

SEN AND INCLUSION POLICY

Stewart Headlam Primary School Policy for Special Educational Needs



Stewart Headlam Primary School

Rationale:

Stewart Headlam Primary School is committed to providing an appropriate and high quality education for all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Stewart Headlam is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to achieve a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- **girls and boys**
- **minority ethnic and faith groups, travellers, asylum seekers and refugees**
- **learners who need support to learn English as an additional language (EAL)**

- **learners with special educational needs**
- **learners who are disabled**
- **those who are gifted and talented**
- **those who are looked after by the local authority**
- **others such as those who are sick; those who are young carers and those who are in families under stress**
- **any learners who are at risk of disaffection and exclusion**

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of all pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Stewart Headlam Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Stewart Headlam sees the inclusion of children identified as having special educational needs, as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The Senco(INCO) will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs.(Highlighting Meetings)
2. At other times, the Senco(INCO) will be alerted to newly arising concerns through the SEN School Action referral form.
3. The Senco(INCO) will discuss issues arising from these forms with the class teacher.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation, varied teaching styles.
6. The Senco(INCO) monitors planning for SEN.
7. The Senco(INCO), together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. SEN support is primarily delivered by class teachers through differentiated

teaching methods and personalised plans for individuals. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the INCO, and the management team, in line with current pupil needs, educational initiatives and the budget. Additional support is funded through individual allocations from the LEA. Although teaching assistants may carry out the interventions it is the teacher's responsibility that these take place regularly and with the teaching assistant, monitor the progress of the pupils and the interventions impact.

9. Support staff, class teachers, Senco(INCO), parents, child and outside agencies liaise and share developments in order to inform reviews and forward planning.
10. Referrals will be made by the teacher and Senco(INCO) to the Learning mentor or ENT coach for pupils with emotional, social and mental needs. For other needs referrals will be made to the Education Psychologist, Specific difficulty learning teams, Language and communication team, Speech and Language and other agencies.

Specialised Provision

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group (Appendix 1).

Identification and Assessment Arrangements, Monitoring and Review Procedures

Stewart Headlam's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

These are the assessments we use:-

- **Early Years Profiles**
- **Progress measured against the objectives in the National Literacy and Numeracy Strategies**
- **National Curriculum descriptors for the end of a key stage**
- **Progress measured against the P level descriptors**
- **Standardised screening and assessment tools**
- **Observations of emotional, social and mental development**
- **An existing Education Health Care Plan (EHCP)**
- **Assessments by a specialist service, such as educational psychology, identifying additional needs**
- **Pupil Progress meetings**
- **Parents Meetings**

Stewart Headlam's system includes reference to information provided by:

Based on the school's observations and assessment data and following a discussion between the class teacher, Senco(INC and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEN** provision
3. Personalised curriculum support plan

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the Revised *Code of Practice*, that is, progress which:

- **Closes the attainment gap between the child and their peers**
- **Prevents the attainment gap from growing wider**
- **Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers**
- **Matches or betters the child's previous rate of progress**
- **Ensures full access to the curriculum**
- **Demonstrates an improvement in self-help or social or personal skills**
- **Demonstrates an improvement in the child's behaviour**

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are

unlikely to be met by such an approach, provision at the SEN level may need to be made.

SEN provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions.
Additional support is required to develop literacy or numeracy skills.
Additional support is required for emotional, social and mental development.
Additional support is required for sensory or physical impairments.
Additional support is required for communication or interaction needs.

There are likely to be two groups of children recorded at SEN Level

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling. Emotional and Social and mental needs.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **SEN** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA. The class teacher will make sure they teach the child so they can plan for the child's work and monitor their progress.

The responsibility for planning for these children remains with the class teacher, **in consultation with the Senco(INCO). The teacher will ensure the work is differentiated.**

A child receiving support at **this level** will have an Individual Education Plan, for a new child who needs to be put on the SEN register the School SEN Referral Form will be filled by the teacher and discussed with the Senco.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. Information will also be added in the class concern book about a child's emotional, social and mental needs or work.

Monitoring will be carried out on a weekly basis. The child's progress will also be discussed during the pupil progress meetings. Significant achievements and

difficulties will be recorded. The Senco(INCO) and class teacher will look at the monitoring information and make adjustments to the provision for the child, if appropriate.

- **Continues to make little or no progress in the areas of concern**
- **Continues working at National Curriculum levels substantially below that expected of children of the same age**
- **Continues to have difficulty in developing literacy and numeracy skills**
- **Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning**
- **Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service**
- **Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning**

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The Senco(INCO) will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the Senco(INCO) and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at a **higher** level.

SEN support at a higher level

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

SEN support at a higher level would be indicated where there is evidence that the level and duration of the child's additional needs is such that the child will need support for a longer period and expertise assessment.

