



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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Executive Headteacher: Mrs Nicky Wright



Special Educational Needs and Disability Policy

September 2023

Date of Approval		Date of Review	
September 2023		September 2024	
Status and Review Cycle		Statutory every year	
Signed	Mrs N Wright Executive Headteacher	Signed	Mr M Gliniecki Chair of Local Advisory Committee



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Definition of SEND

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age, or a young person, has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them.

Children must not be regarded as having SEND, even though these factors may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Services

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (updated 16 June 2015)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (updated May 2015)
- School’s SEND Information Report (updated November 2020)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015 (updated 16 August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (updated May 2015)
- Child Protection and Safeguarding Policy (September 2022)
- Accessibility Plan (November 2020)
- Teacher Standards
- Special Educational Needs and Disability Regulations 2014 (amended March 2015)

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England was reformed. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on 1st September 2014. The SEND Code of Practice accompanied this legislation and has subsequently been updated

More details about the reforms and the SEND Code of Practice can be found on the Department for Education’s website:

www.education.gov.uk/schools/pupilsupport/sen

Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with Education, Health and Care (EHC) Plan. These plans are supported by a child's SEND Support Arrangements.

www.surreylocaloffer.org.uk

The SEND Local Offer is a valuable resource, which has been designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Surrey that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Our Mission:

Our aim is to provide opportunities for every child to succeed through high quality teaching and the development of an engaging and relevant curriculum. We nurture each individual to become confident, ambitious lifelong learners who are responsible, kind and are prepared for the future.

Our core principles of **positivity**, **urgency**, **resilience** and **equity** underpin all we do.

P.U.R.E. Principles:

Positivity - We have a 'can do' attitude and recognise and harness individual talents

Urgency - We are pro-active, and know the importance of every moment

Resilience - We are curious to try new things and confident to challenge ourselves

Equity – We value and celebrate differences and develop individuals

We have exceptionally high expectations of behaviour and we expect each individual to respect others' differences, their families, culture and beliefs. Our learning environment aims to be safe, engaging and vibrant and we recognise effort, kindness and achievement. We encourage strong partnerships with parents and our wider community, and we believe that collaboration leads to greater benefits for all.

Behaviour Certainties:

Ready

Respectful

Safe

SEND Principles:

Quality, Access, Participation, Independence

Through **quality** first teaching we aim to increase all children's **access** to the curriculum leading to higher and more impactful **participation** resulting in **independent** and motivated learners.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2015).

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers, supported by the SENDCO, will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Specialist Teachers in Inclusive Practice, Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Service CAMHS and the Occupational Therapist service.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, and sports teams and, outdoor learning .

2. Responsibility for the coordination of SEND provision

- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Rachel Summerland and who is responsible for overseeing the provision for children identified as SEND. Miss Sara Rushton is the SENCO for the Foundation Stage. The deputy SENCO is

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The South Camberley Primary and Nursery School SEND Policy
- A copy of the full SEND register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Surrey County Council's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

At South Camberley Primary and Nursery School we follow SCC admissions criteria, please refer to the information contained in our school prospectus or SCC website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND - those with Education, Health and Care Plans and those without.

5. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements. Please see the school's Accessibility Plan for more details.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority. The school's SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, Senior Leadership Team and Local Advisory Committee to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEND, parents will be advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with learning support assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will take place at the end of each term, however, depending on need reviews may need to be sooner. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Interventions for SEND Pupils

In line with the teaching standards, all teachers are "accountable for pupils' attainment, progress and outcomes" and therefore it is the teacher's role to ensure interventions and provision maps are appropriate for pupils' needs, taking ownership of this process for the children in their class. If additional interventions are required, teachers should take responsibility for:

- Setting high expectations which inspire, motivate and challenge pupils (Teacher standards 1)
- Ensuring good progress and outcomes for all children (Teacher standards 2)
- Demonstrating good subject and curriculum knowledge (Teacher standards 3)
- Planning and teaching well-structured lessons (Teacher standards 4)
- Adapting teaching to respond to the strengths and needs of all pupils (Teacher standards 5)
- Making accurate and productive use of assessment (Teacher standards 6)
- Managing behaviour effectively to ensure a good and safe learning environment (Teacher standards 7)
- Fulfilling wider professional responsibilities (Teacher standards 8) in particular, taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and communicating effectively with parents with regard to pupils' achievements and well-being.

