

Please note that this document will be located on Fleggburgh CE School's website under "Policies" - SEN Information Report for Fleggburgh CE School 2016/17 to ensure consistency of access across all schools and settings in Norfolk, cross referenced on the general Norfolk Local Offer Website

SEN Information Report for Fleggburgh CE School 2016/17

Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for Learners with Additional and Special Educational Needs (SEN). The local offer is where parents can find out what is available in Norfolk to support their child.

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities

All schools have a legal duty to publish an SEN policy and information on their websites about how they support pupils with SEN. This information published must be updated annually. There required information is set out in the draft SEN regulations which can be found on the school website.

Name of School: Fleggburgh 12 children ASEN; 8 children noted as Graduated Response - GR 1 child – statement due to convert to EHCP (October 2016) Total 18 = 39%						
Area of need: please identify the <u>primary</u> need.	Number of children/young people in your school who have additional SEN	Percentage of school population who have additional SEN	Number of children/young people in school with a statement	Percentage of school population who have a statement	Number of children/young people in school with an EHCP	Percentage of school population who have a EHCP
Cognition and learning	7	13%	0	0	0	0
Speech language and communication	8 (7 children with diagnoses of ASD)	15%	1	2%	0 – statement due to be converted – 1 applied for	0
Social, emotional and mental health	7 – rise from 3 in 15/16	13%	0	0	0	0
Sensory and physical	5 – rise from 1 15/16	10%	0	0	0	0

This is what our school has to offer:

At Fleggburgh CE Primary School we believe the best learning takes place in a partnership where everyone aims to do their best. Therefore we are committed to working together with all members of our school community. This school offer has been produced through discussions with parents and carers, pupil ideas and opinions, governors as well as members of staff and the local community who provide support to the children and their families in our school.

Key members of staff and the school community with a key role for pupils with SEN are:

- Chair of Governors: Mr Bob Russell
- SEN Governor: Mrs Chris Bringham
- SENCo: - Miss Rachel Quick
- Parent Governors: Mrs Liz Spurling, Mr Daniel Forde-Pogson
- Headteacher: Miss Rachel Quick

- Head of School: Mrs Ingrid Rounce

If you have specific questions about the Norfolk Local Offer they may be answered here (link to Frequently Answered Questions); alternatively if you think that your child may have SEN, please speak to their Classteacher, or Miss Rachel Quick (SENCo) on 01493 369283

Our approach to teaching learners with SEN

At Fleggburgh CE school we all aim to do our best in all that we do. We believe in learning for all, participation for all; we want all adults and children to participate actively in learning and we celebrate the achievements of all members of our school community. We aim to create an inclusive learning environment and culture in the school, where all children of all abilities, diverse backgrounds, interests, experience, knowledge and skills are excited by learning and want to show off their learning and understanding.

We have created an inclusive learning environment by:

- valuing high quality teaching for all learners. All teachers and teaching staff strive to be outstanding teachers and lessons and all learning opportunities, including homework, are actively monitored to ensure that all pupils are able to achieve. For information about our teaching and learning approaches and policy, please ask to see the overview of the school development plan and teaching policy and School development plan overview.
- creating Our school improvement plan which is about ensuring all learners make expected and better progress based on their own abilities.
- ensuring that Our school development plan includes pupils with identified SEN are supported by well trained teachers and support staff, and includes Professional Development opportunities for all staff. An overview of our plan can be requested.
- creating learning environments across the school, which are flexible enough to meet the needs of all members of our school community. We monitor progress of all learners. Staff continually assess pupil progress in core subject areas as well as aspects of social and emotional learning. Our whole school system for monitoring progress includes regular pupil progress meetings with classteachers which includes pupils with additional needs.
- Expecting all teaching staff to be aware of the individual learning needs of pupils in their care and ensure that all pupils make appropriate progress relative to what they have achieved in previous years and their own abilities.

How we identify SEN

At different times in their school career, a child or young person may have a Special Educational Need (SEN). The Code of Practice (the legal framework) defines SEN as:

- ***" 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 them. A child of compulsory school age or young person has a learning difficulty or disability if they:***
- ***have a significantly greater difficulty in learning than the majority of others of the same age or:***

- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."*

Learners can fall behind in their learning in school for lots of reasons.

- They may have been absent from school
- Attended a lot of schools - although this is not a definition of SEN
- Not had a consistent opportunity to learn
- They may not speak English well (again this is not indicative of an additional need, but requires specialist early intervention and support)
- they may be worried about different things that distract them from learning

At Fleggburgh Primary we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, the school has a responsibility to support, through a range of interventions and approaches. This does not mean that all vulnerable learners and those who are, at times, making more limited progress have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

If your child is identified as having SEN, we will provide provision that is additional to or different from the normal differentiated curriculum, with the intention to overcome the barrier to their learning.

Assessing SEN at Fleggburgh CE School

Class teachers, support staff, parents/carers and the child themselves will often all notice a difficulty in learning. When this is formally noted then assessment of need follows - these will involve the child and include discussions with parents/carers and also the teachers. The Special Needs Co-ordinator (SENCo) will also support with identifying possible reasons for difficulties with learning. We have a range of assessments available, many of which are used in the cluster schools. Assessments review core skills, knowledge and confidence in Literacy(including speech and communication, reading, writing, speed of processing, spelling skills) and Numeracy.

For some learners we may want to seek advice from the specialist teams in the Local Authority and beyond. Our school is part of the Acle Cluster, as a group of schools we purchase various specialist services. Some are provided by the Local Authority and are noted on the Norfolk County Council Local Offer website. We may also use Educational Psychology teams who are purchased as a group purchase by the Acle Cluster of schools – see **Cluster SEND Handbook – copy on this website**

What we do to support learners with SEN at Fleggburgh Primary

Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. The SENCo and Senior Leadership Team (Head of Lower and Upper School) support teachers to enable this to happen by providing advice and training. There is regular monitoring and observations that identify where additional training needs may be required.

The Teacher Standards 2012 detail the expectations on all teachers, which include how vulnerable learners are supported and make progress. The Teacher Standards are available on:

Our teachers will use various strategies to help children with SEN make effective progress in lessons, above and beyond altering the level of the learning to help all children achieve the learning objective examples of this include:

- visual cues
- Writing frames
- enlarged worksheets, printing onto coloured papers
- Tablets, laptops or other alternative recording devices
- Use of overlays
- Positive behaviour reward system

The type of support is dependent on the individual’s needs. The support is described on our provision map. It does not detail the individual learner names, but describes the interventions and actions that we use at Fleggburgh CE Primary to support learners with SEN. We modify the provision map regularly, and it changes year on year, as our learners and their needs change. The provision map for 2017 is available to view – see below.

We share the provision map with our colleagues in the Acle Cluster, so we can learn from each other and show others what we offer. Our Cluster SEN Host, Sarah Gentle, encourages and supports Acle schools with working together. The aim is to make sure your child gets the same opportunities whichever of the 8 schools they attend.

Our provision map is shared with relevant Governors, who check we are doing what we say and that it makes a difference to the progress of children with SEN.

Fleggburgh CE Primary has paid for support from:

- Educational Psychology and Specialist Services team: including Dr Nick Hammond/Dr Sue Ackerley (Educational Psychologist); Learning Support Specialist Teachers who can offer support with dyslexia; Support staff with specialism in Autistic Spectrum Disorder
- Cluster SEN host - specialist SEN support ,advice and guidance for SENCos and Headteachers - Sarah Gentle, based at Acle Primary School
- Individual emotional wellbeing support - Benjamin Foundation Time For Me
- We also employ 5 Learning Support Assistants who work with teachers and the SENCo to plan and teach specialist personalised programmes for pupils with identified needs. (suggested programmes and support ideas are noted on the school SEN Provision Map)

SEN provision: what do you do that is “additional to or different from”	Nursery	Key stage 1	Key stage 2
Cognition and learning including literacy, numeracy, memory	NA	Repeat Read Write Inc Precision teaching Sound discovery Y2+ Targeted phonic, early number support Maths Catch Up	Repeat Read, Write Inc, Precision teaching Sound discovery Y2+ Targeted phonic, early number support Maths Catch Up
Speech Language and Communication	NA	PECS, signalong, makaton, talking partners – as required Elklan trained staff	PECS, signalong makaton, talking partners – as required Elklan trained staff
Social, emotional and mental health	NA	Mentor PATHS Gr8 AS UR	Mentor PATHS Gr8 AS UR
Sensory and physical	NA	Targeted support as led	Targeted support as led

		by OT/Physiotherapy teams Targeted support from ATT teams Targeted support from Sensory Support Physiotherapy Physical changes to learning resources	by OT/Physiotherapy teams Targeted support from ATT teams Targeted support from Sensory Support Physiotherapy Physical changes to learning resources
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Funding for SEN

Fleggburgh CE Primary School receives funding directly from the Local Authority to support the needs of all learners in the school, and some funding linked to the needs of pupils with SEN. This is noted in the School Budget SEN Memorandum. We received the following amount for 2016/17 for SEN: **£22,500**

The Acle Cluster of Schools also receive money from the Local Authority as “top up” funding for learners who need support that is more than that available to the school. The Acle Cluster funding for 2016/17 is £89,000

Our Cluster Policy for SEN is attached - created by the SEN host, Sarah Gentle.

