Annual Review' procedure is initiated by the school from the Inclusion team's review timetable to review progress towards each of the outcomes detailed in the EHCP. Parents decide with the school who should be invited to the Annual Review meetings, a Special Needs Officer (representing the LEA) may also attend.
 - For pupils with EHCP's transferring to secondary education – close liaison takes place with the receiving secondary school and the SENCO or SEN representative from that school is invited to attend the child's last Annual Review/transition meeting at West Park.

Appendix 2

SCHOOL- BASED STAGES: MONITORING



SCHOOL- BASED STAGES: SCHOOL SUPPORT





Appendix 3

SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Pupil_ Class __ DoB _____

1. Please tick which area(s) of SEN is/are of concern for this pupil

- Cognition and Learning
- Social and Emotional Development
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil.

4. Please detail any other factors which might be relevant i.e. recent conversations with parents.

Action taken by SENCO: