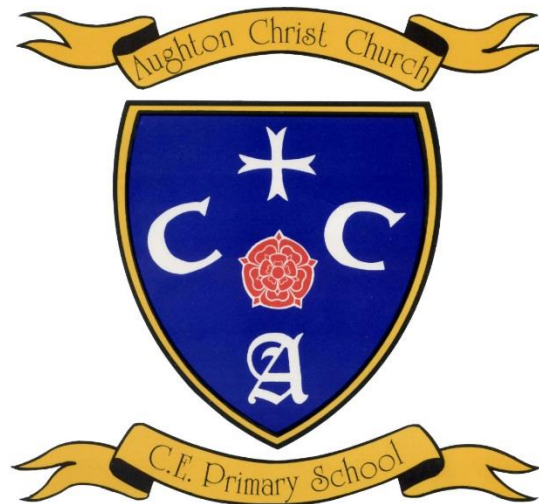


Aughton Christ Church C of E Primary School **SEND Policy**



Reviewed: July 2023
Next Review date: July 2024

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1. Aughton Christ Church C of E Primary Mission Statement

To educate pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school firmly based on Christian principles.

To enable pupils to develop their talents, establishing positive and realistic goals.

To promote Christian values within the school as exemplified by the life and teaching of Jesus Christ.

To encourage in pupils a sense of decency, respect for others, commitment, self-reliance, responsibility and a healthy self-esteem.

To help pupils to take their place in the community and to encourage an appreciation of the world in which they live.

To prepare for the next stage of their education.

2. Rationale

At Aughton Christ Church C of E Primary School, we are committed to meeting the special educational needs of all pupils and ensuring that they achieve the best possible educational and other outcomes. All children are supported within the distinctively Christian ethos of the school. Every teacher is a teacher of every child, including those with SEND.

3. Statutory Requirements

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's SENCO, Clare Geeson and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

4. Purpose of Policy

We aim to:

1. To create a nurturing environment where everyone can feel safe, supported, and valued.
2. To provide an ambitious, relevant, and coherently planned and sequenced curriculum that supports children's ability to know more, remember more, and be able to do more.
3. To enable all children to reach their full potential through high quality teaching, targeted academic support and wider approaches. To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
4. To ensure the distinctive nature of our Church school with the Christian Faith pervading all that we do.
5. To ensure that children with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
6. To ensure that all our children are involved in decisions made about them and their education.
7. To ensure that we involve our parents in school life and keep them informed about their children's progress including decision making about their child's education
8. To provide a SENDCO who will work within the SEND inclusion policy.
9. To provide support and advice for all staff working with children with special educational needs.

5. Definition of Special Educational Needs

According to the SEND Code of Practice (2015):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For the purpose of this policy, SEND does not cover gifted and talented children which is dealt with in our Gifted and Talented policy.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Our school provides for children and young people with a wide range of special educational needs which may fall into four broad areas of need. These may include:

- **Communication and interaction**- this includes children who have speech language and communication difficulties, including autistic spectrum conditions.
- **Cognition and Learning**- this includes children who have moderate and severe learning difficulties or who have complex learning needs or a sensory impairment. This area of need also includes specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health**- this may include children becoming withdrawn or isolated as well as children displaying challenging or disruptive behaviours. Some children may also have disorders such as attention deficit disorder (ADD) or attachment disorder.
- **Sensory and/or Physical**- this includes children who have visual or hearing needs, or a physical disability that affects their learning.

6. Staff in School working with children with Special Educational Needs and their parents

All teachers in school teach children with special educational needs. However, the following staff have particular responsibilities:

- The head teacher and the school SENDCO ensure that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The SENDCO and head teacher meet with the SEND governor termly to discuss programmes of support and individual needs.
- The SEND governor monitors and evaluates provision and reports to the governing body.
- Class teachers provide a planned curriculum that meets the needs of all the children in their care through the use of Quality First Teaching strategies. They monitor and evaluate all children's progress and set future targets for them. They report to the SENDCO any child that may be causing concern and are responsible for reviewing and updating children's learning passports on a regular basis.
- Teaching assistants provide specified work and carry out planned programmes of work as specified in learning passport.
- Welfare assistants are aware of children who require our support and are given strategies to support children at lunch time when necessary.

