



## Inclusion & Equality Policy

*Also including Special Educational Needs and Disabilities*

Policy Responsibility: Inclusion Champion/SENCo Status: Draft

Date Agreed: Feb 2021 Agreed ✓

Date for Review: Feb 2023



## **Vision and Values**

### **LEARNING TOGETHER TO BE THE BEST WE CAN BE**

Forest Primary is a trauma sensitive school and as such we aim to be a safe and supportive community that enables both pupils and adults to feel safe, to build caring relationships with one another, to regulate their feelings and behaviour, as well as to learn.

As a school that has adopted the Rights Respecting Schools Award (RRSA), Forest Primary places the rights described in the articles of the UN Convention on the Rights of the Child (CRC) at the heart of our ethos, in order to improve well-being and to develop every child's talents and abilities to their full potential.

There are four articles in the convention that are seen as special. They are known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. Forest Primary has ensured that all school policies are underpinned by the General Principles:

- Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

- Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

- Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

- Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

*"Innovative, Inclusive Inspirational Learning"*

## INTRODUCTION

This policy is written to provide a framework and a resource base to assist staff in meeting the wide variety of needs that our learners present with, whether they be physical, social and emotional, communication and interaction, or learning. This policy should complement the *Child Protection Policy and Safeguarding Policy* and the *Learning & Teaching Policy*, together providing a sound basis for the work within our school.

## RATIONALE

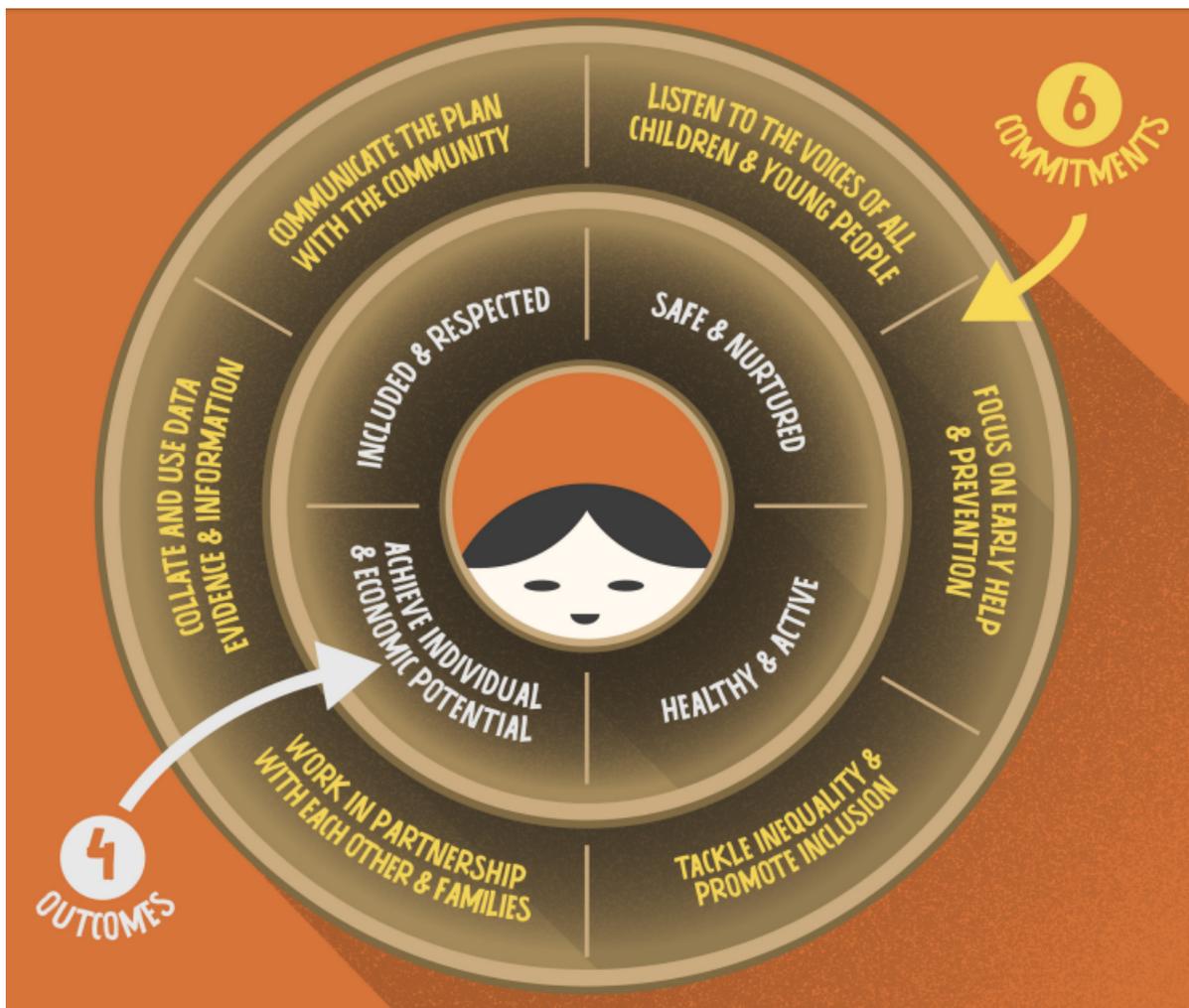
On 4th January 2010 the Children (Guernsey and Alderney) Law, 2008 (Children Law) came into force. The new law sought to create a child law for the 21st century, tailored to the unique character of the islands and to ensure compliance with the European Convention on Human Rights ("ECHR").

