Romanby Primary School

Special Educational Needs and Disability Policy

Date: October 2026 **Review date:** October 2027

SENCO: Mrs Emma Whittaker

Date of SEND Qualification August 2026

The SENCO is a member of the Senior leadership team.

Our school is committed to being highly inclusive and ambitious, with high aspirations for every child. Through our inclusive provision, we strive to ensure that all learners are safe, happy, and achieving their full potential. This SEND policy outlines how we comply fully with the SEN Code of Practice and should be read alongside our wider inclusion policies. We are dedicated to identifying needs early, providing timely and effective support, and maintaining ambitious expectations so that children and young people with SEND can achieve better outcomes and be prepared for a happy, healthy, and fulfilling adult life. Strong partnerships and positive relationships are central to this approach, ensuring that needs are identified promptly, and support is impactful.

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEN CoP)
- Schools SEND Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan

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School Ethos

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will raise the children's standards of attainment, enabling them to:

- develop their use of English and Maths which provide the foundation for all other learning.
- learn social skills that encourage positive interactions between their peers as well as adults.
- treat everyone in an equal manner, irrespective of gender, race, class or disability.
- develop personal and moral values that are respectful of others, leading an appreciation and tolerance of other religions and other ways of life.
- learn in a safe and secure environment.

Objectives and Aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use 'must' when referring to a statutory requirement.

All items in italics are taken directly from the SEN Code of Practice 2015

6.1 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 fulfilled lives, and
• make a successful transition into adulthood, whether into employment, further or higher education or training

Things we must do:

- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the Special Educational Needs co-ordinator, or SENCO
- inform parents when we are making special educational provision for their child
- prepare a SEND information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality. This includes making reasonable adjustments, providing auxiliary aids, and fulfilling the Public Sector Equality Duty (PSED).

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEND. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEND can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEND is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

The SEND policy promotes a graduated and inclusive approach through both universal and targeted provision. Universal provision ensures that all pupils benefit from high-quality teaching, adaptive practice, inclusive classroom environments, and access to a broad and balanced curriculum that meets diverse learning needs. Where pupils require additional support, targeted provision is implemented through evidence-based interventions, personalised strategies, and specialist input designed to address identified barriers to learning and participation. This approach reflects the DfE's vision of providing the right support, in the right place, at the right time, enabling early identification, effective intervention, and improved outcomes while ensuring that children and young people with SEND are fully included in school life and supported to achieve their potential.

How Do Teachers Identify Pupils with SEND?

6.2 Every school is required to identify and address the SEND of the pupils that they support.

6.36 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.

The identification of SEND is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outline the process that you as a teacher will follow to identify pupils with SEND.

- Any child who gives you a concern whether it is due to a lack of academic progress, development or social need will be noted and dated on the child's records. This is referred to as a 'short note' in the SEN CoP. It is imperative that your initial concern is logged and dated. We use a Support Plan/At a glance document (which is stored and uploaded onto our secure internal Share*P*oint folder). Inform Mr*s Whittaker* of your concern within 2 working days (If there is a child protection issue then our school's safeguarding procedures MUST be followed)
- If a parent or pupil also raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the child's records, as above. Again, inform Mr*s Whittaker* of their concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures MUST be followed)
- N.B. At this point the child is not regarded as having SEND. How well the child responds or otherwise to the adjustments will determine if s/he has SEND.
- *The* child's class teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Our SENCO will support you, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time – this will be a maximum period of one term).
- Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEND. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCO, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENCO may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) Ladder of Intervention. Any child in our school with SEND will not be discriminated against, sanctioned, or disciplined due to their special educational need.

- Class and subject teachers, supported by the Senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Lower rates of progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- At this point, a decision as to whether the child has SEND will be made in conjunction with the SENCO. The child or young person (CYP) is now described as being at 'SEND Support'. They will appear as Code K on our school census. If required, we can seek advice from the local SEN Hub manager to clarify our decision. This will be undertaken by the SENCO.
- Our SENCO will maintain a list of pupils who have been identified as having SEND on our SEND register on Arbor. All teachers can access this list to see the records for the pupils they teach. This is password protected. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Each CYPs documents can be accessed by the hyperlink from the CYP's name. It is the responsibility of the class teacher to look regularly at the content for their pupils for any updates. Teachers are required to upload any information and plans to the correct pupil file within 5 working days of them being received or written. All digital records must be stored securely with access restricted to authorised personnel only. Staff must follow the school's data protection policy when handling pupil information.

