

SEN – Non-negotiables
Revised February 2019

Children who have Special Educational Needs and Disabilities (SEND) should have individualised learning targets which are set through a Supporting me to to Learn Plan (SMtLP). Our aim is to always to have children with SEND access our curriculum at an appropriate level through the use of quality first teaching. Where interventions are used, these are short term and do not become a 'way of life'. Teachers should work frequently with SEND (and lower attaining) pupils to ensure they have the best quality education.

The SEND Code of Practice for 0-25 states:

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

6.65 Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

The following procedure must take place where a child has a Supporting Me to Learn Plan.

1. The Supporting Me to Learn Plan must undergo ongoing review, with short term, measureable targets being reviewed and updated constantly.
 - The SMtLP should be a working document.
 - Targets need to be incredibly focused and specific (see below).
 - E.g: Child may be targeted to learn to read, on sight, five specific words.
 - These words may change several times between formal reviews.
 - When updating a target the plan number does not change.
2. At least three times a year, parents should be invited into school to formally review the plan. As such, formal review dates are October , February and June.
 - The review date should be added to the new SMtLP so parents know at least three months prior to the date.
 - One to two weeks before the review meeting a reminder will also be sent to parents via parentub.
 - SENCo reviews the new and reviewed SMtLP and ensures targets are SMART and short-term.
 - SENCo also ensures the review is thorough and highlights impact and progress.
 - Parents and child involved should be encouraged to make comments as well – this is one of the key developments from the new code of practice. If parents did not attend, this must be noted in the top section of who attended the meeting.
 - SENCo discusses any issues/next steps with regards to the plan, ensures copies are saved to CPOMS.
 - Within two weeks a copy is sent home and given to the class teacher.

3. All children with a Supporting Me to Learn Plan (SMtLP), My Support Plan (MSP) or an Education and Healthcare Plan (EHCP) must have a target card in class which is reviewed frequently and should match their targets.
4. Areas of need are as follows and should be displayed at the top of the SMtLP Plan. This is required information for Integris:
 - Specific Learning Difficulty
 - Moderate Learning Difficulty
 - Severe Learning Diffilculty
 - Profound and Multiple Learning Difficulty
 - Social, Emotional and Mental Health
 - Speech, Language and Communication Difficulties
 - Hearing Impairment
 - Visual Impairment
 - Multi-sensory Impairment
 - Physical Disability
 - Autistic Spectrum Disorder
 - Other Difficulty/ Disability
 - SEN support but no specialist assessment of type of need

Any correspondence regarding the child, notes from meetings with professionals or parents, or any other pertinent information must be added to CPOMS, to form a through record.

Examples of long term targets:

- To be able to read the 100 key words.
- To be able to spell words using the /a_e/ digraph.
- To be able to count in twos, fives and tens.
- To be able to add two single-digit numbers.
- To know number bonds to ten.

Examples of short term, SMART targets:

- To be able to read 'and', 'saw', 'come' and 'was' on sight on three consecutive occasions.
- To be able to spell 'make', 'cake', 'bake' and 'shake' correctly three times in the weekly tests.
- To be able to count up to ten in twos, initially forwards only.
- To be able to add 1, 2, 3, 4, and 5 to 5 without adult support (child can use objects/number lines).
- To know 1+9, 2+9 and 3+9