



Nine Mile Ride School

Nine Mile Ride Primary Document: [Supporting pupils with SEND Policy](#)

(Aspiration and Achievement: Supporting pupils with SEND at NMR)

Author:	Headteacher
Approver:	Local Advisors
Owner:	Teaching, Learning and Curriculum
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Change History:

Version	Date Reviewed	Based On	Changes Applied	Updated By
1.1	20 January 2015	Wokingham Borough Council Model Policy and current school practice	Current SEN Policy replaced with new policy to reflect the changes in the Children and Families Act 2014	SENCO
1.2	18 February 2017	Current Policy	Removed references to Honeycomb homework; added references to classroom monitor; updated a few references and practices that are currently used; added a blank SEN Running Record as Appendix B	Inclusion Manager
1.3	9 January 2019	Current Policy	Removed Family Support Advisor from list of services provided Amended SEN to read as SEND	Inclusion Manager

1. Introduction

This document sets out how Nine Mile Ride Primary School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support intended to enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Nine Mile Ride Primary School meets the requirements through the funding made available to us through our budget and other funding streams. It also sets out under what

circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham Borough Council has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

The Children and Families Act 2014 is wide-ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act introduced a statutory plan called an Education Health and Care (EHC) plan which replaced Statements of SEN. From September 2014 all statutory assessments come under these regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre-statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Nine Mile Ride Primary School we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND
- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly
- publish information on SEND funding and provision and monitor expenditure
- appoint a SEND Local Advisor and Special Educational Needs Coordinator (SENCO) (see *SEND Regulations 2014*),
- maintain a current record of number of pupils with SEND,
- ensure SEND provision is integrated into the school improvement plan
- monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place,
- ensure **all** policies take SEND into account through the Equality Impact assessments,
- keep under constant review the arrangements for pupils present and future with a disability,
- admit all pupils who meet admissions criteria, whether or not they have SEND

3. The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...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'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the

duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published guidance on supporting pupils at school with medical conditions.

The school has policies on both Equal Opportunities and Supporting Pupils at School with Medical Conditions which cover these two pieces of legislation.

4. Meeting special educational needs in Nine Mile Ride Primary School

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi:

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 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 he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them

The Code of Practice defines special educational provision in paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and 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.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools in particular will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need:

- Communication and Interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Nine Mile Ride Primary School we endeavour to ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and by ensuring that we have the resources available.

5. How we identify pupils who are having difficulties with learning and/or special educational needs

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils. We believe that it is particularly important that pupils who have most difficulty with their learning are taught by 'quality first' teachers. In our school we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

For all pupils we carry out assertive mentoring assessments. There are carried out half-termly and assessment data and targets are recorded on the pupil's Pupil Profile Sheet. The Pupil Profile sheets are shared with both pupils and parents.

'In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.'

Code of Practice 6.38

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response' and we endeavour that:

- the class teacher carries out a clear analysis of the pupil's needs supported by the school's Inclusion Manager
- the class teacher completes an internal 'Request for SEND Support' form
- the analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff
- where behaviour is an area of concern we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences (see Behaviour Policy)
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved

- where assessment indicates that specialist services are required, we make referrals promptly
- we draw up SEND Support Plans (an example of an SEND Support Plan appears as Appendix A)
- We draw up SEND Running Records (an example of an SEND Running Record appears as Appendix B)

The NMR SENCO is:- Clare Demblon, Inclusion Manager and member of Senior Leadership Team
 Contact details:- Office 01189733118 or cdemblon@ninemileride.wokingham.sch.uk

6. Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. At Nine Mile Ride Primary School we demonstrate this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening and hearing what parents say
- identifying any outcomes to be achieved with parents
- planning any interventions with parents
- meeting with parents to review their child's interventions and progress through planned one-to-one meetings with the class teacher
- ensuring pupil targets are specified on Pupil Profile sheets and shared with parents and pupils termly
- being honest, open and transparent about what we can deliver
- meeting with parents and external specialists to discuss ways forward
- making sure parents know who to contact if they have any concerns
- encouraging parents to assist their child with homework tasks
- ensuring parents are aware of their child's next steps in learning
- ensuring SEND support plans also have targets and are outcome focused

'Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.'

Code of Practice 6.48

Where children and young people are 'looked after' (known as CLA) by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children half-termly
- have an up-to-date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including the social worker and Virtual Headteacher (responsible for the educational progress of all CLA children in the borough)
- normalise life experience wherever possible
- ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- have a designated teacher for CLA

have a designated Local Advisor for CLA

7. Arrangements for consulting children and young people with SEND and involving them in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- children and young people must be involved in the discussions about their learning, progress and how provision is made

At Nine Mile Ride Primary School we consult all pupils by holding one-to-one mentoring meetings with the class teacher to discuss areas for further development.