7. Identifying when a child has special educational needs:

It is important that a child's special educational needs are identified as early as possible. We will always let parents know as soon as we feel that their child may have a special educational need. After discussion with the class teacher, SENDCO, parents, pupils and head teacher, a decision will then be made to put the child on the SEND register at their level of need.

8. A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision by being placed on a SEND Support Plan (Passport to Learning) and the child would be registered as receiving SEN Support. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – **'Assess, Plan, Do, Review'**. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance

throughout the process and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision.

The teacher will maintain the personalised plans and keep them updated.

ASSESS

The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN

Pupils and parents will be involved in the planning process as much as possible.

Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of their child's individual support plan for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO

The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW

The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website.

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

9.The ways in which we identify children that may have special educational needs are

- a) Before a child starts school.
 - Our reception teacher visits children in their pre -school setting to discuss any concerns they may have
 - Through our links with pre-school settings and through strong partnerships with the school nurse and other health agencies we are able to identify children who may require more support
- b) Our reception teacher meets with each child's parents / carers
- c) After starting school advice may be sought from
 - Educational Psychology service
 - Physical Disability support service
 - Visual Impaired service
 - Speech and Language Therapy service
 - Occupational Therapy service
 - Physiotherapy service
 - LFCT service
 - CAMHS
 - Community Paediatric Service
- d) All teachers are teachers of children with special educational needs and are responsible for identifying children with special educational needs as early as possible

This could be through

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Baseline assessment
- Information passed on from previous settings
- Information from parents

The class teacher will complete a Cause for Concern form which is discussed with the SENDCO. The SENDCO will then gather together information about the child and will work with staff involved to decide on what actions that might need to be taken.

- e) Children who enter school mid-year
 - SENDCO liaises with staff from previous school
 - Teaching Assistant may visit the school
 - Ensure all paper work is transferred

10. The Provision made for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have. Children's educational needs are met through Quality Teaching strategies used in the classroom to allow all learners to fully engage in the curriculum.

We also support children through:

- Specially prepared learning materials
- Use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions
- Specialist equipment/ resources
- Using specialist intervention programmes
- Social skills programmes
- Seeking support from outside agencies
- Working together with parents on joint strategies
- Using outside agencies when and if required

11. Early Help and Pastoral Support

Aughton Christ Church CE Primary School is committed to providing our families with the right help at the right time. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);

We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements
- DSLs will undertake an Early Help assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies

- DSLs will lead on Early Help meetings where is it appropriate for them to do so
- DSLs will utilise Children and Family Wellbeing Service using the Request for Support form
- DSLs will refer to Children’s Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form
- DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families
- DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help
- DSLs will generally be the lead for Early Help cases

Pastoral Support

The school employs a dedicated Pastoral Support Worker, Mrs Heather Croft, who works closely with the SENCO, teachers and DSLs in order to provide targeted Pastoral Support and Intervention for children with a range of additional needs. This includes children with SEND. This support may be long term or short term, depending on the nature of each individual child’s need.

12. Special Educational Needs and Disabilities Register

We operate a graduated approach:

- Initial cause for concern discussed with parents
- Assess, Plan, Do and Review
- SEND Support Plan - Passport to Learning
- Plan, Do, Assess and Review
- Involve outside agencies
- Plan, Do, Assess and Review
- CAF
- Assessment for EHC plan
- May result in EHC or may return to Passport to Learning
- Reviewed termly

13. Criteria for placing on SEND register

- A child working considerably below the age-related expectations of their peers and not making adequate progress identified on school tracker despite interventions and Quality Teaching.
- A child with a medical diagnosis that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress
- Children who receive High Needs Block funding
- Children with a social or emotional need which prevents them assessing the curriculum

Children may be placed on a monitoring register if it is deemed that they may have an educational or medical need but are currently making expected progress within their cohort.

All children in school have educational targets set regularly.

If the class teacher and SENDCO feel that a child needs specific targets in addition to the targets already in school which address their specific special educational needs, they may be given a Passport to Learning (SEN support plan). The targets on the Passport to Learning are based on collaboration between all the parties involved i.e. the child, parent/carer, SENDCO, teacher and teaching assistants. Assessment also informs target setting.