*Children and Young People's Plan 2016-2022 p11*

## The Children and Young People's Plan 2019 outlines six core commitments...

- Listen to the voices of all children and young people
- Focus on early help and prevention
- Tackle inequality and disadvantage and actively promote inclusion
- Work in partnership with each other and families
- Collate and use data, evidence and information effectively
- Communicate the plan with the community

*THE CHILDREN & YOUNG PEOPLE'S PLAN 2019-2022 p6*



**These commitments are supported by overarching actions, and they provide the framework for four priority outcomes:**

<b>Included and Respected</b>	<b>Achieve individual and economic potential</b>
We want to ensure that all children and young people have help to overcome inequalities and are valued members of their communities. This means having a voice in decisions that affect them and being supported to play an active and responsible role in all aspects of their lives.	We want all children and young people to achieve their full potential and to be supported in the development of their skills, confidence and self-esteem to enable them to achieve as much independence and financial security as possible.
<b>Safe and Nurtured</b>	<b>Healthy and Active</b>
We want to ensure children and young people are protected from abuse, neglect or harm at home and in the community, have nurturing relationships that build their emotional resilience and to engage in safe behaviour.	We want children and young people to have the highest possible standards of physical and emotional health and to lead active lives that promote their long term health.

*Children and Young People's Plan 2016-2022 p7*

## **OVERARCHING AIMS**

### **INCLUSION**

At Forest Primary School we aim to ensure that all pupils, irrespective of gender, race, culture, circumstance or need have access to quality teaching and learning to provide them with a sense of delight and wonder; to equip them to be successful with the knowledge, skills, ability, and confidence to use these to meet the needs of present and future society.

- ★ We acknowledge and draw on parents' knowledge and expertise by involving them in the assessment, planning, and review of the provision in relation to their own child.
- ★ We aim to have successful communication between staff, children, parents and outside agencies.
- ★ We aim to have effective management systems in place to track all learners' attainment, progress, SEND involvement, and school participation.
- ★ We have an effective review cycle that allows us to monitor, review and plan for next steps of development through the cycle of Individual Education Plans (IEPs), My Education Action Plans (MEAPs), Provision Mapping, Pupil Progress meetings, .
- ★ We are committed to developing the knowledge and skills of all staff to ensure that all teaching and support is of a high quality, and that staff are able to manage the needs of pupils in the school. We continually review the needs of our pupils and how staff are trained to meet these needs.



<https://inco14.files.wordpress.com/2016/07/eevnb.png?w=700>

### **IDENTIFYING LEARNERS NEEDS**

At Forest Primary School we recognise that learners can have a variety of needs. We understand that some learners may have an increased risk of academic, emotional or social difficulties given the presence of specific conditions or characteristics.

#### **Potential indicators may include, but are not limited to:**

- Parent mental health/other illness
- Poverty/low income
- Domestic violence
- Criminality
- Parental unemployment
- Child in need of protection
- Parental unemployment
- Parental substance abuse
- Looked after child (LAC)
- Poor housing
- Lone parents
- Teenage parents
- Parents' (lack of) education/qualifications
- SEN - Special Educational Need
- Disability
- Non-attendance at school
- Young carer
- Transience
- Summer born (Born between 1st April & 31st August)
- EAL - English as an Additional Language
- Learners identifying as Lesbian, Gay, Bisexual, Transgender, +
- Experience of childhood trauma

## **EARLY IDENTIFICATION & TRACKING OF LEARNERS' NEEDS**

Understanding that learners may be at risk of underachieving for a variety of reasons, we work to identify and track all learners.

Through the use of categories in SIMs, we are able to identify pupils who may be at risk of underachieving. As well as the main categories set out for us by *Education Services*, we also have an additional flag that can be used to identify learners who may have been identified as being at increased risk of underachieving but who are not within one of the main specified groups. This is then used to flag and track those learners.

While we respond to 'difficulties' immediately, our tracking register is reviewed and updated on a termly basis.

### **MAIN SIMS CATEGORIES**

Attendance <96%

Attendance <90%

Summer Born

Special Educational Need (SEN)

English as an Additional Language (EAL)

Looked After Child (LAC)

UA (Uniform Allowance)

Previous holder of Uniform Allowance

### **SPECIAL EDUCATIONAL NEEDS & DISABILITIES - SEND**

There can be many reasons for pupils not making the expected progress or not achieving age related expectations. Amongst others, these may include having a physical disability, a learning difficulty, a high absence rate, attending many different schools, difficulties with speaking English, or worries that distract them from learning. We understand that children who experience barriers to learning may be at risk of underachieving; however, this does not mean that they have SEND. Only those with a physical difficulty or a learning difficulty that requires special educational provision will be identified as having SEND.

Where, despite high quality teaching targeted at specific areas of difficulty, pupils' attainment is significantly lower than their peers, or where their progress is significantly slower, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

Children who have English as an additional language (EAL) do not have a learning difficulty solely because their first language is not English. However, some children with English as an additional language may also have learning difficulties.

## **What does Special Educational Needs & Disabilities (SEND) mean?**

The Education (Amendment) (Guernsey) Law 1987 states that a child has Special Educational Needs (SEN) if he/she has 'a learning difficulty which calls for special educational provision to be made' [paragraph 1(1)]

'A child has a learning difficulty if he/she 'has a significantly greater difficulty in learning than a majority of children and young people of his/her age' [paragraph 1(2a)]

or

'has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided in schools for children and young people of his age' [paragraph 1(2b)]

The Special Education Needs Code of Practice (Guernsey) 2004 suggests there are 4 main areas of special need. These are:

### **Cognition and Learning Needs**

This includes children who have difficulty with learning, thinking and understanding or who have developmental delay. They may have features of moderate, severe or profound learning difficulties or specific learning difficulties (dyslexia, dyspraxia, dyscalculia).

### **Social, Emotional and Behavioural Needs**

Pupils with social, emotional and behavioural needs cover the full range of ability and severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.

They may be withdrawn or isolated, disruptive and disturbing, have immature social skills or present challenging behaviours.

### **Communication and Interaction Needs**

This includes children with speech and language difficulties and disorders and autistic spectrum disorders including Asperger's Syndrome.