There are 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEN CoP 6.28- 6.35 or discuss with our SENCO.

Special Educational Provision

High-quality inclusive teaching is the first response to meeting the needs of pupils with SEND. Universal provision, adaptive teaching, and reasonable adjustments form the foundation of our graduated approach. Targeted and specialist provision is implemented where additional support is required.

Once the CYP has been identified as having SEND then the formal process begins. We must take action to remove barriers to learning and put effective special educational provision in place.

This is called the Graduated Response. It is a 4-part cycle: Assess, Plan, Do and Review.

Parents must be informed that their child has SEND, and that additional and different provision is being provided for their child. Parents will be signposted to NYC special educational needs and disabilities advisory and support service (SENDIASS) and the local offer . A link to this can also be found on our school website.

The graduated response is outlined below:

1. **Assess.** Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCO will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

2. **Plan.** This will be undertaken at least termly with the parents and CYP. The views of parents and pupils are of paramount importance. This will be recorded on the plan.
   The plan is written by the class teacher, supported by the SENCO if required. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps (stored in SharePoint) to help plan any adjustments, approaches, resources, or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENCO.

   The autumn plans will be written in November, the spring plans will be written in March and the summer plans will be written in July. The plans will be uploaded onto our network within 5 working days of the meeting and a copy given to the parent. The SENCO will monitor the quality of the plans.

3. **Do.** The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child to plan and assess the impact of any adjustments support or interventions. The SENCO will support the class teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCO will monitor this provision.

4. **Review** The class teacher will review the plan with the parents and CYP on an agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil's needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Monitoring Progress and Attainment of Pupils with SEND

The SENCO maintains a rigorous system for tracking the progress and attainment of all pupils with SEND, ensuring that each child's development is measured from their individual starting points. This includes regular analysis of assessment data, review of SEND Support Plans and collaboration with teaching staff to evaluate the effectiveness of interventions. Progress is monitored not only in academic outcomes but also in broader areas such as social, emotional, and communication development. Attainment is reviewed in line with age-related expectations and personalised targets, with findings used to inform planning, provision, and strategic decision-making.

Use of the North Yorkshire Inclusive Mainstream Toolkit

Our school actively uses the North Yorkshire Inclusive Mainstream Toolkit to guide and enhance provision for children and young people with SEND. This framework outlines the expectations for inclusive practice and reasonable adjustments that should be available in all mainstream settings. It supports staff in delivering high-quality teaching and targeted support through clear descriptors

across the four broad areas of need. The SENCO ensures that the framework is embedded in classroom practice by supporting staff to use it when planning interventions, adapting teaching strategies, and reviewing SEND Support Plans. To evaluate its impact, we monitor pupil progress through the graduated response cycle, gather pupil and parent voice, and conduct regular audits of provision against the framework's standards. Findings are reported to the Senior leadership team and SEND Governor and inform ongoing staff CPD and school improvement planning.

Access to Cultural Capital and Enrichment Opportunities

Pupils with SEND are actively supported to access a wide range of cultural capital experiences, including educational visits, enrichment activities, and extracurricular clubs. These opportunities are planned inclusively, with reasonable adjustments made to ensure full participation. The school closely monitors engagement and access through pupil voice, attendance records, and staff feedback, ensuring that pupils with SEND benefit equitably from experiences that enhance their personal development and broaden their horizons.

Involving Specialists

If at any point the class teacher, in consultation with the SENCO feel they need additional advice and support from an outside agency, then the consent of the parent must be obtained first.

This would be undertaken by the SENCO, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

SEND support will include a plan for effective transition between phases of education. The Support Plans/At a Glance documents include a section for completion by the class teacher at points of transition. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCO will support the class teacher.