Staff will ensure that all targets are SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Parents and children will be involved in putting together this plan and in reviewing it three times a year.

14. Education and Health Care Plans

The majority of children and young people with SEND or disabilities will have their needs met within local mainstream settings.

Some children and young people may require an Education and Health Care Needs Assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child and to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

15. The Local Offer

As part of the new Code of Practice January 2015, Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

1. To provide clear, comprehensive accessible and up to date information about the available provision and how to access it.
2. To make provision more responsive to local needs and aspirations by directly involving children with disabilities, those with SEN, their parents and service providers in its development and review.

The Local Offer covers:

- Support available to all children and young people with SEND or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEND who require additional short-term support over and above that routinely provided as part of universal services.
- Specialist services for children and young people with SEND or disabilities who require specialised longer-term support.
- School individual local offer shows what support is available See SEN section of school website and Lancashire County website
www.aughtonchristchurch.lancs.sch.uk
<http://www.lancashire.gov.uk/children-education-families/specialeducational-needs-and-disabilities>

16. Record Keeping

We record all the steps taken to meet children's special educational needs. The SENDCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a child with SEND may include:

- Information from previous settings
- Information from parents/carers
- Information on progress and behaviour
- Information about assessments and use of additional support
- Passport to Learning (SEND Support plan)
- Education Health Care Plan
- Provision map detailing the support they have been given and the impact it has had
- Child's own views
- Information from health/social services
- Information from other outside agencies
- School data
- CPOMS logs

17. Assessment

All children with an EHC Plan are reviewed **annually** (a review can take place any time if needed). All Children on the SEND register are assessed by the SENDCO and Passport outcomes are reviewed termly:

Assessments may include

- Dyslexia screener
- Phonics progress assessment
- IDL – reading and spelling tests
- Baseline assessment
- Weekly assessments
- End of unit assessments
- End of term assessments
- End of year assessments
- PIVATS
- BPVS (British Picture Vocabulary Scale)

18. Information Management

It is important that information about a child with SEND is shared with all staff in school who work with the child and that it is passed on from class to class and school to school as the child moves on.

- We ensure that all staff are made aware of individual children's SEND needs.
- We ensure that all information is passed on to new class teachers through our own internal transfer system.
- We ensure that children's needs are reviewed regularly. Their targets are reviewed and new ones set every term. Children with more complex needs are reviewed with a separate meeting with all parties involved.
- When possible, children are involved in setting their own targets/outcomes.
- Smooth transition between high schools is ensured by meeting with SENDCO's from the secondary schools.
- If children transfer mid-year the SENDCO will work with the child's new school to ensure a settled and smooth transition.
- All information is kept secure in school and information will be retained in school for 25 years.

19. Working with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children with SEND get the most out of their education. We will involve parents through:

- Review meetings
- Writing All About Me / One Page Profile when needed for EHCP assessments
- Homework
- Sharing information through SEND section of school website
- Parents evenings
- Parent support groups
- Providing breakfast and after school clubs
- Developing an open-door policy towards parents which welcomes their views
- SENDCO able to meet with parents when appropriate
- Sharing information with them about their child
- Sharing information with other people on their own experiences and knowledge of aspects of SEND
- Linking with Parent Partnership Services and relevant voluntary organisations.
- Meetings in school with professionals from other agencies

20. Working with Children

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve children in target setting.
- Enable children to express their feelings about how their needs are being met.
- Ensure that the views of the children are sought and recorded in reports produced by the school.
- Encourage children to be involved in the wider life of the school.
- Children able to discuss their needs and concerns with all members of staff.

21. Working with LCC Support Services

We have a range of support services in Lancashire that we can call upon to give school advice and training e.g.

- Schools and Families Specialist Services
- CAMHS
- Speech and Language service
- Educational Psychology Service
- Hearing and Visual Impairment specialists
- SEND
- Secure successful transition
- Links with special schools
- Provide training for parents
- Physiotherapy and Occupational Health
- Community Paediatric Services
- Child Action North West
- Early Help
- Children's Social Care

22. Links with Local Community

We believe that our school has an important part to play within the local community. We are involved in:

- The use of school premises for out of school activities
- Links with local nursing home
- Links with local police
- Links with local special schools
- Local nurseries

23. Parent Partnership Services

Lancashire SEND Partnership service provides information, advice and guidance on SEND and can provide an independent parental supporter for all parents who want one. This can be accessed by:

Email: SENDPartnership@lancashire.gov.uk or call 01772 532 280.