In addition, where pupils have special educational needs we ensure that:

- all pupils are encouraged and supported to make their views known, strategies we use may include written comments, talking to a preferred adult, friend or mentor, drawing
- any interventions or strategies are explained and discussed with pupils
- all pupils are encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' ie they have the pupil, their aspirations and needs at the centre of the review
- reviews are always outcome focused and those outcomes reflect what is important to, and for, the pupil

8. How we assess and review progress

A child's progress is continually monitored by his/her class teacher. Progress is reviewed formally every term using Classroom Monitor. Next steps in learning are shared with each pupil. In addition, one-to-one Mentoring meetings take place with pupils.

At the end of each key stage (ie at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Each pupil has a Pupil Profile sheet which tracks progress. Pupils with a SEND Support Plan have these updated termly. This is a working document and as such is under constant review, and subject to update at any time. Pupils who have additional SEN support but do not warrant a SEND Support Plan, are monitored termly by the Class teacher and SENCO using a SEND Running Record.

Children with a Statement of Special Educational Needs or an EHC Plan have their progress discussed at an Annual Review with all adults who are involved with the child's education. The Inclusion Manager monitors the progress of the child in any intervention that they have taken part in.

9. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage

appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

In preparation for joining Nine Mile Ride we help to prepare all pupils for the next stage in their learning by:

- liaising with and visiting their pre-school or home setting
- planned transition programmes including additional visits for the family
- booklets with team information
- photos
- meetings with families and specialist services involved with them
- Inclusion Manager attending Team Around the Family (TAF) reviews

In preparation for joining the next stage within school, eg class or key stage, we pass on information to the new teacher in advance and all SEN Running records and SEND Support plans are shared. When needed, transition programmes are devised. Photos of key adults and places are provided and the new teacher visits the pupil in their current setting. Parents are introduced to the new teacher and Teaching Assistants (if appropriate).

In Year 6:

- the Inclusion Manager organises and supports any pupils requiring additional visits
- Nurture Assistants run additional transition sessions for vulnerable pupils
- vulnerable transition days are organised with secondary schools

10. The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers, including voluntary organisations. Wokingham's Local Offer can be accessed on <http://www.wokingham.gov.uk/our-local-offer-for-children-and-young-people-with-additional-needs/>

Wokingham Borough Council has set out what it expects should be available in all its mainstream schools to meet the needs of children and young people without recourse to a statutory EHC needs assessment.

At Nine Mile Ride Primary School we strive to create a sense of community and belonging for all our pupils. We believe that all children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs. Different children will require different levels of support at different times during their school journey. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis.

The school takes advice from experts regarding specialist equipment and adaptations in order for children to access the curriculum. Special arrangements can be made for tests including the use of a scribe, reader or the provision of additional time. The school has taken advice from the Sensory Consortium in order to adapt the school environment to support children with visual and hearing impairments in class and around the school.

The building at Nine Mile Ride Primary School can cater for wheelchair users and those with mobility difficulties. The school has a disabled toilet and wet room.

11. Staff expertise and training to support children with SEND

At Nine Mile Ride Primary School we have a dedicated Inclusion Manager (Special Educational Needs Coordinator SENCo) who is a fully qualified teacher with experience of teaching from Foundation Stage to Year 7 pupils and has completed courses in:

- Thrive Approach™ Licensed Practitioner
- Talk for Lego
- Catch Up™ Literacy training accredited by the Open College Network (OCN).
- Catch Up™ Numeracy training accredited by the Open College Network (OCN)
- SEND Reforms
- Tracks Literacy
- Precision Teaching
- Working memory
- Dyslexia
- Speech Therapy
- Makaton Sign Language Foundation Course
- Autism
- Sensory Processing
- Common Assessment Framework (CAF)
- Pupil Premium pupils
- Supporting adopted children in school
- English Additional Language (EAL) new arrivals
- Looked After Children
- Daisy's Dream (Supporting Bereaved Children and their Families)
- Diploma in Children and Adolescent Counselling
- Advanced Diploma in Special Educational Needs
- SIMS SEN
- Been a member of Wokingham EHC panel

The NMR Inclusion Manager has a range of experience in dealing with pupils with learning needs, social and emotional needs and physical needs. When necessary advice from external agencies and outreach are sought.

The NMR Inclusion Manager is responsible for attending regular update meetings and briefings, and shares these with staff. The team of Learning Support Assistants meet with her to discuss training and essential information regarding pupils and intervention strategies.

