



Offord Primary School Inclusion Concerned about a child's learning?

Graduated process for supporting children who may have additional needs.

Special educational needs (SEN)

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

Areas of SEN

CI Cognition & Learning

CI Communication & Interaction

SEMH Social Emotional Mental Health

SP Sensory & Physical Difficulties

This document is designed to show the process of support for our Offord children who may have additional needs.

CT Class Teacher SENCO Special education Needs Coordinator

LIFT Local Inclusion Forum DSL Designated Safe Guarding Lead

EHCP Education Health Care Plan

Offord has a differentiation culture planned through considering the 8rs: room, relationships, resources, response, relevance, resilience, recall, retention.

Adaptations, inclusive strategies and interventions are implemented to compliment the high quality teaching at Offord Primary School.

Room- adaptations to the learning space will reflect & promote engagement, allowing space for different ways of learning & recognise children's different learning needs.

Relationships-the adults in the room will know the children and will provide personal check in times to meet the different social, emotional and mental health needs of the class.

Resources-learning aids, visual cues, manipulatives and equipment will be used to provide access to the learning.

Response-adaptations to our responses with regard to declarative language and processing time will support the children with language, social, emotional and mental health needs.

Relevance-passports are used to discover what inspires and engages the children and discover what their interests and motivations are.

Resilience-a culture where it is safe to make mistakes as part of the learning process is taught and promoted. Self-esteem and confidence are drivers in building this can do culture through specific PSHE lessons, assemblies, our broad and balanced curriculum and as part of daily Offord Primary School life.

Recall (short term memory)-differentiated questioning is used to prompt what we know and support the recall of learning.

Retention-(long term memory) Meta-cognition strategies to promote recall and retrieval are used to promote independent learning and a recognition of what they know and understand.

Parent, CT or child expresses a concern about their child's learning, social or emotional needs.

Is the child:

- **Within age related expectations?**
- **Making good progress?**
- **Closing the attainment gap?**

YES

High quality teaching techniques will promote progress and meet children's learning needs. Progress and attainment continue to be monitored through the school tracking processes and termly provision planning meetings.

NO

Parent arranges an appointment with SENCO via the school website <https://www.schoolinterviews.co.uk/> using code **dnyee**.

CT: completes SEN Referral Form.

SENCO gathers information about child. SENCO advises on differentiation strategies to implement in the classroom or playground. (8rs)

Child is put on Tier 1 SEN Register and needs are assessed, planned and reviewed as part of the SEN provision planning cycle.

Child has made progress-progress and attainment are monitored through the school tracking system and differentiation provision planned, implemented and reviewed as part of the termly class provision planning cycle.

Parents can keep in contact with CT through Class Dojo and are kept updated of attainment and progress through parents evening and end of year report.

Child's progress is slow or stuck or a specific area of need has been identified. Targetted outcomes are planned on the class provision plan and specific strategies are implemented to target progress. Parents are informed by CT. Parents can make an appointment to see SENCO via the school website.

<https://www.schoolinterviews.co.uk/>

Child has made progress-progress and attainment are monitored through the school tracking system and differentiation provision planned, implemented and reviewed as part of termly class provision planning cycle.

Parents are kept updated of attainment and progress through parents evening and end of year report.

Learning gap has widened and the child is significantly behind their peers.

Child is moved to Tier 2 SEN Register.

Specific strategies are implemented to target progress, which is recorded on class provision plan. Child's progress is monitored through school tracking system and termly class provision planning meetings.

Parents are kept updated of child attainment and targeted strategies and interventions on a SEN Parent Form handed out on parents evening.

Parents can make an appointment to see SENCO via the school website.



Child has made progress and the learning gap is reduced.

Child moves to Tier 1 SEN Register.

Child's progress is monitored through our school tracking system and differentiation provision planned, implemented and reviewed as part of termly class provision planning cycle.

Parents are kept updated of attainment and progress through parents evening and end of year report.



Minimal progress or specific area of need continues to be a concern.

Specific strategies are tweaked to target progress, which is recorded on class provision plan. Child's progress is monitored through school tracking system and termly class provision planning meetings.

External referrals maybe made to seek expert advice and or further diagnostic information with parental consent.



Child makes progress and the learning gap is reduced.

Child moves to Tier 1 SEN Register.

Child's progress is monitored through school tracking system and differentiation provision planned, implemented and reviewed as part of termly class provision planning cycle.

Parents are kept updated of attainment and progress through parents evening and end of year report.



Learning gap is significantly behind peers and or child presents with complex needs.

Child is moved to Tier 3 on the SEN Register.

Personal plan is implemented to target and monitor specific area of need.

External referrals to outside agencies maybe made to seek expert advice and or further diagnostic information.



Child makes progress and the learning gap is reduced.

Child moves to Tier 2 SEN Register.

Child's progress is monitored through school tracking system and differentiation provision planned, implemented and reviewed as part of termly class provision planning cycle.

Parents are kept updated of attainment and progress through parents evening and end of year report.



After 3 cycles of provision planning, learning gap is significantly behind peers and or child presents with complex needs.

Application for High Needs Funding with parental consent to fund the personalised provision plan and learning support.



Learning gap is widening, progress is minimal and the child is presenting with complex needs, causing significant barriers to learning.

Application for EHCP.