A child receiving support will have an Individual Education Plan. **Monitoring** will take place and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support and personalised learning plans.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at SEN level, and in agreement with the parents/carers, the school may request the LEA to

make a statutory assessment in order to determine whether it is necessary to make an Education Health Care Plan.

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the Child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LEA's current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, Health and Care Plan

A child who has an Education, Health Care Plan will continue to have arrangements for their needs at SEN level, and additional support that is provided using the funds made available through the EHCP.

There will be a Person centred Annual Review, chaired by the SENCO(INCO), to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

- The INCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO(INCO).
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

Teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO(INCO) as to the purpose of each visit.
- Specialist may be bought for advice or to help make specific assessments for example, in relation to children with autistic spectrum disorders, or severe emotional and social difficulties.
- The SENCO(INCO) liaises frequently with a number of other outside agencies, for example:
 - Social Services
 - Education Welfare Service
 - School Nurse
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Support for Learning service
 - Phoenix School
 - Behaviour Team
 - CAMHS
 - Specific Learning Difficulties Team
 - Language Communication Team

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Senco will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views. All IEPs will be copied and sent to parents/carers after meetings. The IEP's will be signed by the parents to ensure that they have a copy and have seen the IEP for their child.

- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

Foundation staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the INCO after this meeting. Where necessary the SENCO(INCO) will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO(INCO) will telephone to further discuss the child's needs. Children transferring from Stewart Headlam School to new schools will be sent all the IEPs and reports. The SENCO(INCO) will discuss these children with other schools on request.

SENCO (INCO), Class teacher and the Learning Mentor will liaise with Secondary Schools so there is a smooth transition for children who are on SEN Register and any child we have concerns with at the point of transition.

Links with Health

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO(INCO) and Home School Liaison, and referrals will be made as appropriate by the teacher and given to the SENCO(INCO).

Access to the Environment (see also School Access Plan)

Stewart Headlam Primary School is a single site school, with Key Stage 1 and Key Stage 2 departments joined by the dining area. The school is built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access.

There is a shower and changing or laundry facilities in The House. There is a toilet

for disabled pupils and adults in the Parent Centre.

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting).

An access audit of the school has recently been carried out. We will incorporate a number of recommendations into our repairs and maintenance programme.

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

- All children requiring information in formats other than print will have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Stewart Headlam uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.

Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues.

Terminology, imagery and disability equality

The school has had a disability equality INSET day and is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

Stewart Headlam encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Working with disabled parents/carers

Stewart Headlam recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers in the activities.

Disability equality and trips or out of school activities

Stewart Headlam tries to make all trips inclusive by planning in advance and using accessible places and we try to rearrange SEN transport as necessary. All children are welcome at our after school activities._

Inclusion Files:

Each class has an Inclusion File with the SEN/Medical Register.

The file has a section for each child on the SEN Register.

This contains the child's IEP and any assessment results from outside agencies.

The files will be kept in the Teacher Cupboard in the classroom.

The INCO will also have a copy of all the information for every child on the SEN/Medical Register. These files will be kept in a cabinet in the Deputy/SLT Office.

Only these files will contain the CAF forms that have been completed for a child.

Intervention work will be kept in files by the teaching assistants and shared with the class teachers.

Teachers and teaching assistant will keep a file for the child with a statement containing their work, IEPs, photos, assessment sheets and other relevant information.

On the Teacher Drive there is a folder called Inclusion File for SH this contains all the IEPs, SEN register, G&T register, Interventions, TA timetables, policies, and other relevant information.

Confidential information such as CAF forms are on the Admin Drive.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO(INCO), who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school 's *Complaints Policy*. This is available, on request, from the school office.

This policy was reviewed September 2018

This policy will be reviewed in Summer 2020

APPENDIX 1

Allocation of Resources to and amongst pupils for the year ...2010..... to .2011.....