If you would like any further information about SEN in the Acle Cluster, please contact our Cluster SEN Host: sgentle5wr5@nsix.org

How do we find out if this support works?

Checking children’s progress is an integral part of our school. We follow the “assess, plan, do, review” model. It is important to us that parents/carers and children are involved in each step.

Before any additional support provision is selected to help a child, the SENCo, Teacher and Parent, and discussed with the children, agree what they agree to be the purpose of the intervention and also expected outcomes from the intervention.

We note the level that the child is learning at and compare this with level afterwards, to see what impact the extra support has made to their learning.

Children, Parents/Carers and their teaching and support staff will be directly involved in reviewing process. This review can be built in to the intervention itself and forms part of formal discussions about a child’s individual SEN on a termly basis. The Termly meeting is where we all discuss progress and next steps. If a child has an Education, Health and Care Plan (EHC Plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually, as current statements are.

The SENCo checks that we are using effective interventions that work, by reviewing children’s starting and end points. The data is shared with the Acle Cluster, so the SENCos in our 8 schools can identify high quality provision and support materials.

All data is regularly scrutinised by the Senior Leadership teams, governors, Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to take part in extra-curricular activities. At Fleggburgh CE School we offer a range of clubs and activities. These are noted on the termly newsletters – see examples of Clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all, so please contact Office staff to discuss specific requirements. Telephone 01493 700215 or email office@Fleggburgh.CE.norfolk.sch.uk, or drop into the office.

For information about the cluster events, please contact Mr John Grayson c/o Reedham School 01493 700271

All staff at Fleggburgh CE Primary have regular training on SEN and impact of the Equalities Act 2010. This legislation places specific duties on schools, settings and providers, including the duty to not discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make “reasonable adjustments”.

The Equality Act 2010 definition of Disability is:

- “A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on her/his ability to carry out normal day-to-day activities”

Section 1 (1) Disability Discrimination Act 195

This definition of disability in the Equality Act includes children with 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. Children and young people may therefore be covered by both SEN and disability legislation. More information about the Equality Act, the protected characteristics or duties on public bodies can be found here.

Preparing for the next step

Moving on is a part of life for all learners. This can be transition to new classes in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Fleggburgh CE Primary works in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their Summer Term review meeting. Transition to secondary schools will be discussed in the Summer Term of Year 5, to ensure time for planning and preparation.

Have your say

Fleggburgh CE School is our community school. We welcome everyone to shape and develop provision for all of our learners, aiming at achievement for all. This SEN report sets out Fleggburgh CE’s offer to children with SEN which will be reviewed annually. We welcome involvement in the process for the next year’s report.

Useful organisations:

- www.norfolk.gov.uk/SEN
- Parent Partnership
- www.dfe.gov.uk
- Autism Anglia
- Shine
- Acle Marshes Children's Centre
- CAMHS
- Point 1 (Ormiston)
- Riding for the Disabled
- Hamlet Centre
- Nelson's Journey
- Indigo Centre – dyslexia
- Young Carers support

Acle Cluster Special Educational Needs and Disability (SEND) Policy

Introduction

This policy outlines the procedures and information of support offered to the schools in the Acle Cluster to help meet the needs of pupils with SEND. It links with the individual SEND information reports published by schools in the Acle cluster.

The Acle Cluster is committed to working together with all members of the cluster community.

Schools in the Cluster:

Acle Academy

Acle St Edmund C of E Primary School

Cantley Primary School and Nursery

Fairhaven VA Primary School

Fleggburgh Primary School

Fleggburgh CE Primary School and Nursery

Lingwood Primary and Nursery Academy

Reedham Primary School

Cluster Lead: Rachel Quick

Cluster SEND Coordinator: Sarah Gentle



This policy was drafted on: Oct 2015 (review 2 years)

Signed: Rachel Quick

Chair of Cluster Governing Body: Bob Russell

Our Approach to Supporting Learners with SEND in our Cluster Schools

The Acle Cluster believes in **participation for all**.