### **Sensory and/or Physical Needs**

This includes children with a range of significant visual or hearing difficulties and children with physical disabilities which impede their learning in school and their ability to take part in the curriculum.

Children do not fall into neat categories and some have needs in more than one area. When a child has very significant difficulties falling into a number of these areas, then this child may be described as having complex needs.

At different times in their school life, a child or young person may have a special educational need.

### **SENG1 forms**

In identifying a child's need, staff use an SENG1 form and correlate with the Special Educational Needs Code of Practice (Guernsey 2004) and SEN Criteria - Additional Guidance (2009) documents. These forms are completed when a need is identified and then updated on an annual basis before the October half term break. Completed SENG1 forms should be kept by the classteacher and then passed on at times of transition. A paper copy should also be given to the SENCo and kept in the pupil's SEN folder.

## **Stages of Support/ Categories of SEN**

The first provision for a pupil is 'quality first' teaching. The teacher plans and teaches at an appropriate level of need for success and progress to be achieved. This includes adapting teaching to enable success. At this level this may include teacher support or LSA support within the normal classroom teaching process.

If there are ongoing concerns regarding a child's progress and/or attainment then these should be discussed with parents/carers and also with the SENCo. At this point it may be felt that an N category may be allocated on the SEN register. This is an early indication of concern and acts as a flag in the monitoring process. Note: This N category is also used to indicate where a pupil has been taken off the SEN register but is still being monitored.

In line with Guernsey practice, at Forest Primary School we use the categories 'School Action' (SA) and 'School Action Plus' (SA+) to identify at what level a pupil is on the SEN register. The following explanations are paraphrased from...

<https://www.gov.gg/article/3083/The-Code-of-Practice-and-Graduated-Response>

### School Action

Where extra or different help is needed. Extra help provided by school could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment (digital technology, etc.) This is called School Action.

School Action will continue until it is no longer needed or it is decided that a child needs additional support at School Action Plus.

### School Action Plus

If progress at School Action is not perceived as adequate, we may seek advice from external support services such as a specialist teacher from one of the SEN Advisory and Outreach Support Services, an Educational Psychologist, a Speech and Language Therapist or other health professional. This is called School Action Plus.

School Action Plus will continue until it is no longer needed or until it is decided that a request to the Education Department for a Formal Assessment may be appropriate.

Guidance re the SEN Process and stages of category can be seen in Appendix 1 SEND Pathway - Graduated Response and Appendix 2 - What This Means at Forest

### Determination

The formal assessment process may identify the need for specific provision to be in place. This may be in the form of an alternate placement or could outline provision to be in place at the current placement.

### **Individual Education Plan (IEP)**

All pupils at School Action or School Action + should have an IEP. It is the responsibility of the class teacher to ensure that IEPs are completed and shared appropriately.

The IEP should contain relevant targets with clear timescales for completion. These targets should be formulated in liaison with any external services involved as well as the child and their parents. Parents should receive a copy and must be fully aware of what is written on their child's IEP. All staff completing IEPs are expected to use the blank IEP template provided by the school.

As a minimum, IEPs will be reviewed on a termly basis with paper copies being given to the SENCo by the half term break. Copies of IEPs should be held by the class teacher and passed on at the end of the year as part of the transition process.

### **My Education Access Plan (MEAP)**

All pupils with a Determination should have a MEAP. The MEAP will include information about:

- The short-term, attainable targets for the pupil. Maximum of 3;
- How and when a child's progress will be monitored;
- Strategies used, including extra help to support the pupil meeting the targets;
- What help can be given to a child at home;
- Outcomes (to be recorded when the MEAP is reviewed).