Year	Differentiated curriculum provision	SEN provision made	Additional provision made At higher level
Nursery	<p>Support for/using:</p> <ul style="list-style-type: none"> Daily language support based around regular nursery activities Circle Time focused on social emotional skill needs identified through assessment Peer support and collaborative learning 	<ul style="list-style-type: none"> Daily speaking and listening Teaching to individual targets based. Personalised learning support Individualised social, emotional and mental needs support 	<ul style="list-style-type: none"> Speech and Language Therapy assessment, EP Assessment and other outside agencies assessments. Spiral developing language and communication skills through effective small group work. PEP for Looked After Children
Reception	<ul style="list-style-type: none"> Group work within literacy and numeracy hours. Handwriting: Roll and write activities. Pencil grips Phonics/reading Phonics alphabet/sound games/sheets/Oxford Reading Tree activities Peer support and collaborative learning 	<ul style="list-style-type: none"> Support for: Specific group teaching to targets. Specific 1:1 teaching to targets. Story sack language work SENCO assessment Social curriculum/Nurture group work Individualised social, emotional and mental needs programme. support/Phil ENT Coach or learning mentor 	<ul style="list-style-type: none"> Speech and Language Assessment/group direct work. Input to assessing, planning, doing and reviewing, Language work - materials provided by Sp and L Therapist EP assessment and other outside agencies assessment Spiral developing language and communication skills through effective small group work.
Year 1/2	<ul style="list-style-type: none"> Early Literacy Support Programme (ELS, Y1) Group work within literacy and numeracy hours using Peer support and collaborative learning 	<ul style="list-style-type: none"> Specific 1:1 teaching to targets or group work outside the literacy/numeracy hour Individualised social, emotional and mental needs programme / Circle Time/Learning Mentor/Phil ENT Coach Reading Recovery Maths Count Catch Up Maths-TA Direct Phonics-TA SENCO assessment 	<ul style="list-style-type: none"> Speech and Language Assessment and work. EP assessment/ input to assessing, planning, doing and reviewing of IEPs Assessment SLS Literacy and communication team support/assessment For Year 1: Magic Tin (parent-child) intervention for language development. For Year 2: Language

			for Thinking small group work. <ul style="list-style-type: none"> • Talk Partners
Year 3/4	<ul style="list-style-type: none"> • Individual work/Group work within the literacy/numeracy hours • Paired reading • Peer support and collaborative learning • Literacy Support • Maths Support • Spring board 3/4 	<ul style="list-style-type: none"> • Phonics 1:1 • Direct Phonics • 1:1 specific support with literacy/Numeracy • Wellington Square/Oxford Reading books • Individualised social, emotional and mental needs programme / Circle Time/Learning Mentor/Phil ENT coach • SENCO assessment • 1:1 reading Catch Up Reading/Rapid Reading • Group Maths(Pilot)/Maths count 	<ul style="list-style-type: none"> • Speech and Language Therapy 1:1/group work follow-up work to S&L therapy provision • EP assessment • Support for learning service and other outside agencies assessments • Language and Communication Team assessment and support • Language For Thinking small group or 1:1
Year 5/6	<ul style="list-style-type: none"> • Further Literacy Support Programme (FLS Y5) • Springboard Maths 5 • groupwork within the literacy/numeracy hours, using: • Paired reading • Peer support and collaborative learning 	<ul style="list-style-type: none"> • 1:1 - support Literacy and or Numeracy • Individualised social, emotional and mental needs programme Learning Mentor/ Phil ENT Coach • SENCO assessment 	<ul style="list-style-type: none"> • EP assessment • Speech and Language Therapy 1:1/group work • SLS and other outside agencies assessment • LC Team • Oral to Written Narrative in small groups or 1:1

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with Statements of SEN through submission to LEA after specialist advice has been sought.

APPENDIX 2

GUIDELINES FOR IDENTIFICATION OF SEN

	Language and Literacy	Mathematics	Personal and Social Development (see attached descriptors for P levels)		
			Interacting & working with others	Independent & organisational skills	Attention
YR Term 1	EYFP assessment at or below Stage 3 for Language, Reading or Writing	Baseline assessment at or below Stage 3 for Mathematics	Less than level P5	Less than level P5	Less than level P6
YR Term 3 Y1 Term 1	<ul style="list-style-type: none"> • Less than 10 high frequency words • Less than 10 sounds to symbol knowledge • Reading: <5y 3m on Carver WRaPS test (Y1) • Writing: at or below P level 6 • Speaking/expression: below P level 6 • Listening/comprehension: below P level 6 	Number: below P level 6	Less than level P6	Less than level P6 Less than level P7	Behaviour that restricts access to the curriculum on a daily basis
Y1 Term 3 Y2 Term 1	<ul style="list-style-type: none"> • Reading: <6y 0m on Carver WRaPS test • Writing: very below Age Related • Speaking/listening: very below age related 	Number: very below age related	Less than level P7 Less than level P8	Less than level P7	Reaching final sanctions in school behaviour plan. Behaviour that restricts own/others access to the curriculum on a daily basis.
Y2 Term 3 Y3 Term 1	<ul style="list-style-type: none"> • Reading: <7y 0m on Carver WRaPS test • KS1 SATs - at or below level 1 for reading and writing • Speaking/listening: very below age related 	KS1 SATs - at or below age related	Less than level P8	Less than level P8	Less than level P9
Y3	<ul style="list-style-type: none"> • At any time if 	<ul style="list-style-type: none"> • At any time of 	Reaching final sanctions in school		

	Update G & T Register		Update G & T Register		Update G & T Register
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