Quality First Teaching should be accessible to all pupils and this should be reflected in the differentiated activities led by the teacher in the whole class lesson through 'Quality First Teaching' teaching. Pupils who are falling behind should initially be targeted for support within lessons by the class teacher.

South Camberley provides a range of interventions, to cover key areas of the curriculum as well as social and emotional aspects of learning. Teachers and support staff have had appropriate training in the relevant interventions and a record of training attendance is kept on the school server.

Support Staff are provided with a folder to record and track interventions, which contains tracking sheets and benchmarking records (see Appendix C). Support staff are responsible for regularly updating the information in the folder and tracking the pupils in an intervention, using the record sheets. It is the responsibility of the teacher to monitor this folder and ensure that the interventions provided are suitable for the identified pupils.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. As part of the EHCP process the SENDCO and class teacher will complete a SEND Support Arrangements document (Appendix B) this document serves to track the child's need and provision and ultimately forms part of the EHCP application.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.surreylocaloffer.org.uk

Or by speaking to the North West Surrey Education, Health and Care Plan Co-ordinator on 01483 518110. Email: nwsen@surreycc.gov.uk

Or by contacting the Surrey SEND Information, Advice and Support Service on 01737 737300

www.sendadvice.surrey.org.uk

Education, Health and Care Plans (EHCP)

- a) Following Statutory Assessment, an EHC Plan will be provided by Surrey County Council if it is decided that the child's needs are not able to be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the STARS* partnership of Surrey schools. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

**STARS is a CAMHS team that focuses on the needs and wellbeing of children and young people who have been affected by sexual abuse.*

10. Inclusion of pupils with SEND

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly planning meetings, Early Help Assessment unit and the Single Point of Access (C-SPA).

Identifying behaviour as a need is no longer a way of describing SEND. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which the school will be able to recognise and identify clearly as the staff know the pupil well. Advice and support will be sought from the Specialist Teaching team for children who have behavioural concerns. In all cases, the school's Behaviour Policy will be followed. Where a behavioural incident warrants exclusion, schools have a duty to inform the Local Authority.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so. (Keeping Children Safe in Education, 2023)

11. Evaluating the success of provision

In order to make consistent and continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on individual Provision Maps, which are updated termly by the SENCO in collaboration with the class teacher. These reflect information passed on by the SENCO at any given time and are adapted following assessments. Interventions are monitored and evaluated termly by the class teacher and SENCO. Teachers meet termly with parents, to share the information in the Provision Map and parents sign to acknowledge receipt and confirm understanding of the contents (See Appendix A (1)).

12. Complaints procedure

Our Complaints Policy can be found on our website. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

13. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. There is a SEND staff meeting once a term for all staff and the senior leadership team meet regularly to discuss SEND provision and its ongoing impact.

The SENCO attends relevant SEND courses and conferences, SEND network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnerships with parents

South Camberley Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority SEND Advice, Information and Support Service where specific advice, guidance and support may be required. Where needed, an Early Help Assessment may be undertaken to further support the family.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's Committee Member with a responsibility for SEND is, Roane Haywood, who meets with regularly with the SENCO to discuss updates and discuss any changes to provision.

16. Links with other schools

The school works in partnership with other schools within the EEEA multi academy trust to share best practice and works closely with Surrey services to ensure the most impactful provision for our children.

17. Links with other agencies and voluntary organisations

South Camberley Nursery and Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Specialist Teachers in Inclusive Practice
- Children's Services
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children's Paediatric Services
- Language and Learning Support Service
- Physical and Sensory Support Services
- Specialist Outreach Services
- CAMHS
- REMA
- Surrey Young Carers
- TaMHS

- FORDWAY
- The National Autistic Society
- Freemantles Outreach

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency, with the consent of the parent.