This dedicated information advice and support SENDIAS service is for children and young people with special educational needs and disabilities and their families.

Young people can also access the service independently from their parents.

The service is impartial, confidential, and free. It is built on the existing support from the [Parent Partnership Service](#), parent/carer liaison officers, Lancashire and District [Parent Carer Forums](#) and other local services for young people.

They can help you to gather, understand and interpret information and apply it to your own situation.

They can provide support around:

- Local policy and practice
- The local offer
- Personalisation and personal budgets
- Education law on SEND and related law on disability, health and social care

They also provide advice through parent carer support groups, local SEND youth forums or local disability groups and training events.

24. Health and Social Services

Some children with SEND may have support from or involvement with Social Services. These children are helped best when all professionals work closely together.

In our school we:

- Liaise with professionals from the health service, school nurses and the community paediatrician, to seek advice and support for children.
- Ensure information on children is shared amongst relevant professionals.
- Involve health and social service professionals in reporting on children's needs and progress and in attending review meetings.

25. Admission to School

Our school admission policy clearly states that we accept children of all abilities including children with special educational needs and disabilities. We will always endeavour, whenever possible to have arrangements in place to meet a child's needs.

DETERMINED ADMISSIONS POLICY FOR COMMUNITY AND VOLUNTARY CONTROLLED

PRIMARY SCHOOLS

See full admission on school website.

26. Access Plan

Under our duty of care, we have an accessibility plan that shows clearly how we are able to provide access to all our children, whatever their needs. This policy is reviewed to ensure it is meeting the needs of children entering school or whose needs have changed over time. The plan has been guided by Schedule 10, relating to Disability of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

Statement	Evidence	Action
The school layout ensures access for all children and staff. This includes all classrooms, hall, staffroom, intervention rooms, library and outside areas.	School accessible in all areas	
Children needing to use wheelchairs or crutches can move freely around school, as school is all on one level and disabled access is provided at the main entrance, children's entrance at rear of school and year 4 classroom.	Accessible in all areas	
Disabled toilet and shower room	Fully accessible	
Pathways around school are clear and well maintained	Fully accessible	
Emergency exits are clearly visible and exits are kept clear at all times	Yes	
Signage and yellow markings should be clear for all impairments including for visually impaired children	Yes	
All areas including outside areas are well lit	Yes	
Steps have been taken to reduce background noise for hearing impaired children	Yes	
Furniture and equipment around school is of appropriate size	Yes	
Personal Emergency Evacuation Plans will written as appropriate	Yes	

27. Staff Training, Knowledge and Skills

We gather information every year, through performance management meetings, to identify training needs for all staff. These needs may change due to the needs of the children. All staff are able to undertake training to develop and improve their skills and knowledge.

Training may be provided by:

- in-house training
- mentoring other staff
- job shadowing visits to other schools or settings

- attendance at externally provided training
- participation in accredited training opportunities
- LCC training courses

28. Safeguarding

We are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

We therefore:

- train all staff about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations
- offer support for those staff working with children with SEND
- ensure that every child has a way of communicating their voice and that it is listened to and responded to
- closely monitor children with SEND through high vigilance of staff and the open ethos of the school
- offer pastoral support to children with SEND when monitoring has identified that they require this additional support
- every child in school knows that they can trust all adults in school and that they can communicate any worries they might have with any adult in school
- maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used.

Designated Safeguarding Lead (DSL): Mr David Kennedy (Headteacher)

Deputy Designated Safeguarding Lead: Miss C Geeson and Mrs F Chapple (Assistant Headteachers)

Nominated Safeguarding Governor: Mr Mark Abbott

29. How Provision is funded

- Funding for schools/colleges is provided by central government to local authorities through the Dedicated Schools Grant. LAs distribute this to schools by using a local funding formula.
- Schools/colleges are given an additional amount, referred to as the 'notional SEN budget' it is made up of 2 elements.

Element 1 is core funding of around £4,000

Element 2 which is around £6,000 is additional funding for pupils with SEN.