We want **all** adults and children to participate in learning and we celebrate all members of our community. We want an inclusive culture in all our schools, creating learning environments which are **flexible** enough to meet the need of all members of the school community. We want to be **responsive to the diversity** of children's backgrounds, interests, experience, knowledge and skills.

We value **high quality teaching** for all learners and actively support training and support for teachers and support staff in our schools.

Aims

- Develop a culture of inclusion, valuing high quality teaching for all learners.
- Employ a collaborative approach with learners with a SEN or disability, their families, cluster schools, other local authority professionals, and partners across the public sector.
- Set appropriate individual targets based on prior achievement, high aspirations and the views of the learner and family.
- Share expertise and good practice across the cluster schools.
- Make efficient and effective use of school and cluster resources.
- Have regard to the SEND Code of Practice (2014) for the identification, assessment, support and review of special educational needs.
- Adhere to the requirements of the Equality Act 2010 and the Children & Families Act 2014.
- Follow guidelines detailed by Norfolk County Council.

What is Special Educational Needs?

At different times in their school career, a child or young person may have some educational need. The code of practice defines SEN as:

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

How does a school know if a child needs extra help?

- Concerns are raised by parents/carers, external agencies, regarding a pupil's level of progress.
- A pupil asks for help.
- Assessments that indicates gap in knowledge and/ or skills.

- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil

Areas of Special Educational need

1. Communication and interaction

This can mean that a child has a speech, language and communication need (SLCN) i.e. they have difficulty in making themselves understood or in understanding the meaning of some or much of what they hear or read. This may result in problems taking part in conversations. Some children may have an Autism Spectrum Disorder (ASD) which could result in difficulties related to making sense of the world, imagination, distraction or distress from certain events, change in routines, co-ordination or motor (physical movement) functions.

2. Cognition and learning

Children with learning needs will learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Poor behaviour can result from learning needs.

3. Social, emotional and mental health difficulties

Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours can also be observed such as becoming withdrawn or isolated or challenging, disruptive or disturbing behaviour. Unusual mood, conduct (behaviour) and medically unexplained physical symptoms can be indicators of a mental health need. Some children may have a diagnosis of a recognised disorder.

4. Sensory and/or physical needs

Many children can have their sensory and/or physical needs met through adaptations to the curriculum, teaching activities or physical environment under the guidance of the Equality Act 2010. Some learners will require special educational provision; this is identified as a SEN under the guidance of the SEN Code of Practice (2014).

SENCO Meetings:

The SEND cluster coordinator meets with the Cluster SENCOs at least termly. This enables the communication between schools and the sharing of good practice. The meeting sometimes includes discussion of pupils that may be a cause for concern. To ensure confidentiality names are not used but strategies are offered to help meet needs. Also, the meetings offer a chance to share new ideas, information, support each other and to look at individual school's SEND data in order to identify common needs across the cluster. The aim is to improve SEND practice and consistency across all cluster schools.

Allocation of SEND Funding:

All schools have their own SEND budget, schools are initially expected to use the notional £6000 allocated to pupils to meet their additional needs. Each schools SEN memorandum can be found here: <http://efs.norfolk.gov.uk/BudgetShare/>

The cluster hold additional funds called Top-Up funding and this is used to help provide learning support packages for specific pupils or groups of pupils. When top-up funding is required schools complete an application (Paperwork available in SEND Handbook and electronically from the Cluster SEND Coordinator). This application goes to the heads' termly meeting. At this meeting allocation of funds are discussed and moderated by an educational psychologist to enable fair distribution of funds based on need. There is an expectation for heads and SENCOs to demonstrate how schools and cluster resources have been used effectively, before top up funding is allocated. All applications are completed a week before the panel date and emailed to cluster head, cluster SEND coordinator and Educational Psychologist.

Top-up funding is only allocated for 3 terms maximum and up until the end of the financial year. For pupils with complex needs funding will be budgeted for annually to ensure specialist support is maintained, funding will be reviewed every March.

Criteria for applications:

- Recommendation of the SENCOs
- Recommendation from professionals/ Cluster ASST
- Pupil's deterioration in levels or need
- Pupils with Education Health Care Plans
- High need pupils
- Schools have spent notional funding and are unable to fully meet additional needs of individual or groups of pupils
- Reference to Appendix 3 "SEN level of need" (see below)

How do we know the funding has made a difference?