In liaison with parents, the SENCo, other adults supporting a child, and any agencies involved, it is a class teacher's responsibility to develop the required MEAPs. Where possible, this process should include the child; however, if a child is not directly involved then his/her views should still be sought and considered. These MEAPs should, at the least, be reviewed at least on a termly basis and a copy submitted in a paper form to the SENCo by each half term break. After checking, the SENCo will file these in the pupils' SEN folders stored in the school office. Parents should receive a copy and must be fully aware of what is written on their child's MEAP.

Each class will have a 'Class Folder' containing current information about the class as well as the MEAPs. At the end of each academic year, these Class Folders should be passed on to the child's next class teacher ready for immediate implementation at the start of the new academic year.

Guidance for writing MEAPs can be found in Appendix 3 - Guidance for writing IEPs & MEAPs.

### **Intervention Strategies**

Following data entry, IEP/MEAP creation, or a termly resource planning meeting, various provisions may be offered to support and develop a child's learning. The SENCo and Senior Leadership Team will work with staff to make the best use of the resources available.

Midway through each term, interventions will be reviewed informally by the SENCo and the staff involved. Planning for the new term's interventions will begin before the end of the preceding term, allowing for immediate input at the start of each term.

Where programmed interventions finish before the end of a term, or where interventions prove not to impact positively on a pupil, alternative provisions may be put in place.

All intervention strategies used will be recorded under a learner's SEN SIMs record.

Appendix 5 gives a list of some of the interventions that may be used.

## **USE OF SIMS**

The school uses SIMS to record all SEN information. While this is predominantly carried out by the SENCo or LALSIT teacher, have the ability to add and amend as necessary.

The main SEN records consist of...

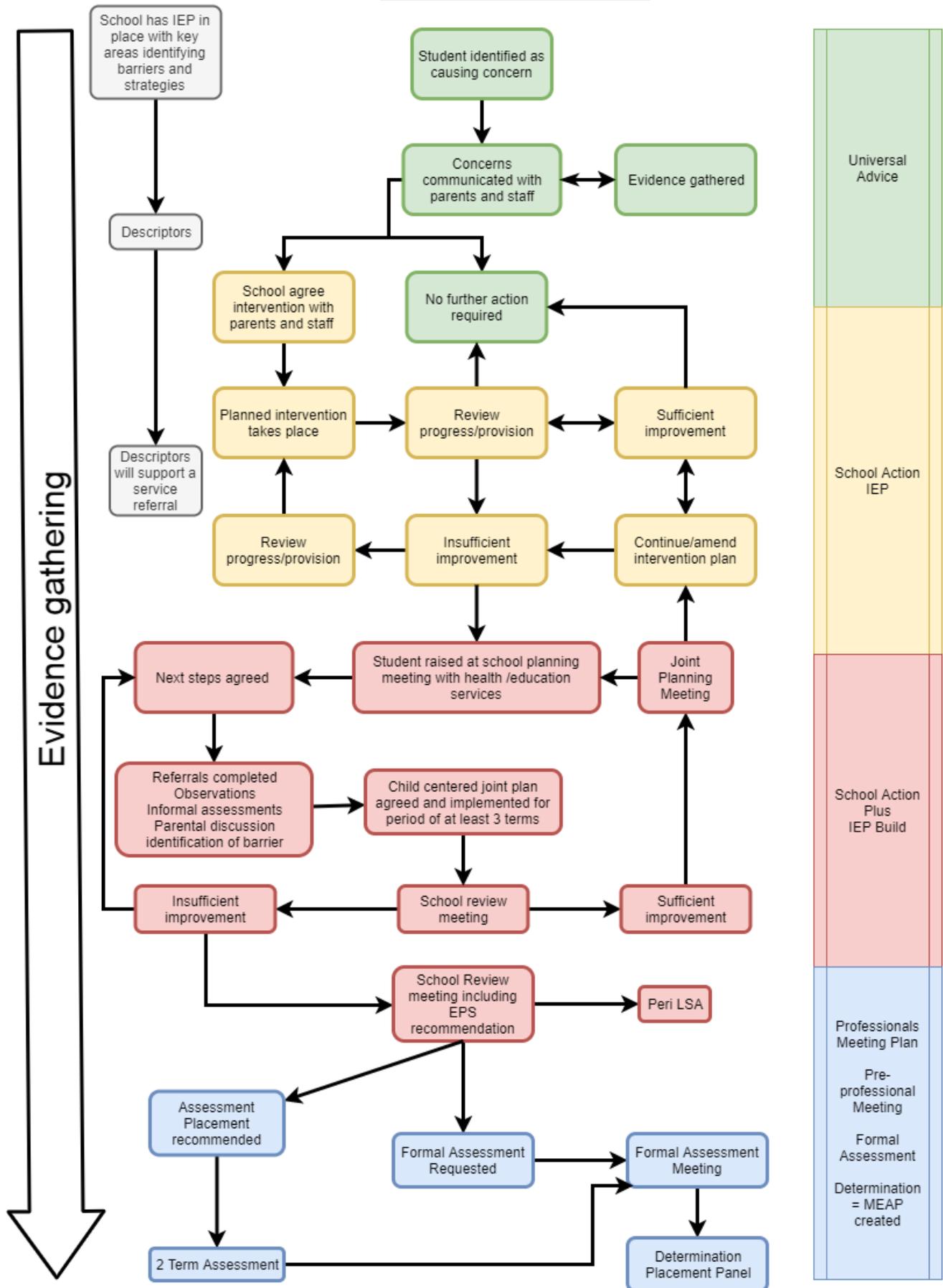
- 'Events' which are one off specific actions - eg an email, a letter, a meeting, etc.
- 'Provisions' which are organised, targeted activities such as a specific program to support the learner,
- 'Reviews' which are meetings held to discuss the learner, evaluate the current situation and need and to plan for the future.