18. Acronyms often used within SEND provision

Acronym	Full name/ meaning
SEND	Special Educational Needs and Disabilities
CoP	SEND Code of Practice January 2015
REMA	Race, Equality and Minority Achievement service, including Traveller Support Services
PSSS	Physical and Sensory Support Service
SALT/SLT	Speech and Language Therapy
CAMHS	Child and Adolescent Mental Health Services
LLS	Learning and Language Support Services
BS	Behaviour Support Services
EP	Educational Psychologist
Provision Map	Individual education plan, identifying the pupil's primary need and any other needs. Outcomes will be set by the class teacher along with any outside agencies targets, as well as identification of actions needed to support the outcomes.
EHCP	Educational Health Care Plan has now replaced the Statement of SEND
Surrey SEND Support Arrangements	Replaces Surrey Pathway Plan
EHA	Early Help Assessment has replaced the CAF (Common Assessment Framework)

SEND Support	Single category of SEND which combines the two categories School Action and School Action Plus.
IHP	Individual Healthcare Plan- linked to specific medical need of a pupil in school.
SSIASS	Surrey SEND Information, Advice and Support Service.
TaMHS	Targeted Mental Health Service

Core Offer: Waves 1, 2 and 3	
Wave 1 (Universal)	Quality First teaching for all pupils
Wave 2 (School SEND Support)	Targeted pupils who receive interventions enabling them to work at age-related expectations or above
Wave 3 (Specialist SEND Support)	SEND pupils who receive additional, highly personalised interventions

<u>Areas of Special Educational Need:</u>	
1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical	
Communication and Interaction (C&I)	SLCN: Speech, Language and Communication Needs ASD: Autistic Spectrum Disorder which includes Asperger's Syndrome and Autism
Cognition and Learning (C&L)	SLD: severe learning difficulty SpLD: Specific Learning difficulty MLD: Mild learning difficulty PMLD: Profound and multiple learning difficulty
Social, Mental and Emotional Health (SMEH)	Replaces the previous category of BESD (Behaviour, Emotional and Social Difficulties) and includes ADD: Attention Deficit Disorder ADHD: Attention Deficit Hyperactivity Disorder ODD: Oppositional Defiance Disorder
Sensory and/or Physical	VI: Visual Impairment HI: Hearing Impairment MSI: Multi-Sensory Impairment PD: Physical Difficulty

Appendix A



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

Frimley Road, Camberley, Surrey, GU15 2QB
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www.southcamberley.surrey.sch.uk

Executive Headteacher: Mrs Nicky Wright



1 Autumn Term

PUPIL PROVISION MAP

- **Name:**
- **Class:**
- **DOB:**

Insert pupil
photograph

South Camberley School External Agency Involvement Record						
Portage	Behaviour Support	Physical and Sensory Support	Physiotherapy			
Educational Psychologist	Race, Equality & Minority achievement (REMA)	Speech and language Therapy	Occupational Therapy			
Language and learning support	Family support Worker	Early years & childcare service	Child and Adolescent mental service (CAMHS)			
Paediatrician	Audiology	Freemantles (ASD outreach)	Social Services			
Parental Signature				Date		

Mark where previous specialist support has been involved – you can find this info from previous Provision Maps (found in 20/21 Paperwork)



Individual Provision Mapping Form									
Term: Autumn 1	Date Set Sept 2021	Year Group 6	Class Teacher	Teaching Assistant/s					
Pupil:			D.O.B		Attendance				
Current Levels of Attainment	Maths EXP	Writing EXP	Reading EXP	Reading Age		NVR or WELLCOMM			
SEN Level: SEND Support	Primary Need: Physical/sensory	Secondary Need: SPLD	Additional Needs: SEMH						
Short Term Targets :	1.	2.	3.						
Provision									
Provision in place	Location	Ratio	Expected outcome	Length of session	Number of sessions weekly	Staffing	Hours support per week	Impact	

Expected outcomes clearly linked to short-term targets





SEND Support Arrangements

Name:

To be used in conjunction with the SEND Support Arrangements Guidance for Education settings

**Surrey SEND Support Arrangements
One Page Profile**

Photo (Optional)

What is important to me.

**What people like about me
and what I like about
myself**

How best to support me.

Date Completed	
Completed by	

SECTION 2 - [FIRSTNAME]'s SEND Support Arrangements

	Date
Original SEND Support Plan:	
Amendment 1:	
Amendment 2:	
Amendment 3:	

Contents	Pages
Section 1 One Page Profile	
Section 2 SEN Support Arrangements	
Section 3 [FIRSTNAME]'s story	
Section 4 [FIRSTNAME]'s special educational needs and other needs	
Section 5 SEN Support Arrangements	
Section 6 Progress data	
Section 7 Resources	
Section 8 Log of external practitioners involvement	
Section 9 Supporting Information	

Who else has been included in writing this plan?