There is an expectation for schools to gather evidence of pupils starting points before funding and evidence for what has changed as a result of funding. Without this any application faces being returned or rejected.

Schools are expected to complete an "Impact Form" annually (pro forma in the cluster handbook). Evidence of impact could include:

- Data demonstrating progress
- Learning Plan targets achieved
- Assessments before and after interventions
- Lesson observations
- Class teacher feedback on pupil behaviour
- Parental feedback
- Pupil feedback

- Professional reports

Contingency Fund:

The cluster holds a contingency fund to be used for unplanned high level of need if no further funding is available.

Training Fund:

The cluster allocates funds for training. The areas of training are discussed with SENCOs and Heads in order to meet the changing needs of the cluster schools. Training is delivered locally wherever possible and may be with other clusters.

Additional professionals:

The cluster employ professionals part-time funded through the SEND Top-up Fund:

- A SEND cluster Coordinator
- A Parental Support Advisor
- An Educational Psychologist
- An Advisory Support Teacher

Complaint procedure:

If a parent is not satisfied with the SEND provision for their child, the concern must first be raised with their child's class teacher. If a satisfactory outcome is not achieved, then parents are given the opportunity to meet with the school's SENCO and the Cluster SEND coordinator. If there is still a cause for complaint the SEND manager will contact the Local Authority's SEND Cluster adviser for advice.

If a school is not satisfied with the outcome of an application made to APASH (the heads' meeting) they should put in a revised request that includes any new evidence requested, to the next head teachers meeting.

Appendix A: Roles and Responsibilities

*“Mainstream schools **must***

- *use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN*
- “Schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.”*

SEN and disability code of practice: 0 to 25 years (June 2014)

Role of the Cluster Governance

It is the role of the cluster’s governing body to be up to date and knowledgeable about the SEND provisions available, including how funding is deployed. A Governor for SEND will be appointed annually by the Cluster Governors. The SEND governor will ensure that the SEND provision is an integral part of the cluster development plan and that the quality of the SEND provision is continually monitored.

The Head Teacher

The head teachers hold responsibility for the decision-making on SEN funding and resourcing. They ensure the cluster governing body is provided with the information required to fulfil their duties.

Head teachers have responsibility for the day to day management of all aspects of their school’s work, including provision for learners with SEND. The head teacher should keep their own school’s governing body fully informed and also work closely with the SENCO. Head teachers will support SENCOs to submit applications for cluster funding.

The SENCO

SENCOs, in collaboration with the head teachers and governors, play a key role in developing and implementing the SEND policy and provision in school, in order to raise the achievement of learners with SEN. Responsibilities include:

- Overseeing the day to day operation of the school’s SEND policy
- Co-ordinating provision for children with Special Educational & Disability Needs
- Liaising with and advising teachers
- Managing Teaching Assistants / SEN team
- Maintaining the records and monitoring the progress of all children with SEND
- Liaising with families of learners with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA’s support and educational psychology services, health and social services, and voluntary bodies.
- Working with the cluster SENCOs

The Cluster SEND Coordinator

Responsibilities include:

- To meet with SENCOs and visit schools regularly to discuss SEND provision
- To monitor impact of allocation of SEND funds
- To gather information from the schools with regard to the Cluster SEND profile, skills and resources audit
- To liaise with cluster SENCOs to co-write and monitor the SEND development plan
- To facilitate and broker SEND training as required by schools
- To represent the cluster at SEND meetings in the county and disseminate information to SENCOs, Heads and governors
- To report to the cluster Heads and the cluster governing body
- To contribute to the completion of the annual SEND Health Check and Cluster SEND action plan

The Cluster SEN Facilitator

The SEN Facilitator is a service to provide guidance and support for the cluster's strategic development of practice and high standards in SEN. It facilitates sharing good practice with other clusters. Acting independently of the schools, the Cluster SEN Facilitator will maintain an overview of funding allocation, monitor the impact and quality of provision throughout the cluster and facilitate discussion on self-evaluation and value for money, evidenced in impact and outcomes for individual learners. Support and guidance will be provided to all schools and the cluster SEND Coordinator to promote consistency across the cluster.

The Teaching Staff

Teachers are responsible for adapting the curriculum to meet the needs of learners with SEN and for maintaining records of strategies used and their impact. Teachers need to be aware of the procedures for identifying, assessing and making provision for learners with SEN. For details of a school's approach to teaching and learning and continued professional development (CPD) opportunities for teachers, please see the school's teaching and learning policy.