SEN records also include the level of need, the category of need, and the adults involved.

Guidance for staff using SIMs for SEND recording can be found in Appendix 4 - Staff use of SIMS for SEND.

# Appendix 1 - SEND Pathway - Graduated Response

## Draft SEN Flowchart



<p><b>Initial Cause for Concern</b></p>	<p style="text-align: center;"><b><u>Direct support</u></b></p> <ul style="list-style-type: none"> <li>● Appropriate adaptive teaching</li> <li>● Appropriate groupings</li> <li>● Class organisation</li> <li>● Curriculum review</li> <li>● Environment/seating</li> </ul>	<p style="text-align: center;"><b><u>Indirect support</u></b></p> <ul style="list-style-type: none"> <li>● School communicates with <ul style="list-style-type: none"> <li>○ Parents</li> <li>○ Staff</li> <li>○ SENCO</li> </ul> </li> <li>● ABC chart to identify need</li> </ul>
<p><b>School Action</b></p>	<p><b>In addition to above</b></p> <ul style="list-style-type: none"> <li>● Adapted teaching materials</li> <li>● Strategies from child centred plans implemented (IEP/ILP/IBP etc.)</li> <li>● Planned intervention <ul style="list-style-type: none"> <li>○ In class</li> <li>○ Out of class</li> <li>○ Unstructured time</li> <li>○ Group</li> <li>○ Individual</li> </ul> </li> <li>● Targeted support <ul style="list-style-type: none"> <li>○ Key adult used to support</li> </ul> </li> <li>● Further adaptive teaching</li> </ul>	<p><b>In addition to above</b></p> <ul style="list-style-type: none"> <li>● Meeting with Parents/carers to discuss School Action</li> <li>● Child centred plans written agreed and shared (IEP/ILP/IBP etc.)</li> <li>● Regular reviews held (at least twice a year)</li> <li>● Raised at Multi Agency Planning (MAP) meeting</li> <li>● SENCO observations</li> <li>● Further assessments as appropriate</li> <li>● Monitoring of progress, academic and/or SEMH</li> <li>● Key adult identified</li> <li>● Good practice guidelines NI to be followed</li> </ul>
<p><b>School Action Plus</b></p>	<p><b>In addition to above</b></p> <ul style="list-style-type: none"> <li>● Planned interventions</li> <li>● Direct/indirect work from external agencies. For example <ul style="list-style-type: none"> <li>○ EPS</li> <li>○ YJ</li> <li>○ CASS</li> <li>○ SAS</li> <li>○ SALT</li> <li>○ Inclusion Service</li> <li>○ CAMHS</li> <li>○ Sensory support service</li> <li>○ OT</li> </ul> </li> <li>● Implementation of advice</li> <li>● Engagement in programmes e.g <ul style="list-style-type: none"> <li>○ Bounce</li> <li>○ Decider skills</li> <li>○ Prince's Trust</li> <li>○ Alternative Provision (AP)</li> </ul> </li> <li>● Home support for example <ul style="list-style-type: none"> <li>○ Routines</li> <li>○ Boundaries</li> <li>○ Clubs</li> <li>○ Sleep</li> </ul> </li> <li>● Peri LSA allocated for targeted intervention</li> </ul>	<p><b>In addition to above</b></p> <ul style="list-style-type: none"> <li>● Consent gained</li> <li>● Review meeting with Parents/carers</li> <li>● Referral to appropriate support agencies. For example: <ul style="list-style-type: none"> <li>○ EPS-(Education Psychology service)</li> <li>○ Les Voies Inclusion Service</li> <li>○ SALT-(Speech and Language Therapy)</li> <li>○ CASS-(Communication and Autism Support Service)</li> <li>○ CAMHS-(Child and Adult Mental Health Service)</li> <li>○ IY-(Incredible Years)</li> <li>○ PPP-(Positive Parenting Programme)</li> <li>○ YC-(Youth Commission)</li> <li>○ Resource Allocation Panel (RAP)</li> </ul> </li> <li>● Further assessments as appropriate</li> <li>● Advice/guidance from of external agencies</li> <li>● Engagement of services</li> <li>● Review meetings <ul style="list-style-type: none"> <li>○ TAC</li> <li>○ MAP</li> <li>○ PSP</li> <li>○ Professionals meeting</li> </ul> </li> <li>● Appropriate training identified and delivered</li> <li>● Coaching/mentoring, advice and guidance received from appropriate agency</li> <li>● Whole school strategic support</li> <li>● Identified next steps</li> <li>● Peri LSA recommended by EPS through school review meeting</li> </ul>

<p><b>Formal Assessment</b></p>	<p><b>In addition to above</b></p> <ul style="list-style-type: none"> <li>● Student voice taken in to account</li> <li>● Additional support agreed</li> <li>● Additional support in place</li> <li>● School placement identified</li> <li>● School placement taken up</li> <li>● Transition supported</li> </ul>	<p><b>In addition to above</b></p> <ul style="list-style-type: none"> <li>● School send FA request plus; Supporting Evidence checklist, SEN/G1 Form and notes from the SA+ meeting</li> <li>● Formal Assessment Request Review Meeting (FARRM) held by Education Services monthly to review and confirm/agree requirements have been met.</li> <li>● FA Multi-Agency Meeting held to clarify and recommend SEN and placement.</li> <li>● Recommendation following FA Meeting presented to Placement Panel for approval.</li> <li>● Proposed Determination letter, including summary of SEN produced and sent to parent/school.</li> <li>● Parents have a right to Appeal Summary of SEN and/or Placement.</li> <li>● A My Education Action Plan (MEAP) is set up for the child within the first half term.</li> <li>● On-going monitoring and review with full Annual Review.</li> </ul>
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## Appendix 2 - What This Means at Forest