We are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary.

At NMR class teachers are all teachers of special educational needs and have had the following training:

- SEND Reforms
- Autism
- Attachment Theory
- Supporting the more able and the less able
- Dyslexia

In addition a number of teaching staff have had training in:

- Hearing impairment

- Visual impairment
- Sensory processing disorder
- Motor skills

Learning Support Assistants are given opportunities to attend courses and training. Recent courses include:

- Ekklan Speech & Language
- Nurture Assistant
- Early Bird plus
- Dyslexia
- Speech and Language Support
- Occupational Therapy Support
- Hearing Impairment
- Sensory Processing
- Makaton Foundation Course NVQ 2
- Developing Handwriting
- Autism
- Pupil Champion
- Catch Up™ Literacy
- EAL New arrivals
- Lego Therapy
- Thrive Approach™.

SEND Surgeries are provided by Wokingham Borough Council to support staff termly. Whole staff training is organised according to need.

Nine Mile Ride has access to training through Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology Service. We meet with the Educational Psychologist to plan our training needs on a termly basis. Through our school cluster group we can identify training needs and plan training in a cost effective way, as well as using our cluster meetings as a professional forum to share expertise across schools.

The legislation requires that the SENCO (Inclusion Manager) must be a qualified teacher working at the school. At Nine Mile Ride, the Inclusion Manager has responsibility for:

- working with the headteacher and governing body to determine the strategic development of SEND policy and provision in the school
- the day-to-day operation of the school's SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans or statements
- providing professional guidance to colleagues and working closely with staff, parents and other agencies
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school Local Advisors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

12. Evaluating the effectiveness of provision

Most children and young people who have SEND respond to 'quality first' teaching. Where individual or different interventions are used these are evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we assess its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

Pupils are monitored by the class teachers and screened prior to interventions taking place. Screening is based on the pupil's need, ranging from reading and spelling difficulties, to emotional or behavioural needs. Standardised tests are used in addition to Classroom Monitor information. Pupil and teacher questionnaires can also be used, depending on the pupil's need. Each pupil's progress is monitored half termly by the class teacher in conjunction with the Inclusion Manager and teaching assistants. Evaluations of interventions are based on reviews, where appropriate (depending on the addressed need) a repeat of the screening test will be carried out. Quality assurance observations of interventions are carried out by the Inclusion Manager. External agencies can be involved in the monitoring of the effectiveness of an intervention. This is dependent upon the level of pupil need.

13. Inclusive practice

Children with SEND are fully integrated into the life of the school and curriculum. We recognise the strengths of every child as an individual and endeavour to ensure that they contribute to the social and cultural activities in school. We work closely with external agencies or specialist teachers to complete risk assessments for children with additional needs, and in advance of any off site activity such as swimming, a school visit or residential trip.

We endeavour that all our pupils, but particularly those with SEND are included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. Preparation plans and additional meetings have been put in place for residential trips, ensuring that a child can be fully included. On some occasions external agencies may be involved. Assigning additional adults and pre-visits can be arranged. At Nine Mile Ride Primary School, we seek out opportunities to involve pupils with additional needs in outside activities, whether that is sporting events or representing the school with the choir.

14. The social and emotional development of our pupils

We are an inclusive school; we welcome and celebrate diversity. The class teacher has overall responsibility for a child's well-being whilst in school and is the first point of contact. The class teacher holds 1:1 meetings with pupils. The class teacher can liaise with the Inclusion Manager for additional support with any pastoral, medical or social care. On occasion, it may be appropriate to contact outside agencies.

At Nine Mile Ride Primary School we have two fully trained Nurture Assistants, who are available to support vulnerable pupils. They work under the guidance and supervision of the Wokingham Educational Psychology Service. In addition, we carry out specific interventions including Thrive Approach™, Circle of Friends, Pupil Champions, Mentoring meetings, social stories as well as lunchtime and after school clubs. We also have 'The Den' which provides a place where social skills, Thrive sessions and lunchtime nurture sessions take place.

15. Working with other professionals and practitioners

'In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.'

Code of Practice 6.47

At Nine Mile Ride Primary School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this we:

- listen to parents to ensure we know which services they use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person-centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with local authority services in a timely and professional way

If a need is identified, we have access to the following services. This is based on the needs of the child's attainment and progress.

School Nurse
Educational Psychology Service
Education Welfare Officer
Learning Support Service
Occupational Therapist
Physiotherapists
Child Adolescent Mental Health Service (CAMHS)
Speech and Language Therapist
ASSIST Autism Outreach Service
Sensory Consortium for pupils with visual or hearing needs
Behaviour Support
Parenting Team
Addington Outreach
Virtual Headteacher for Looked After Children

Referrals to these support services are subject to their own guidelines and time frames.