Teaching Assistants (TAs)

TAs work with the SENCO and teachers to provide support for learners with SEN and disabilities across the school, maintaining records of the learners they work with, and attending reviews and meetings as requested.

Families of Learners with SEN

In accordance with the SEND Code of Practice, Acle Cluster believes that all families of children with SEND must be treated as equal partners. Parents are invited to positively contribute in the processes for Support for Learning Plans and their views are sought for reviews. We encourage active family participation by providing guidance on how they can support their child's learning at home. The cluster provides user-friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support.

Appendix 2: Cluster Assessment tools

These assessment tools are to support SENCOs in accurate assessment of need and gauging the success of prior interventions. This will then inform data on referrals to cluster and impact forms.

Assessment	Learning Focus	Age range
Group Reading Test	Reading: whole class screening	6 to 14 years
Salford	Reading: 1:1	5 to 13 years
Neale Analysis of Reading	Reading: 1:1 with diagnostic element	6 to 12.11 years
Single Word Spelling Test	Spelling: whole class screening	5 to 14 years
BPVS	Understanding of spoken language: 1:1	3 years to adult
Sandwell Early Numeracy Test: Stage 2 and 3	Maths	7 to 14 years
Diagnostic Interviews in Number Sense	Maths: 1:1 assessments mapping children's understanding of number	8 to 10 years (but can be used with older children where maths is causing a concern)

The cluster is currently exploring a good tool for assessing Social Emotional and Mental Health and for working memory.

Appendix 3: SEN Level of Need:

Learners with low level special educational needs or with low levels of attainment

Provision made in class

- Attaining below nationally expected levels for age.
- Unable to maintain concentration / focus for periods appropriate to age
- Difficulties with independence, organisation and following instruction
- Displays some disruptive / inappropriate behaviour that requires management
- Some difficulties with friendships/relationships
- Some delay in fine and/or gross motor skills
- Some communication and/or language difficulties although is understood by known people
- Requires some support / supervision for care / mobility / medical needs through a health / care plan
- Requires some small group work to ensure progress

Learners with moderate level special educational needs

Needs met by school with Wave 2 and/or 3 provision up to a cost of £6,000 per year

- Known to one or more services / agencies
- Attaining below nationally expected levels for age for a prolonged period (2 terms) despite Wave 1 intervention
- Require some adult support / 1:1 work / specialist equipment to facilitate access to the curriculum
- Delay in fine and/or gross motor skills requiring specialist equipment
- Experience social difficulty that requires support
- Some communication and/or language difficulties hinders access although can make needs known
- Reduced participation in and contribution to learning activities
- Evidence of stress and/or anxiety responses to identified situations
- Displays behaviour that frequently disrupts own or peers' learning opportunities
- Requires intervention for care / self help / mobility / medical needs through health / care plan
- Sensory needs generate a requirement to modify information and materials

Learners with high level special educational need

Possible application for funding from cluster for provision costing over £6,000

- Known to a number of services / agencies with high level of involvement from at least one
- Attaining well below nationally expected levels for age (*reaching P5-8 by end of KS2 or L2 by end of KS4*)
- Very slow progress resulting in a widening gap between their own and age appropriate attainment despite support
- Delayed fine and/or gross motor skills require adult support
- Significant difficulties with organisation and/or communication inhibit access to classroom activities
- Require a highly adapted or personalised curriculum, able to participate in limited classroom activities
- Experiences extreme social difficulties and frequent social isolation despite support
- Reduced attendance and/or engagement
- Display behaviour that persistently disrupts attendance, own or peers' learning opportunities, progress and/or repeatedly causes harm or damage
- Extreme stress and/or anxiety responses generated by identified situations
- Requires extensive intervention to develop age appropriate self help /daily living / personal care skills

Learners with a significantly higher level of special educational need

Possible request for statutory assessment (Single assessment of Education, Health and Care from 2014)

- High levels of involvement from a number of services
- Achieving significantly below nationally expected levels for age (<2nd percentile)
- Unable to access classroom activities or formal learning situations despite significant support
- Show minimal progress or even regression despite high levels of support
- Socially isolated, vulnerable and/or disengaged
- Motor skills require high levels of adult support and specialist equipment to access the curriculum
- Wholly dependent upon adult support for care needs
- Display extremely inappropriate behaviour that consistently disrupts own or peers' learning opportunities
- Behaviour causes damage to property and / or danger of harm to him/herself and / or others
- Disengaged from learning with imminent risk of exclusion