Further details

Family Name:		First Name:	
Known as:			
Date of birth:		Gender:	
NHS/NI/ICS/other registration numbers:			
Parent/carer names:			
Who has parental responsibility?:			
LAC status:			
Siblings:			
Contact address for child or young person:			
Contact addresses for parent/carers:			
Telephone:		Mobile:	
Email:			
SEND Case Worker Name and Email			
Year group:		Placed out of year:	
Ethnicity:		First language:	
Language used at home:		Religion:	
Main communication method:			
Language interpretation support needed:			
GP Name and contact details:			
Current consultant(s) details:			
Other practitioners who are/have been involved (Name, email, telephone):			
Times that are difficult for me or family to attend appointments:			
Barriers that might make it more difficult for me or family to attend appointments:			
Other relevant plans:			
Other useful information:			

School Details

School Name:		School Contact Name:	
Address:			Postcode
Email (if any):			

SECTION 3 – [FIRSTNAME]’s story

Firstname’s story – play, health, schooling, independence, friends and relationships, further education, future plans.

Firstname’s family’s story

More information on how to support Firstname’s and his/her family

Firstname’s aspirations

Firstname’s family’s aspirations for him/her

How Firstname’s and his/her family have taken part in this plan

SECTION 4 - [FIRSTNAME]’s special educational needs and other needs

Summary of key strengths and areas of need	

More detailed information:

Communication and Interaction

Strengths and achievements:

-

Special Educational Needs:

-

●

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<p><u>Cognition and Learning:</u></p> <p>Strengths and achievements:</p> <ul style="list-style-type: none">• <p>Special Educational Needs:</p> <ul style="list-style-type: none">•

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Social, Emotional and Mental Health:

Strengths and achievements:

-

Special Educational Needs:

-

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<p><u>Sensory and Physical:</u></p> <p>Strengths and achievements:</p> <ul style="list-style-type: none">• <p>Special Educational Needs:</p> <ul style="list-style-type: none">•

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Summary of other needs

Prompt questions:

- 1. Are there any concerns outside of school which impact on your child's learning and well-being and/or make it more difficult for you to help your child e.g. housing, finance, family support networks.*
- 2. Is there anything else you feel it is important for us to know about your child's learning and behaviour at home?*
- 3. Is there any support you feel would help you as a parent/carer in supporting your child/family?*

Early Help Assessment Considered but not necessary		Date of Decision:
Early Help Assessment Completed		Date of Decision:

NB. If the child or young person is 18 or over these questions should be directed to the young person rather than the parent/carer unless the parent/carer advocacy for the young person or the young person has requested input from the parent/carer.

SECTION 5 – SEN Support Arrangements Plan

Start date:

Pupil name:

Plan number:

[Please extend boxes / add additional outcomes as necessary]

OUTCOME (1) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (2) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (3) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (4) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

SECTION 6 – [FIRSTNAME]’s Progress Data

Data attached (*please state below*)

Progress tracker (to include EYFS/National Curriculum levels)	Yes / No
Standardised assessments	Yes / No
Other, please specify:	Yes / No

SECTION 7 - Resources

	Date	Attached (YES/NO)
Costed provision map 1		Yes / No
Costed provision map 2		Yes / No

OR

	Date	Attached (YES/NO)
Schedule 2 IPA		Yes / No

OR

	Date of receipt	Costed provision map attached (YES/NO)
Early Years Inclusion Grant		Yes / No
Discretionary funding		Yes / No

SECTION 8 - Log of external practitioner’s involvement

Team/service and name	Date of involvement	Report in supporting information B (Yes/ no)

SECTION 9 - Supporting information

Please enter any supporting information below

Appendix C – School SEND Support Intervention Tracker

[illegible]

Each session, each child will be given a colour-coded assessment.

Red – Emerging

Amber – Developing

Green – Expected

Blue – Exceeding

Only once a child shows they are 'Expected' consistently will the child's target be deemed as 'Met'