

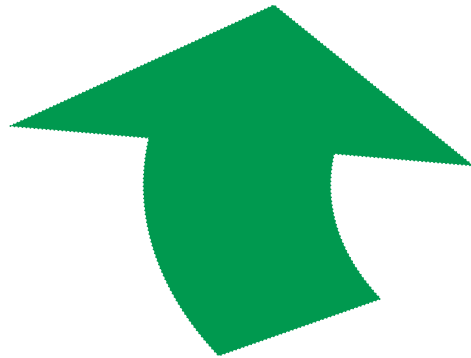
The “Assess, plan, do review” model is set out below
as are the different types of support that may be available for children at this school:

4. Monitor, Review & Evaluate support

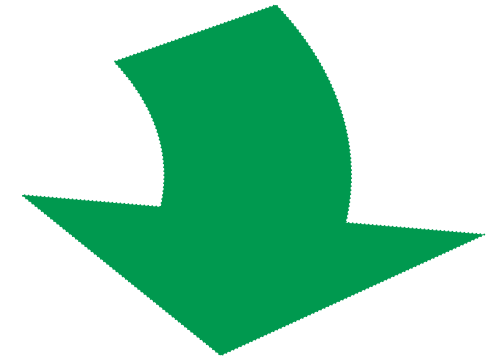
The impact of the support is constantly monitored and, where necessary the provision is revised to meet needs of the child.

1. Assess the Need

All pupils receive quality wave one teaching. If the child is not making expected progress or there are concerns from staff or parents, the INCLUSION MANAGER and others assess the child against the SEN criteria.



ASSESS PLAN DO REVIEW model

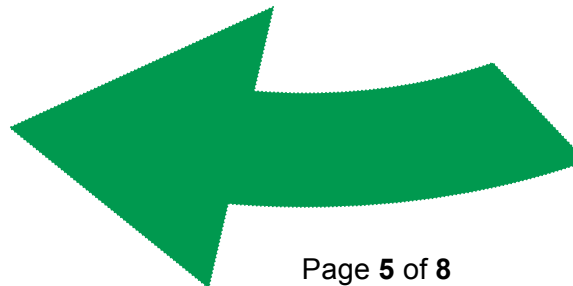


3. “Do”

Implement the plan with clear goals and timeframes. The class teacher remains responsible for the child on a daily basis

2 Plan support or intervention

Support or interventions are agreed upon. The child is assessed at the start of the support and at regular, agreed intervals or at the end of the support dependent on the need of the child.



What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
Social, mental and emotional health needs	<ul style="list-style-type: none"> • Consistent application of the school's behaviour policy • A positive supportive and nurturing environment • PSHE curriculum within our IPC 	<ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage with peers and staff • Trained counsellors to overcome barriers to social inclusion 	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to help them to refer to their child to CAMHS • Targeted intervention to promote social skills and emotional resilience • Counsellor working with children and Family Liaison Officer to work with children and families. • Adaptations to physical environment eg time out • Monitoring and support in unstructured time eg breaks/ lunch • Behaviour Management Plan • Educational Psychology assessment / support
Speech, language, communication and interaction	<ul style="list-style-type: none"> • Training for staff to meet the diversity of communication language skills • Strong emphasis on speaking and listening and phonics teaching • Communication friendly learning environment 	<ul style="list-style-type: none"> • Elklan trained learning support via our Inclusion team • Small group phonic support • Personalised support within the class • SALT interventions delivered by the school inclusion team 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class TA support • Alternative communication systems • Access to personal ICT/ adapted ICT equipment • Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant • Advice and support via Autism outreach team • Educational Psychology assessment / support

Autistic spectrum	<ul style="list-style-type: none"> • Structured day • Positive behaviour management • Management strategies. • Learning style understood. • Differentiation within lessons 	<ul style="list-style-type: none"> • Curriculum modified to take account of learning styles • Individual coaching and support from the class teacher and our Inclusion Team • Use of appropriate resources e.g. visual timetables, social stories, work stations. 	<ul style="list-style-type: none"> • Small group targeted intervention. • ICT used to reduce barriers • Advice and intervention from Harrow Outreach Autism Service • Educational Psychology assessment / support
Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> • Differentiation of the curriculum and teaching • Teaching resources are accessible and appropriate • Multi sensory approach to learning • Interactive environment 	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes Independent Learning Plan • Specific goals- short steps • Differentiated resources are provided as appropriate • Learning support via in school Inclusion • 1:1 reading alongside intervention programmes • Access to personal ICT/adapted ICT equipment alternative methods of recording 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • A high proportion of Support Teachers to provide suitable quality interventions • Additional specialist teaching support • Additional in-class TA support • Educational Psychology assessment / support • Access to personal ICT/ adapted ICT equipment
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs	<ul style="list-style-type: none"> • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service • Provision of specialised equipment. • Curriculum is adapted • Seating position within class prioritised. 	<ul style="list-style-type: none"> • Modified learning environment. • Learning support via our Inclusion team. • Occupational Therapy and Physiotherapy from experienced TAs & inclusion team working from Therapy plans • Mobility and care plan management • Liaison with a range of medical professionals as needed assistance via School Nursing Team 	<ul style="list-style-type: none"> • Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants • Access to external advice and assessment. • Educational Psychology assessment / support • Advice and outreach from Sensory Team

What happens if my child with SEN makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.
- Where a child with SEN continues to make little progress despite the support provided by the school's SEN provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.
- Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school

If you need to complain

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

Approved by governors 12/10/16