Available for both parents and professionals to access information online:

Children and Young People's Integrated Therapies (CYPIT) Toolkits
<http://www.berkshirehealthcare.nhs.uk/ServiceCatInfo.asp?id=128>

16. Arrangements for handling complaints about SEND provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made they should contact the class teacher in the first instance. If this does not resolve the situation, then they should ask to see the Inclusion Manager and/or the Headteacher. Click [here](#) to see The Circle Trust Complaints Policy for further details.

The School keeps files of all feedback from parents. This includes evidence of actions carried out as a result of feedback. The Headteacher holds Parent Surgeries twice per year.

17. How funding is made available to school to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as Elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs, including those who require up to £10,000 of individual support. Further information on funding for SEND can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

http://search3.openobjects.com/mediamanager/wokingham/info/files/funding_to_support_learner_who_have_sen-final.pdf

Whilst Elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

18. Exceptional Needs Funding

Wokingham has developed an Exceptional Needs funding model which can provide the additional resources to meet learning needs in mainstream settings. Nine Mile Ride Primary School is part of a cluster of schools who discuss individual cases where the schools feels that the support needs for that pupil are exceptional. We also use our cluster meetings as a professional support forum to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

Nine Mile Ride would apply for this funding stream particularly where the learning needs of the child/young person are exceptional but do not require a special school or significant levels of intervention from health or social care. Further information about exceptional needs funding can be found in the document 'Exceptional needs funding: Procedures and guidance'

http://search3.openobjects.com/mediamanager/wokingham/info/files/exceptional_needs_funding14814_final.pdf

a. When would school 'refer to the local authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN for any new referrals from September 2014 with a process called Education, Health and Care (EHC) needs assessments. These needs assessments may result in an Education Health and Care Plan.

Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral all local authorities are expected to consider

‘-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.’

Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals
- drawn up pupil profile sheets and if necessary support plans which are outcome based and relevant to the presenting need with targets which are SMART (Specific, Measurable, Attainable, Realistic and Timely), reviewed and show progression
- made provision which is appropriate to the child and specific to their needs
- made provision which has been evidence based and cost effective
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners in the last 12 months
- evidenced that their advice/strategies are being followed and evaluated



SEND Support Plan

An SEND School Support plan is for a pupil whose special educational needs are recognised and for whom the financial resources can be met within the budgets available to schools

Child/young person			
Surname Other names			
Address			[
Date of birth			
Language at home			
Religion			
Child/ young person's parent/s or person responsible			
Address	As above	Relationship to Child/young person	
Telephone		mobile	
email			
Best time for contact		Best method of contact	

This is Me
What I want to do/be in the future
Things I am good at
Things I find Difficult
How I liked to be helped
• •
What is important to me now and in the future

If this section has been completed by or with someone else please fill in the details below			
Name		Relationship	Parents
Name		Relationship	SENCo
Name		Relationship	Class teacher
Name		Relationship	EP

What xxx's family think is important now and in the future

What others think is important for xxx now and in the future – names

Why additional support is needed – strengths and difficulties

Summary:

Cognition and Learning
Strength:

Needs:

Communication and Interaction
Strengths:

Needs:

Social, Emotional and Mental Health
Strengths:

Needs:

Sensory and/or Physical
Strengths:

Needs:

The outcomes we want to achieve

- 1.
- 2.
- 3.
- 4.
- 5.

Key people involved within school

	Support Assistant	
	Class Teacher	

	SENCO	
	Head Teacher	

The person responsible in school for monitoring this provision

Learning on a daily basis	Class Teacher
Responsible for support and additional provision	SENCO



Nine Mile Ride
School

The outcomes we want to see this year

	What we want to achieve and what success will look like	What approaches will be used	Provision In order to achieve this NAME will need.....
1	•	•	•
2		•	•
3	•	•	•
4	•	•	



When this Agreement will be reviewed

Outcomes will be reviewed termly with changes made where required. The Agreement will be reviewed in full annually.

Signatures

	Signature	Date
Child/Young person		
Parent/s		
School		



Appendix B
SEND Support Running Record
Pupil Name Year X
Term

Pupil data

Chronological age (Date)	Reading accuracy age (Date)	Reading comp age (Date)	Spelling age (Date)
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Pupil's needs

Area of need	Specific difficulty	Support strategies

Pupil's outcomes and provision

Outcome	Provision	Who?	Review date

Review comments

Date shared with parents:

Date of next review: