

# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## Special Educational Needs and Disabilities Policy (“SEND”)

**Ownership:** Curriculum Committee

Document Date: July 2017

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The School provides an outstanding experience of Catholic worship, prayer and liturgy. Pupil achievement in Religious Education is outstanding. There is a real sense of unity and purpose.



**Section 48 Diocesan Inspection May 2014**

“Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another’s different views...”



**Ofsted March 2013**

|                       |                                       |
|-----------------------|---------------------------------------|
| Miss Carmela Puccio   | Headteacher                           |
| Mr Jim Landers        | Special Educational Needs Governor    |
| Mrs Elaine Obuchowicz | Special Educational Needs Coordinator |

*Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*

At St Margaret Clitherow School we are committed to Safeguarding Children.

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## Compliance

A new SEND Code of Practice became statutory in September 2014. This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (January 2015 )
- Schools SEND Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policies
- Education Bill (2011)
- Children's and Families Act (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions( April 2014)
- School Accessibility Plan
- Teachers Standards 2012

This Policy has been drafted by the school SENCo in consultation with the SEND Governor, the SLT and the teaching staff.

## Introduction

### **Governors** (Please see appendix A- Duties of the Governing Body)

- The Governing Body of St. Margaret Clitherow recognises its statutory duty to all children and especially those important duties to children who have special educational needs and disabilities.
- In accordance with the SEND Code of Practice 0-25 (January 2015) Governors aim to ensure the needs of all pupils are prioritised so that each child is able to receive the full range of education experience.
- Mr Jim Landers is the named SEND Governor with particular responsibility for monitoring the implementation of this policy.

### **Headteacher and Teachers**

- Class teachers are responsible for teaching every child in their class including those with SEND.

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”* SEND Code of Practice 6.36 page 99

*“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best*
- *become confident individuals living fulfilling lives*
- *make a successful transition into adulthood, whether into employment, further or higher education or training”* SEND Code of Practice 6.1 page 92

- **Mrs Elaine Obuchowicz** is the school Special Educational Needs Coordinator (SENCO) and is the teacher with particular responsibility for the implementation of this policy.

## Aims and Objectives

- Our aim is inclusion for all within the mainstream whenever possible. Every child has an entitlement to access the whole curriculum regardless of race, gender or disability.
- We aim to provide a broad and balanced curriculum for all our children. We acknowledge that there are times when children's needs are best met by teaching individually or in a small group as long as any provision of support or resource for children with Special Educational Needs and Disabilities is aimed at integration and inclusion.
- We aim to listen to and work closely with parents and individual pupils when evaluating a child's educational needs. Children and parents are involved in the planning for their child's Special Educational Needs, through monitoring their progress and reviewing their individual targets. We believe by working closely with parents this will lead to the best possible support for a child and the best possible outcomes.
- Our aim is for early identification and intervention with appropriate support to minimise the effects of disabilities or difficulties. Provision for children with Special Educational Needs should match the nature of his or her needs and be undertaken with consultation and in partnership with the child's parents and when appropriate external professionals.
- We aim to overcome potential barriers to learning and assessment for individuals and groups of pupils. (Please refer to the school policy for **Teaching and Learning**.) Suitable learning challenges will be set for children based on their diverse learning needs.
- We aim to have high expectations for all children including those with SEND. Targets are set utilising P scales and the National Curriculum as appropriate.
- We endeavour to foster a positive learning environment which aims to raise the achievement and confidence of all pupils where individual talent, progress and achievement of all children is celebrated and valued.

## Identifying Children with Special Educational Needs (SEND)

The SEND code of Practice 0-25 (January 2015) states:

*"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 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."*
- SEND Code of Practice xiv page 15/16

According to the new SEND Code of Practice pages 97 and 98 four broad areas of SEND have been identified which may cause possible barriers to learning:

### **Communication and Interaction**

- speech , language and communication needs- SLCN
- autistic spectrum disorder- ASD

### **Cognition and learning**

- moderate learning difficulties- MLD
- severe learning difficulties- SLD
- specific learning difficulties- SpLD

### **Social, emotional and mental health (SEMH)**

- often resulting in different types of or unusual behaviour which may be challenging at times.

### **Sensory and /or physical disability**

- visually impaired- VI
- hearing impaired- HI
- multi- Sensory impairment - MSI

Often children with SEND experience difficulties in more than one area. At St Margaret Clitherow School we consider the needs of the child as a whole as a unique individual created in God's image.

### Other factors

These are not classed as SEN but may have impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Disability

The Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND however, the SEND Code of Practice also states

*'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'*  
SEND Code of Practice page 16

Children whose first language is not English may not have a learning difficulty .In addition; children with medical needs may not have a learning difficulty.

### **A Graduated Response to SEND Support**

At St. Margaret Clitherow School we follow a graduated response to identifying and meeting the needs of children with SEND in accordance with the SEND Code of Practice.

Identification of and provision for children with SEND is a whole school matter

Graduated Response:

- Classroom Monitoring
- SEND Support
- Education Health Care Plan ( EHC)

### **Classroom Monitoring-** (Wave 1 Provision)

All staff have a responsibility for identifying children with SEND. Class teachers ensure the curriculum is differentiated in an inclusive way in accordance with the SEND Code of Practice.

*“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.”* SEND Code of Practice 6.37 page 99

Each child’s progress is carefully monitored through observations and assessments by the class teacher. Pupil progress meetings are held each term for every child. Class teachers also meet with the SENCO each term. If at any time the class teacher is concerned about a child’s progress or change in emotional well-being, they discuss their concerns with the child’s parents and the SENCO. Information is gathered to consider whether a child may have some additional learning needs and require some extra support. A course of action is decided.

The class teacher may increase the range of differentiation strategies employed for the child and keep notes of what has been successful.

Extra support in the classroom may be necessary. Assistance is available from T.A.’s in the classroom, under the supervision of teachers, with reading, spelling, maths, science, speech and language, social skills etc. as deemed appropriate.

Many children are only monitored for a short period of time because they make progress. Some children will stay at this stage for a long time to make sure they have the right level of support and appropriate intervention which is having a positive impact.

Classroom monitoring is applicable to all age ranges within the school. Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil’s previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil’s behaviour

### **SEND Support** – (Wave 2 and Wave 3 Provision)

When a child needs extra support and they are not making adequate progress they are given additional SEND support. This is for the children who need more targeted or specialised help. This provision is based on the **Assess, Plan, Do, Review, Cycle** (Please refer to Appendix B)

This level of support is available to children from nursery up to year 6. When it is clear that a child has SEND it may be necessary for the child to receive some extra support in a small group or one to one. This may include following a specific intervention programme or a more personalised programme. Adaptations to the classroom are made if required. If a child has been identified as having SEND, the class teacher and/or SENCO will meet regularly with the parents and discuss the best ways to support the child in school. Any child in school who has been identified as having SEND will have an **Individual Education Plan (IEP)** which will be reviewed each term. The IEP will show a

child's learning targets and explain the support in place. IEP's are discussed with each child so they know what targets they are working on and what support they have and what strategies they should use to achieve their targets.

For some children it is necessary to seek additional advice from external professionals .Triggers indicating the need for intervention by external professionals are defined in Appendix C. The SENCO, Class Teacher and Headteacher are responsible for liaison with these agencies. Parents are kept fully involved and their consent is always obtained when requesting advice from outside agencies. Whenever possible parents have an opportunity to meet with the external professional to discuss their child's SEND.

This process is overseen by the SENCO and the Headteacher is kept informed.

### **Education Health Care Plans (EHCP's) - (Wave 3 Provision)**

If the reviews show that more extensive help is needed then, in close consultation with parents, school may request the Local Authority (L.A.) to consider a Statutory Assessment.

A Statutory Assessment is a very detailed assessment of a child's needs. The LA has very strict criteria for agreeing to a Statutory Assessment and it will only be agreed if there is sufficient evidence to show that a child meets the criteria.

If a Statutory Assessment is agreed, the LA then considers if a child needs an Education Health Care Plan (a document that sets out a child's educational, health and social care needs and any additional help the child should get). An EHCP can be issued for a child or young person between the age of 0 and 25 years old if they are still in full time education and have Special Educational Needs requiring such a level of support. The provision outlined in an EHCP is statutory. If an EHCP is required, the LA arrange, monitor and review the assistance that is provided. If an EHCP is not required, a Note in Lieu is issued and the provision of assistance continues to be provided by the school. A Note in Lieu is not statutory.

If a child has an EHCP it will be reviewed annually and all interested parties will be invited to attend an Annual Review meeting to contribute their views. In addition, the SENCO will monitor progress termly and will be available for support and assistance to teachers, parents and children, as required.

### **Provision and Provision Maps**

All wave 2 and wave 3 interventions and provisions are recorded on a class provision map and the impact of any intervention is reviewed at least once a term. IEP's also show individual personalised provision. The impact of all provision and interventions is analysed annually.

To summarise the main provisions are:

- First quality teaching for all – **wave 1**
- In class support / small group support by the teacher or teaching assistant -**wave 2**
- Individual personalised interventions designed to close the gap – **wave 3**

*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

(SEND Code of Practice 2015 page 99 )

Please see Appendix D for a list of strategies, interventions and provisions that may be used if appropriate with a child or group of children.

## Managing pupils needs on the SEND register

The SEND register is updated at least once a term by the SENCO in line with the school census. There are three different levels of need recorded as previously explained:

- Monitoring
- SEND support
- EHCP

Maintaining the SEND register is central to the overall school **Assess, Plan, Do, Review, Cycle** for SEND provision.

## Role of the SENCO

In addition to maintaining the SEND register the SENCO has the following responsibilities ...

- Overseeing the day to day operation and implementation of the School's SEND Policy
- Co-ordinating provision for children with SEND
- Monitoring the impact of interventions
- Monitoring the **Assess, Plan, Do Review cycle** which leads to termly IEP's for some children
- Liaising with and advising fellow teachers on the graduated approach to providing SEND support
- Liaising with T.A.s
- Liaising with parents
- Overseeing the records of children with SEND
- Contributing to the in service training of staff
- Liaising with external agencies and being a key point of contact with the LA and local services. (Please see Appendix E- List of External Professionals we have links with. )
- Overseeing transition of pupils with SEND from their previous education providers or to their next education providers
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Reviewing and updating the SEND policy and annual School Information Report ( Local Offer)
- Liaising with the SEND governor
- Attending DSPL, ENF cluster and SET meetings as well as SEND inset
- Overseeing SEND resources

## Working in Partnership with Parents and the child

The new Code of Practice states school must have regard for:

- *the views, wishes and feelings of the child or young person, and the child's parents*
- *the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions*
- *the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.'* SEND Code of Practice page 19

At St Margaret Clitherow School we recognise good communication and partnership with parents is essential to enable every child to reach their full potential. We strive to develop strong relationships with parents, the Local Authority and external agencies involved with a child with SEND. We acknowledge the importance of parental knowledge and expertise in relation to their child. We support and encourage pupil participation depending on age and appropriateness, in reviewing targets and monitoring progress.

Our School Information Report Appendix F published on the school website explains in detail for parents how we support children with SEND. It is reviewed annually.

Hertfordshire's Local Offer of services and support for parents of children with SEND and can also be found at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

Please also refer to the school policy on Supporting Pupils at School with Medical Conditions.

### **Monitoring and Evaluating SEND**

The effective implementation of this policy will be reviewed annually by the teaching staff and the Governing Body and any necessary amendments will be made. Reference is made to:

- Parental feed back
- Individual pupil progress and attainment
- Value added data
- Classroom practice
- Intervention analysis

It is the responsibility of the SENCO to monitor and evaluate the overall policy and to ensure that the Headteacher is briefed.

Regular meetings are held between the SENCO and the Special Needs Governor to update and monitor progress. The SENCO also provides an Annual SEND Report for the Governors

### **Training and Resources**

Money is allocated annually from the budget to ensure that the provision of teaching assistant support can be met at the level that is adequate for the needs of the SEND requirements. Funding of appropriate resources is also budgeted for, including money for the professional development of the teachers in this regard. All the adults involved in the teaching of children with SEND are invited to attend courses. Staff training is addressed by attendance at local, central and regional courses.

Books and teaching equipment are kept in a central resource to support SEND teaching in the SEND room.

The SEND Toolkit and the Inclusion Development Programme (IDP) provides examples of good practice in dealing with SEND. The Toolkit and IDP is available for use by all staff and are located in the SEND room.

Where there is a whole school need, INSET sessions are arranged for the whole staff. If appropriate, parents and other interested parties, including other schools and governors are also invited.

For funding arrangements for children with SEND for Hertfordshire – Please see appendix G

Occasionally a child with SEND may have exceptional needs. The SENCO may then apply for Exceptional Needs Funding through the local cluster group if the child meets the criteria or medical needs funding through the NHS.

### **Roles and Responsibilities**

Our SEND Governor is Mr Jim Landers .He meets with the SENCO termly to monitor the provision for children with SEND.

Mrs Elaine Obuchowicz is the school SENCO and oversees the provision of SEND and the implementation of this policy in school.

All teaching assistants/ learning support assistants work with children with SEND but several have had additional training for SEND and have developed different areas of expertise. Some teaching assistants/ learning support assistants work exclusively with children with SEND.

The designated teacher with responsibility for:

- Children Looked After – Mrs Obochowicz
- Safeguarding – Miss Puccio
- Pupil Premium – Miss Puccio
- Children with Medical Needs – Miss Puccio

### **Records -Storing and Managing Information**

Records are maintained by the SENCO. They stored securely in line with the schools Information Policy.

### **Procedure on Transfer**

If a child with SEND transfers to another school, complete records, including IEP's will be made available to the Headteacher and the SENCO of the new school.

The SENCO will liaise with the new school to ensure the needs of the child are fully identifying and understood so the new school can arrange appropriate provision for a smooth transition.

### **Accessibility**

The school building and grounds are specifically designed to aid access for children and adults with disabilities. We are committed to removing barriers to learning to make the curriculum accessible to all. Please see our **Accessibility Plan** for more details. This is reviewed annually.

### **Complaints Procedure**

Parents who are unhappy about any aspect of the provision are encouraged to approach the class teacher or SENCO.

If the problem is not resolved, they can discuss their concerns with the Headteacher.

The school will deal with all complaints in line with the School Complaints Procedure.

## **APPENDICES**

A – The Duties of the Governing Body

B– Assess, Plan, Do, Review, Cycle

C –Triggers indicating the need for intervention by External Professionals

D – Interventions and strategies that may used

E – External Professionals

F - School Information Report

G - Funding arrangements for children with SEND in Hertfordshire

## **Appendix A**

### **The Duties of the Governing Body**

School Governing Bodies have important statutory duties towards pupils with Special Educational Needs and Disabilities.

The Governing Body must;

Do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and Disabilities

Ensure that where the “responsible person”, the Headteacher or the appropriate Governor has been informed by the LA. that a pupil has Disabilities and Special Educational Needs those needs are made known to all who are likely to teach him or her.

Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have Disabilities and Special Educational Needs.

Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;

Ensure that the pupil with Disabilities and Special Educational Needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision that their learning needs call for, and the efficient education of the pupils with whom they are educated and the efficient use of resources.

Consult the LA and the Governing Bodies of other schools, when it seems to them necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole.

Cooperate with the local authority in developing the local offer

Ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014

Report to the parents on the implementation of the school’s policy for pupils with Disabilities and Special Educational Needs and any changes to the policy in the last year.

Have regard to this Code of Practice when carrying out their duties towards all pupils with Disabilities and Special Educational Needs.

Ensure that the parents are notified of a decision by the School that SEND provision is being made for their child.

Where a local authority or the First-tier Tribunal (Special Educational Needs and Disability) names a maintained school as the school the child will attend on an SEND statement or Education and Health Care Plan, the Governing Body must admit the child to the school. Before naming a maintained school on a statement or EHCP, the local authority must consult the Governing Body of the school

In accordance with the Equality Act 2010, Governing Bodies and academy trusts are also under a duty to make reasonable adjustments to avoid substantial disadvantages experienced by disabled pupils.

## **Appendix B**

### **Assess, Plan Do, Review Cycle**

6.44 *Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.*

#### **Assess**

6.45 *In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.*

6.46 *This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.*

6.47 *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.*

#### **Plan**

6.48 *Where it is decided to provide a pupil with SEND 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.*

6.49 *All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.*

6.50 *The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.*

6.51 *Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in*

6.39 *should be readily available to and discussed with the pupil's parents.*

#### **Do**

6.52 *The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.*

**Review**

6.53 *The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.*

6.54 *The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.*

6.55 *Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.*

6.56 *Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.*

SEND Code of Practice January 2015

## Appendix C

### Triggers indicating the need for intervention by external professionals

#### **Triggers indicating the need for intervention at School Support**

The child or young person who, despite receiving differentiated learning opportunities:

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

#### **Triggers indicating the need for intervention at by external professionals**

*'Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists'* **Code of Practice 2015**

Despite having had an individualised programme, IEP and focussed support, the child or young person:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National Curriculum levels substantially below age related expectations
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or social difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## Appendix D

### Interventions and strategies we may use to support a child with SEND

St Margaret Clitherow RC Primary School is an inclusive school and may offer the following range of provision to support children with SEND

| <b>Possible interventions available for individual children or small group of children include the following...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Social Skills programmes/support including strategies to enhance self-esteem</b></p> <p>Bright Stars<br/>Building Learning Power<br/>Circle time<br/>Five Point Scale<br/>Play Therapy<br/>Playtime Buddies<br/>Protective Behaviour Strategies<br/>Small group support or 1:1 from Education Support Centre<br/>Social skills group or 1:1 work<br/>Social Stories<br/>Targeted SEAL work<br/>Transition programmes<br/>Transporters ASD programme</p>                                                                                            |
| <p><b>Access to a supportive learning environment – IT facilities/equipment / resources</b></p> <p>Building Learning Power<br/>ICT options<br/>Pre teaching strategies and vocabulary<br/>Personalised visual support including individual visual timetables, now and next boards , prompt cards<br/>Resources labelled with pictures and words for children to access independently.<br/>Specialist equipment/physical adaptations -privacy screens, work stations, writing slopes<br/>Variety of table top resources to support children with SPLD</p> |
| <p><b>Strategies/programmes to support Speech and Language Development</b></p> <p>Individual programmes from Speech and Language Therapist (SALT)<br/>Speech and Language small group support<br/>Listening skills groups</p>                                                                                                                                                                                                                                                                                                                            |
| <p><b>Strategies/programmes to support Occupational Therapy and Physiotherapy needs</b></p> <p>Brain Gym<br/>Fine Motor Skills- Multi Sensory programmes, Handwriting Without Tears, Write from the Start, Busy fingers activities, Fizzy Fingers<br/>Individual OT/physiotherapy programmes and exercises<br/>Motor Skills Group<br/>Physical adaptations / equipment-writing slopes, weighted cushions, wedge cushions, hand putty, furniture, scissors, grippers etc.</p>                                                                             |
| <p><b>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</b></p> <p>Bright Stars<br/>Building Learning Power<br/>Circle time<br/>Communication Box<br/>Golden Time<br/>Now and Next boards</p>                                                                                                                                                                                                                                                                                                              |

Playtime Buddies  
Postcards home from the Head teacher  
Protective Behaviour Strategies  
Regular Parental contact  
Relaxation Strategies  
Reward Systems  
Small group support or 1:1 from Education Support Centre  
Social Stories  
Star of the week- The Bees Knees  
Targeted SEAL work  
Transition programmes

### Strategies to support /modify behaviour

Behaviour support from extended roll  
Circle time  
Implementing school positive behaviour policy  
Pastoral Support Programme  
Play Therapy  
School rules /class rules displayed  
Small group support and individual support from the Education Support Centre  
Social stories  
Targeted SEAL work/ social skills groups

### Mentoring Activities

Building Learning Power  
Use of learning partners  
Regular check in for individual children with the Head , SENCO or designated LSA

### Strategies to support/develop literacy inc. reading

Additional Literacy Strategy  
Differentiated Spellings  
Early Literacy Strategy  
Fine Motor Skills- Multi sensory programmes, Handwriting Without Tears, Write from the Start, Busy fingers activities, Fizzy Fingers  
Fischer Family Trust Literacy Intervention  
Literacy Booster groups  
1:1 personalised SPLD base programmes  
Phoneme Frames  
Precision Teaching Intervention for Reading and Spelling  
Reading Day Writing Day Intervention  
Reading for Meaning- comprehension programme  
Sir Kit Literacy Intervention  
Targeted Comprehension groups  
Targeted Phonics 1:1 and groups – Letters and Sounds  
Targeted reading 1:1  
Tracks Literacy Intervention  
Word Wizards  
Writing Frames

### Strategies to support/develop numeracy

Booster groups  
Breakaway maths programme  
Catch up maths programme  
50 club  
Language through maths programme  
Numicon  
1:1 personalised SPLD base programmes  
Springboard  
Spotlights- Wave 3 Narrowing the Gap materials  
Targeted support – small group and 1:1

### Provision to facilitate/support access to the curriculum

Differentiated personalised curriculum

1:1 support from Class Teacher or Learning Support Assistant.  
Modified resources including Visual resources  
Small group support from Class Teacher or Learning Support Assistant.  
Specialised equipment as advised by external educational and medical professionals

### Strategies/support to develop independent learning

Access to ICT equipment  
Building Learning Power  
Chunking instruction strategy  
Now and Next board  
Pre teaching strategy  
Visual time table  
Work station with in and out tray

### Support/supervision at unstructured times of the day including personal care

Additional support at playtime and lunchtime – named Teaching Assistant  
Chunking playtimes/ lunchtimes  
Playtime Buddies  
Individual adjustments  
Personal Care Policy  
Individual risk assessments  
Individual care plans

### Planning and assessment

Annual Intervention Analysis  
Differentiated and modified curriculum for individual children  
Focus on vulnerable groups including SEND – needs identified and planned for.  
Individual adjustments for end of year assessments – Readers, extra time etc.  
Individual assessments by SENCO  
Individual Education Plans with personalised Targets and strategies  
Termly reviews with Class Teacher, SENCO and Key LSA's – Discussed with children and parents informed  
Termly target setting  
Vulnerable group record books  
Yr 6 Special arrangements for SATs

### Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

Annual reviews for individuals  
End of year statutory assessments reported to parents  
End of year written reports  
Home school books  
Liaison with a wide range of educational and medical professionals – The Educational Psychologist, The Advisory Teachers, The Specific Learning Difficulty Base, The Child Development Centre Etc.  
Parents evening 2 x a year  
Regular meeting with parents to discuss progress, reports, strategies, next steps etc.  
Reading records

### Access to Medical Interventions

Access to school health service  
Allergy information and whole staff training  
Designated first aiders  
Individual Care Plans  
Individual staff training for children with specific medical needs  
Whole staff first aid training

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.



## **Appendix E**

### **External Agencies**

St Margaret Clitherow has established links with:

- Advisory teacher for Speech and Language Impairment
  - Attendance Team
  - Behaviour Support Team (BST) – extended role
  - Challenging Behaviour Psychology Service
  - Child and Adolescent Mental Health Services (CAMHS)
  - Child Development Centre. (CDC)
  - Early Years Advisory Teacher for children with SEND
  - Educational Psychologist (EP)
  - Education Support Centre (ESC)
  - Educational Support Team for children with Medical Absences (ESTMA)
  - Family support worker
  - Hearing Impairment Advisory Teacher
  - The Leys Specific Learning Difficulty Base (SPLD)
  - Occupational Therapist (OT)
  - Paediatric Community Nurse Trainer
  - Physical and Neurological Impairment Team (PNI)
  - Physiotherapist
  - Play Therapists
  - School Counsellor
  - School Nurse
  - Social Communications Disorders Team
  - Speech and Language Therapist (SALT)
  - Visual Impairment Advisory Teacher
  - Woolgrove Outreach Support

If a child is having support from an external professional, the parents are invited to meet the professional to discuss their child's learning needs. Parental views and the views of the child are essential to all discussions about support. We always aim to work in close partnership with parents.

## **APPENDIX F**

### **School Offer: SEND Information Report 2017 -2018**

Welcome to St Margaret Clitherow's 'School Offer'. Our school is a fully inclusive school offering a broad and balanced curriculum to all our pupils. Sometimes children may need additional support to help them access the whole curriculum through differentiated tasks and/or extra support. Occasionally a few children require a personalised programme to support their learning needs.

The following information answers frequently asked questions by parents. It explains how we identify children with Special Educational Needs and Disability (SEND). It also explains the types of support we offer to our children to meet their learning needs.

#### **1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

Before your child starts school, the early year's teachers visit each child in their home or at their pre-school setting and talk to both parents and pre-school staff. Transition into Nursery and Reception class is planned carefully to help each child settle well. If your child has already been identified as having some additional needs, extra planning will be put into transition into school. This might include a meeting with you and any other people supporting your child. The school will try and gather as much information as possible and Mrs Obuchowicz, the Special Educational Needs Co-Ordinator (SENCO) will try to ensure the right support is in place and oversee the provision.

Once your child has started school, each child's progress is carefully monitored and assessed by the class teacher. Pupil progress meetings are held each term for every child. If at any time the class teacher is concerned about your child's progress or change in behaviour, they will discuss their concerns with you and if necessary the SENCO, to consider whether your child may have some additional learning needs and require some extra support.

If you have any concerns about your child, please come and talk to us. The class teacher is first person you could talk to but you can also talk to Mrs Obuchowicz the SENCO, or Miss Ouccio the Headteacher by making an appointment via the school office.

#### **2. How will school staff support my child?**

The class teacher is responsible for the learning of all the children in their class including those with SEND. Your child's learning needs will be supported by high quality, differentiated teaching in the classroom from the class teacher and teaching assistants, who work as a team. Sometimes it may be necessary for your child to receive some extra support in a small group or one to one. This may include following a specific intervention programme or a more personalised programme. Adaptations to the classroom are made if required. Occasionally, advice is sought from external professionals but this only happens after consultation and in agreement with parents.

#### **3. How will I know how my child is doing?**

Parent's evenings are held in the autumn term and in the spring term, providing you with an opportunity to talk to your child's class teacher and see your child's work. You can also meet the SENCO on parent's evenings. In the summer term you will receive an annual school report showing your child's progress.

In addition to the normal reporting arrangements, if your child has been identified as having SEND, the class teacher and/or SENCO will meet regularly with you as part of the **Assess Plan Do Review Cycle** and discuss the best ways to support your child in school. Any child in school who has been identified as having SEND will have an Individual Education Plan (IEP) which will be reviewed each term. The IEP will show your child's learning targets and explain the support in place. IEP targets are discussed with your child so they know what they are working on. You will be given copies of the IEP's and reviews each term.

If your child is having support from an external professional, you will be invited to meet the professional to discuss your child's learning needs.

If you have any concerns please come in and talk to us. Your views and the views of your child are very important to us and essential to all decisions about supporting your child. We always aim to work in close partnership with parents.

#### **4. How will the learning and development provision be matched to my child's needs?**

All class teachers differentiate the work within their classroom to ensure that all pupils can access the curriculum and reach their full potential. If your child has been identified as having SEND, their learning needs are assessed and reviewed regularly. Work is planned carefully to meet your child's next steps of learning by the class teacher, usually with support from the SENCO. Sometimes your child may be working one to one with a teaching assistant and sometimes your child may be working in a small group following a specific intervention. Planned work for your child will be shown on their IEP. Additional support in place is reviewed regularly to ensure it has a positive impact on your child's learning and it is meeting their learning needs. The same cycle is then repeated **Assess, Plan, Do, Review**. Your child's views are very important in this process and their views are key to decisions about what type of support is needed and what is most effective for them to learn.

#### **5. What support will there be for my child's overall wellbeing?**

Our mission statement is...

*'Jesus lives in us, our families, our school, our church, our world. Jesus is our guide. Let us follow Him'*

St Margarets is a community based on recognising Our Lord in each one of us and following His teachings. Every member is valued, included and equal. The emotional wellbeing of all our children comes first and is at the heart of everything we do. All staff aim to build positive relationships with every child. We also strive to build positive relationships with all our parents and carers as well as all visitors to our school.

To support our ethos, all teaching staff have been trained with protective behaviours and teach the children to use them. Every class has Personal Social Health Education (PSHE) and a communication box that any child can use to let the teacher know if they have a problem, or if they are worried or upset about anything. Occasionally, if a child needs a higher level of support we are able to offer play therapy or we put a Pastoral Support Programme (PSP) in place with support from external professionals.

All staff have child protection training. We have two designated staff who have had advanced child protection training, Miss Puccio (the Headteacher) and Mrs Briscoe.

All our staff have first aid training and some members of staff have had advanced first aid training and are designated first aiders. Our school complies with the 'Supporting Pupils at School with Medical Needs' guidance. Any child with medical needs will have a care plan in place.

If a child or family has more than one external agency regularly involved, a Common Assessment Framework (CAF) may be implemented.

#### **6. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to work with outside specialist professionals to support your child. We work closely with many different agencies which include the following:

- Advisory teacher for Speech and Language Impairment
- Attendance Team
- Behaviour Support Team (BST) – extended role
- Challenging Behaviour Psychology Service - PALMS
- Child and Adolescent Mental Health Services (CAMHs)
- Child Development Centre. (CDC)

- Diabetic Nurse Specialist
- Early Years Advisory Teacher for children with SEND
- Educational Psychologist (EP)
- Education Support Centre (ESC)
- Educational Support Team for children with Medical Absences (ESTMA)
- Family support worker
- Harper House working with children with Autistic Spectrum Disorder (ASD)
- Hearing Impairment Advisory Teacher (HI)
- The Leys Specific Learning Difficulty Base (SPLD)
- Occupational Therapist (OT)
- Paediatric Community Nurse Trainer
- Physical and Neurological Impairment Team (PNI)
- Physiotherapist
- Play Therapists
- Police Community Support Officer (PCSO)
- School Counsellor
- School Nurse
- Social Communications Disorders Team and Autism Team
- Speech and Language Therapist (SALT)
- Visual Impairment Team
- Woolgrove Outreach Support

This list is not exhaustive and some services require a referral through your GP. For specific referrals to be made your child must meet the referral criteria.

#### **7. What training have the staff who are supporting children and young people with SEND, had or are having?**

Training for all staff is on- going and responds to the needs of the children currently in school. Training can be in school or external. It can cover whole school issues such the Dyslexia Friendly Classroom, to specific training for individual members of staff who run intervention programmes with groups of children or who work one to one with a specific child. Recent whole school training for SEND has included the new SEND Code of Practice, Makaton, Dyspraxia and Sensory Integration Difficulties. Recent individual training has included the ELKLAN 10 week Speech and Language course, working with children with Autistic Spectrum Disorder (ASD) 10 week course, the MEW writing course for children with specific literacy difficulties and the Diagnostic Assessment of Number (DAN) course for children with specific numeracy difficulties, 2 day training for working with children with Visual Impairment , WELLCOMM speech and language screening and intervention and Word Wizard spelling intervention.

#### **8. How will you help me to support my child's learning?**

At St Margaret's we recognise that parents are the first and most important teachers of their children. We aim always to work in partnership with parents. We will communicate with you about your child's progress on a regular basis. This may be through parent's evenings and the normal reporting procedures as well as through IEP's. Class teachers also SEND termly newsletters home and you will be invited to parent's information evenings about reading and phonics depending on the age of your child. If your child is having a high level of support you will meet with the SENCO as well as the class teacher regularly and any external professionals involved in child's provision. We will discuss your child's next steps for learning and suggest ideas you may like to try at home. We may also signpost you to groups, courses or resources we think may be helpful to you or your child.

### **9. How will I be involved in discussions about and planning for my child's education?**

You will be invited to meet with the SENCO or class teacher to discuss plans for your child's education at least once a term. Your views and the views of your child are key to planning the next steps for your child's learning

and the type and of support they need. Children receiving SEND support will follow the graduated response as recommended by the SEND Code of Practice, 2016 and will include you in the '**Assess, Plan, Do, Review**' process.

### **10. How will my child be included in activities outside the classroom including school trips?**

All activities and school trips are available to all children. Where a child has an additional need, adjustments will be made to enable the child to participate as fully as possible. A risk assessment is made for every school trip and when necessary we put in place an individual risk assessment for specific children. This may include additional one to one support if necessary.

### **11. How accessible is the school environment?**

All parts of the school building are wheelchair accessible. School complies with the Equality Act 2010. The library area, which is split on two levels, has a lift. There is a disabled toilet located at the school's main entrance. Please refer to our Accessibility Plan for further details.

### **12. Who can I contact for further information?**

In the first instance always speak to your child's class teacher.

You may also wish to speak to our SENCO Mrs Elaine Obuchowicz or our Headteacher Miss Carmela Puccio. Please make an appointment via the school office.

Our SEND Governor is Mrs Sally Curtis .She can also be contacted through the school office.

### **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

At St Margaret's we recognise that children with SEND often need additional support for transition. Every child is unique and we try to ensure that we put the right support in place for each child.

Transition into school starts with a visit from the early years staff to a child's home or preschool setting. They are then invited with parents to an initial meeting where the parent receive information about starting school and the children get a chance to meet staff and see what it's like in school. All children starting in Nursery or Reception will be given a transition book with photographs of their new class room and the adults they will be working with.

As part of our general transition from class to class, each year there is half a day at the end of the summer term where the children move up at their new class .The children get an opportunity to meet and work with their new teacher in their new classroom. Each class teacher also passes on all SEND information.

As part of their preparation for their move to secondary school, the year 6 class spend time, mainly in the summer term covering topics in class such as organisation of homework, making new friends etc. They also have transition visits to their new school.

In addition to our general transition provision, children with SEND are given extra support before they enter school if they have already been identified as having additional needs. This includes extra visits and planning meetings with parents and any other professional already involved.

When moving between classes, teachers and teaching assistants plan extra informal opportunities for children with SEND to visit the new classes. For children with a high level of need, we also provide a transition book which includes photos of their new class and the adults they will be working with. These are taken home over the summer and to discuss with their parents. Occasionally, a few children are invited into school the day before school starts in September to meet their new teacher and have a look at their new classroom.

Children with SEND in year 6 are given the opportunity to be part of a Transition Programme run by Stevenage Education Support Centre. They meet fortnightly for a session for two terms. They also have an additional trip to their secondary school. Most of our children move on to the John Henry Newman Secondary School in Stevenage. JHN run an extra transition programme for children with SEND which includes four extra visits. Mrs Obuchowicz the SENCO liaises with the SENCO from JHN and other secondary schools if needed, and passes on all SEND records and information.

#### **14. How are the school's resources allocated and matched to children's special educational needs?**

The budget for SEND pupils is used to provide staffing, books and equipment for those pupils identified as requiring SEND support. How this support is allocated is decided by the Head teacher in consultation with the SENCO. The needs of all pupils with SEND are considered across the whole school.

Occasionally, when a child presents with significant additional needs, school can apply for some additional funding called Exceptional Needs Funding (ENF). School can only apply for ENF if a child meets the criteria.

#### **15. How is the decision made about how much support my child will receive?**

All teaching staff work towards 'Quality First Teaching' which ensures that provision is made in each lesson for meeting the diverse needs of all learners. The support that your child will receive will depend upon the type and degree of need which is additional to and different from that of their peers.

#### **16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

You can out more by visiting the website [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

This report will be reviewed and updated annually.

July 2017

## **Appendix G**

### **How schools in Hertfordshire are funded to meet additional and special educational needs.**

Since April 2007 schools are funded by a formula allowance for Predictable needs and a new termly allocation of Exceptional Needs Funding (ENF) for individual children or clusters of children.

It is the Headteacher's and Governing Body's responsibility to decide how delegated and devolved funding is best deployed. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount. It is for the school to provide high quality appropriate support from the whole of its budget. In order that schools can plan appropriately and holistically to meet the needs of pupils a range of other resources are provided by the authority to help schools meet pupils' needs.

AWPU (Age-Weighted Pupil Unit):

This is the main source of delegated funding for school staffing. Funding is allocated according to the number and ages of pupils in a particular school each October. All schools are expected to use some element of this funding for meeting individual needs, in line with the government's agenda for personalised learning. The DfES expects that the funding for the SENCO function is paid from this source, as all schools should include this role in their staffing structure. A percentage of the AWPU funding is notionally identified as SEND funding.

AEN/SEND formula factors:

Schools differ in the number of children they have with additional and special educational needs (AEN/SEND). Hertfordshire recognises this in the way in which it distributes money through the AEN/SEND allowances within the school budget share. The factors include Children in Public Care, a social deprivation measure, and pupils' prior attainment. These funds are included in the delegated budget share, which schools can use as they decide to meet pupils' needs.

Deprivation factor:

The majority of deprivation funding is distributed according to the number of pupils entitled to free school meals (FSMs). An element of deprivation funding is also distributed according to the data from the Income Deprivation Affecting Children Index (IDACI). Fifty per cent of deprivation funding is allocated to the notional SEND budget.

Prior attainment factor:

Prior attainment funding is based on the following data:

- Children not achieving the expected level of development within the Early Years Foundation Stage profile for primary schools
  - Pupils failing to achieve a level 4 in either English or maths at the end of KS2 for secondary schools.
- One hundred per cent of prior attainment funding is allocated to the notional SEND budget.

A school's notional SEND budget comprises:

- 1.81% of the AWPU in primary schools and 1.59% in secondary schools
- 50% of the deprivation allocations (free school meals and IDACI)
- 100% of the prior attainment allocation
- 20% of the mobility allocation
- £7.56 per sixth form pupil
- 2.74% of the lump sum (to cover SENCo attendance at cluster groups)

Exceptional Needs Funding:

Individual allocation based on evidence of complex individual learning needs,

The system recognises that the specific needs of some pupils are exceptional. Exceptional needs relate to those pupils who are identified to have the most complex needs not only within the context of an individual school but across a group of schools and the county as a whole. Pupils with exceptional needs are not distributed evenly amongst schools so a framework is provided to ensure that resources to meet these needs are distributed fairly and equitably. Allocations are decided by process of SEND clusters and 9 district level panels involving school representatives in the decision making process. Decisions are made using evidence of progress and interventions already made to meet the

child's needs from in-school/setting resources. Allocations are earmarked for the needs of individual pupils, and will follow the pupil if they move between schools.

In primary schools, children who need at least 15 hours support are deemed exceptional (7.5 hours for nursery pupils).

Other support:

The authority continues to provide a range of specialist support services for SEND. These include the Specialist Advisory Service, the Educational Psychology Service, Outreach support from special schools for learning difficulties, Specific Learning Difficulties resource bases, and the range of support for young people with emotional, social and mental health problems.