- For each pupil/student whose high level needs cost more than £10,000 per year, the local authority can provide high needs top-up funding.
- Schools/colleges can buy in specialist support to meet children's SEN.

Funding is used to:

- Employ a SENDCO
- Provide differentiated curriculum
- Provide TA Support
- Provide resources for intervention programmes
- Buying in outside support from e.g. SEND

Pupil Premium is a grant given by the government for the educational benefit of children in school. It is allocated as below

- For children known to be eligible for free school meals and service children in main stream schools.
- For looked after children and children adopted from care since 2005
- Children of Service Personnel

30. How we Evaluate our Policy

The schools governing body has a duty to evaluate the provision school makes for SEND children:

- Parents views will be sought
- Progress of children with SEND will be monitored
- External support service may be contacted for their views
- Children's views will be sought

31. Complaints Procedure

We are always willing to talk to and listen to any concerns that parents may have. If parents have any concerns they should speak firstly to the class teacher, then if necessary the SENDCO or the Head teacher.

If they feel that concerns have not been addressed the formal complaints procedure can be followed as shown on school website. Go to Parent Information, curriculum, policies complaints procedure www.aughtonchristchurch.lancs.sch.uk

32. Where can I find out more information

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/>

33. Glossary of Terms

BPVS-British Picture Vocabulary Scale

A test of receptive vocabulary.

CAF-Common Assessment framework

The CAF is a standardised tool used to conduct an assessment of a child or young person's additional needs and helps practitioners to decide how those needs should be met. It is used by practitioners across children's services in England.

CAMHS- Child and Adolescent Mental Health Services

EHCP- Education Health and Care Plan

An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment.

Foundation Stage Profile

The system used in schools during the Reception year to monitor pupil progress.

I

CT-Information, Communication Technology

IDL – Independent Dyslexia Learning

KLIPS – Key learning Indicators of Performance

LCC-Lancashire county Council

LFCT-Lancashire Family and Childcare Trust

Support families of disabled children across the Lancashire, whatever their condition or disability

Passport to Learning

A working document developed and used by our school that sets targets/outcomes for pupils with SEND and detailed provision on how those outcomes will be achieved.

PEEPs-Personal Emergency Evacuation Plans**PIPS- Performance Indicators in Primary schools****PIVATS-Performance Indicators for Value Added Target Setting****Provision Map**

A document showing at a glance all the provision that the school makes which is additional to and different from that which is offered through the school's differentiated curriculum to support pupils with SEND and pupils requiring intervention programmes.

SEN-Special Educational Needs**SENDCO-Special Educational Needs and Disabilities Coordinator**

A teacher at school with responsibility for assessing, planning and monitoring the progress of pupils with Special Educational Needs and Disabilities (SEND), who is responsible for the day-to-day operation of the school's SEND policy. .

SEND- Special Educational Needs and Disability

SEND – Lancashire's traded service for SEN support (can provide a wide range of specialist services to support Lancashire schools and Children and Young People)

SEN register

A register of pupils with Special Educational Needs and Disabilities for whom the school is making targeted provision.

TA- Teaching Assistant

34. Cause for Concern Form

Name:	DOB:	Class:	Teacher:	Date:
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Cognition and Learning		Level/PIVATS
<ul style="list-style-type: none"> • <i>Reading</i> • <i>Writing</i> • <i>Maths</i> • <i>General learning skills</i> 		
Speech/Language and Communication <input type="checkbox"/> <i>Speaking and listening</i>		
Social, Emotional and Mental Health Difficulties <ul style="list-style-type: none"> • <i>Self esteem</i> • <i>Motivation</i> • <i>Attendance</i> • <i>Behavioural</i> • <i>Social interaction</i> 		
Sensory/Physical/Medical <ul style="list-style-type: none"> • <i>Co-ordination, Gross and fine motor skills</i> • <i>Hearing</i> • <i>Vision</i> 		
Independence and Self Help <ul style="list-style-type: none"> • <i>Organisation</i> • <i>Independence</i> 		

Overview

Particular strengths of the pupil.	
List any strategies already used and how successful.	
How does the child learn best? (E.g. being told, watching etc.)	
Child Views of difficulty.	

Teacher signature	
SENCO signature	