Admissions

Applications to the school are made through the local authority. If you are thinking of sending your child to Romanby Primary School and would like more information you can contact the school office at Romanby Primary School. Neither a child's ability, learning need or disability feature in the admission process unless the child has an Education Health and Care Plan, and the school has been named on the plan. If your child has special educational needs you may wish to contact Mrs Emma Whittaker, SENCO to discuss how the school could meet your child's needs.

Education, Health and Care Plans (EHCP)

Where a child is in in receipt of an EHCP, the provision in Section F of the EHCP must be provided**.** Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This must be before the date of the anniversary of the plan being issued. The SENCO or

member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCO.

Confidentiality

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Safeguarding Children and Young People with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti- discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

Accessibility Statutory Responsibilities

The SEN and Disability Act 2001 placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided, and
- Improving the availability of accessible information to disabled pupils and their families.

Funding and Resource Allocation

- The school receives delegated funding to meet the needs of pupils with SEND. Resources are allocated in accordance with identified needs and provision required. The school publishes an annual SEND Strategy which outlines how Inclusion Mainstream Funding (IMF) and SEND resources are used to improve outcomes, remove barriers to learning and strengthen inclusive practice. The impact of expenditure is monitored through pupil progress data, attendance, engagement, SEND Support Plan reviews, quality assurance activities, and governor scrutiny.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENCO, will analyse data to identify any patterns in the identification of SEND, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCO will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the Children & Families Act 2014 particularly section 66 regarding using their best endeavours and Equality Act 2010.

Our Governors must have regard to the SEN Code of Practice.

Our Governors must ensure that a Special Educational Needs Coordinator (SENCO) is appointed and that they are qualified, i.e., they are a qualified teacher and have the national qualification for special educational needs and disabilities. If our SENCO does not have this award on the day, they are appointed then our Governing Body must ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCO.

- 6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND. School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- 6.97 They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

In our school, this means that a SEND Governor is appointed to work directly with the SENCO and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors must publish at least annually a SEND Information report.

- 6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The report must contain as a minimum the 14 bullet points listed in section 6.79 of the SEN CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEND. Therefore, we will produce this annually and it will be uploaded onto our school website in the SEND section.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Role of the SEND Governor

Our SEND Governor will:

- be familiar with the SEN Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCO by visiting at least once a term
- be aware of the numbers of CYP at our school with SEND
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy
- that our CYP are not being unfairly treated due to their SEND, for example being disproportionally being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities, and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance, or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of CYP with SEND, about their experience of the school's SEND provision
- obtain the views of our CYP with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy, and provision in our school.

They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCO will publish a clear picture of the resources (e.g., a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who SEND has is aware of their needs and have arrangements in place to meet them.

Role of the SENCO

A qualified SENCO is empowered, through their leadership status within the school to lead whole-school improvement for pupils with SEND.

- 6.87 The SENCO has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.
- 6.88 The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- 6.89 The SENCO provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- 6.90 The key responsibilities of the SENCO will include:
  - *overseeing the day-to-day operation of the school's SEND policy*
  - *co-ordinating provision for children with SEND*
  - *liaising with the relevant Designated Teacher where a looked after pupil has SEND*
  - *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 governors 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*

Our school will ensure that the SENCO has sufficient time and resources to carry out these functions. We will provide our SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The monitoring of SEND provision in our school is an essential role of our SENCO, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources, and environment
- scrutiny of all SEND support plans content, implementation, and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- tracks the progress and attainment of all pupils with SEND, ensuring that each child's or young person's development is measured from their individual starting points.
- work sampling of pupils with SEND at least termly via book scrutiny
- attendance at pupil progress meetings
- CYP questionnaires/discussions
- Staff voice
- effective deployment, preparedness and practice of TAs
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- SEND CPD is tracked and evaluated.
- The SENCO closely monitors engagement and access to cultural capital experiences, trips and extracurricular activities through pupil voice, attendance records, and staff feedback
- termly meeting with our SEND Governor and report to our senior leadership team

Role of class teachers

- 6.36 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.

The role of the class teachers is to:

- support the SENCO and our senior leadership team to implement this policy and have due regard to the SEN CoP
- support and engage with the SENCO in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEND support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP with SEND on a daily basis
- keep abreast of SEND initiatives and CPD
- ensure QFT meets the needs of all learners and their starting points

Role of all support staff (including MSAs, Office Staff)

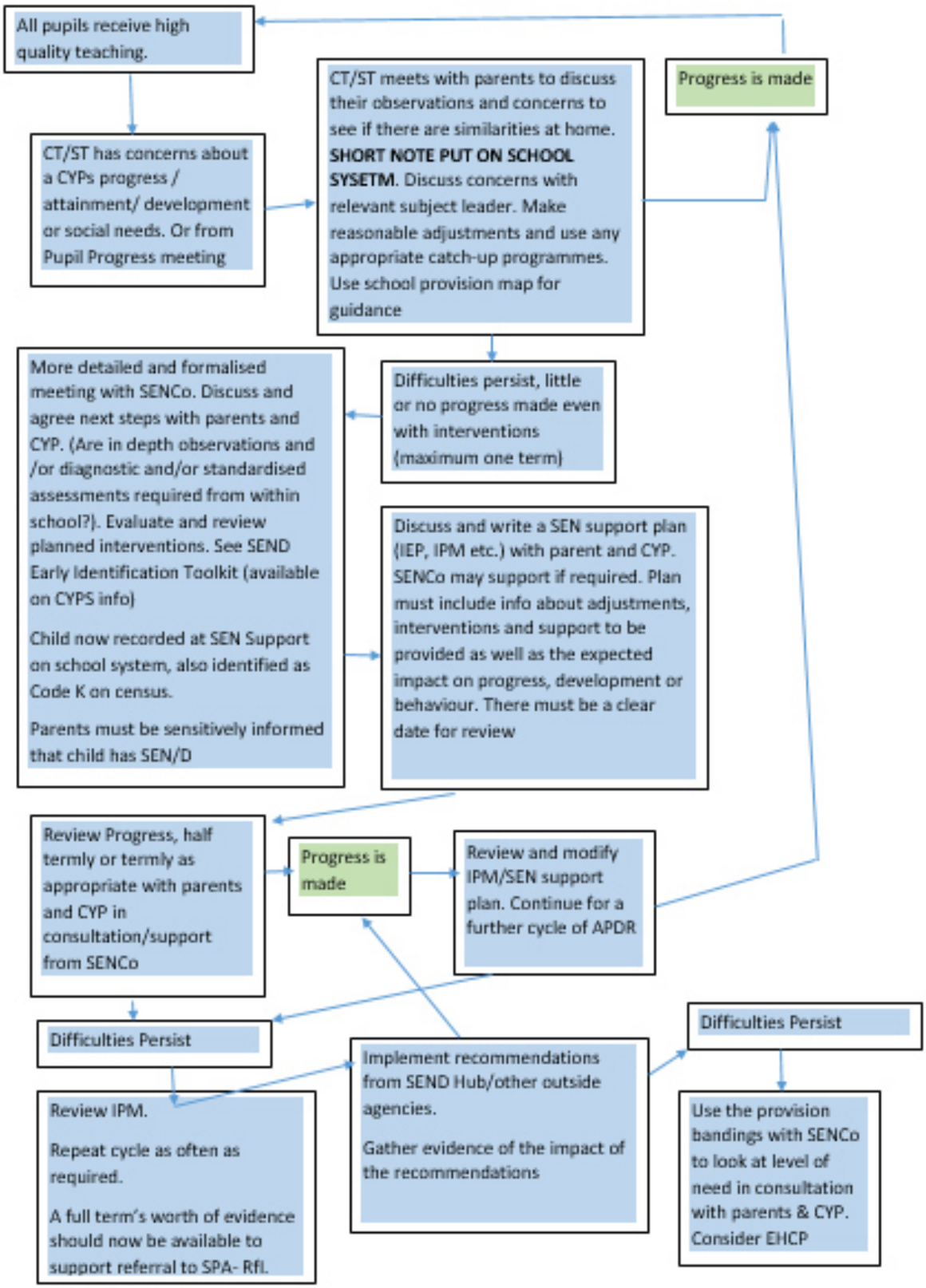
The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)

Complaints Process

Parents who have concerns regarding SEND provision should initially discuss these with the class teacher or SENDCo. If concerns remain unresolved, they may be addressed through the school's complaints procedure, which is available on the school website.

Flowchart for **Teachers** to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.



Individual Support Plan

	Details						
Name		DOB :		Yr Grp		UPN	
School	Romanby Primary School	HT	James Foxwell			SENCo	Emma Whittaker

	Additional Information					
Registered as school additional SEND support		In receipt of free school meals		In receipt of pupil premium		
Looked after child (LAC)		Open or on-going TAC/CAF		EHCAR submitted to NYCC		
English as an additional language (EAL)		Traveller family – highly mobile		EHCP in place		
Military family – parent deployed in conflict zone		Alternative communication, e.g. BSL		Issued by: name authority		

Supporting agencies			
Role	Name	Organisation	Dates: from / to

About me	This is me
	photo of pupil

What I'm good at	What I find difficult
•	•

What I want to achieve



Primary Need	C & L	C & I	SEMH	SPM	Prevailing needs	C & L	C & I	SEMH	SPM

Cognition & Learning

Summary of Need	Long-term goals ** broad aims for the forthcoming year*
	•

Communication & Interaction

Summary of Need	Long-term goals ** broad aims for the forthcoming year*
	•

Social, Emotional & Mental Health (SEMH)

Summary of Need	Long-term goals ** broad aims for the forthcoming year*
	•

Sensory, Physical, Medical (SPM)

Summary of Need	Long-term goals ** broad aims for the forthcoming year*

	•

Provision Review

Tracking point **1**	DD/MM/YY	Tracking point **2**		Tracking point **3**	

Short-term targets * *specific learning intentions in the short term*	Achieved	Ongoing
1.		
2.		
3.		

Adjustments – accessing class-integrated learning *(include recommendations from specialist support)*		
Teaching	Resources	Environment

Interventions – targeted learning *(include recommendations from specialist support)*		
What	Frequency	Delivered by

Progress	Date of Review:		
Review of targets:			
Pre	Post	Impact	Comments
1.			
2.			
3.			

Pupil Views:	Parent Views:

Provision Review

Tracking point **1**		Tracking point **2**	DD/MM/YY	Tracking point **3**	

Short-term targets * *specific learning intentions in the short term*	Achieved	Ongoing
1.		
2.		
3.		

Adjustments – accessing class-integrated learning		
Teaching	Resources	Environment

Interventions – targted learning		
What	Frequency	Delivered by

Progress	Date of Review:

Review of targets:			
Pre	Post	Impact	Comments
1.			
2.			
3.			

Pupil Views:	Parent Views:

Provision Review

Tracking point **1**		Tracking point **2**		Tracking point **3**	DD/MM/YY

Short-term targets * *specific learning intentions in the short term*	Achieved	Ongoing
1.		
2.		
3.		

Adjustments – accessing class-integrated learning		
Teaching	Resources	Environment

Interventions – targted learning		
What	Frequency	Delivered by

Progress	Date of Review:

Review of targets:			
Pre	Post	Impact	Comments
1.			
2.			
3.			

Pupil Views:	Parent Views:

‘At-a-Glance’ Pupil Profile

Building Strengths/Needs Profile

Pupil:	DOB:	Year group:	School: Romanby Primary School	Date:

Please either indicate with a cross X or shade as best fits your judgement:

Above expected attainment level															
Expected attainment level															
Below expected attainment level															
Significantly below expected level i.e. Pre-Key Stage															
Subject /Skills	**Reading** - decoding	**Reading** + under-standing	**Writing** - Ideas to page	**Writing** - SPaG	**Handwriting**	**Language** Speaking & Listening	**Language** Social Interaction	**Maths**	**Science**	**Coordination /Motor Skills**	**Fine Motor Skills**	**DT** Hands-on skills	**History**	**Art**	**Music**

- Use bullet points to indicate concerns & strengths

Pupil’s strengths	**Needs/Concerns**	
•	**COGNITION & LEARNING** •	**COMMUNICATION & INTERACTION** •
	SOCIAL, EMOTIONAL & MENTAL HEALTH •	**SENSORY, PHYSICAL, MEDICAL** •

Boxes will expand if required…

My Target Mat

Name	Term	Class/Year Group

My Targets	Provision