		Actions	Possible Next Steps
1	Classteacher has initial concerns...	Quality first teaching including adaptive teaching within class. Focus from teacher/LSA. Discuss with parents.	Monitor Pupil Progress Meetings <b>Does the learner need more than what we are doing?</b>
2	<b>N on SEN Register</b> Ongoing concerns Progress/ attainment lower than expected. Pupil welfare concern.	Quality first teaching including adaptive teaching within class. Discuss with parents. Discuss with SENCo. Support through intervention provision. Closely track attitude, progress, impact of provision.	Monitor Pupil Progress Meetings Does the learner have SEND? <b>Should the learner be recognised as 'School Action'?</b> <b>Complete an SENG1</b>
3	<b>SA on SEN Register</b> Despite interventions and quality first teaching, ongoing concerns re progress/ attainment/ pupil welfare.	Quality first teaching including adaptive teaching within class. Specific targeted support through intervention provision. Discuss with parents. Discuss with SENCo. <b>IEP to be developed and process followed.</b> Closely track attitude, progress, impact of provision.	Monitor Pupil Progress Meetings Further strategies put in place. <b>Does the learner need greater support? Do staff need a greater understanding of the learner's needs?</b> Discuss with parents and then refer to outside agencies as agreed.
4	<b>SA+ on SEN Register</b> Involvement from outside agencies.	Quality first teaching including adaptive teaching within class. Specific targeted support through intervention provision. Closely track attitude, progress, impact of provision and agency advice/support. <b>Ensure IEPs fully reflect agency advice/support.</b>	Monitor Pupil Progress Meetings Intervention strategies put in place. Annual Review (Minimum) - Termly Review if needed. Pupil included in agency planning meetings. <b>Does the learner need greater support? Do staff need a greater understanding of the learner's needs?</b> <b>Would an alternative placement/ provision better meet the child's needs?</b> Discuss with parents. Request a formal assessment if all in agreement.
5	<p><b>Determination</b> Following a Formal Assessment, pupil's specific needs will be planned for. <b>MEAP to be developed and process followed.</b></p> <p>Continued review of progress, attainment, impact of provision, and mental health and well-being. Liaise and seek advice as appropriate.</p>		

### **Appendix 3 - Guidance for Writing IEPs & MEAPs.**

Targets should be written by the class teacher in conjunction with other adults supporting the pupil, e.g. Educational Psychologist, Speech & Language Therapist, Language and Literacy Support Intervention Teacher, Learning Support Assistant, SENCo, etc. Where possible, it is expected that the pupil will be a part of this process.

#### **To develop an IEP or MEAP we need:**

- An accurate and comprehensive understanding of the child's needs. This should come from your own observations, discussion with colleagues, discussion with the child and their parents, and liaison with other agencies. Make sure each area in which the child needs help is included (e.g. reading, spelling, writing, maths, social skills, motor skills, etc.).
- A clear understanding of his/her present level of performance. This should be based upon teacher assessments completed from the current expectations set out in the Learning & Teaching Policy as well as the Assessment, Recording & Reporting Policy. This may also include test results and assessment results carried out by other agencies.
- Knowledge of resources or support that may be available, as well as enhanced teaching practices that may benefit the child.

#### ***Consider Plan Do Review***

Plan – What you want the child to achieve: e.g. 'name' will . . . . with / without support

Target 1: Selecting targets is very important. Areas of concern should be prioritised. The agreed targets should be SMART (Specific, Measureable, Achievable, Realistic, Time bound).

In addition, the success criteria should be stated i.e. the level at which you feel the child has demonstrated sufficient progress. This could be that target will be achieved 80% of the time or on 5 consecutive occasions.

Do – How adults will help this happen. How to do it and how often:

The strategies are the key to providing the child with the best opportunity to make progress with the target and need to be shared with and followed by all adults who work with the child. They may be extra, distinctive or different from the usual strategies for other children.

Additional resources: It is important for all staff to know which resources have been identified to use.

Review – What has happened by the review date as identified by observations: Has the target been achieved/not? Is it consistent? Does it need to be in smaller steps?

Three targets (usually in the prime areas) maximum and which should be reviewed regularly and adjusted to meet the child's achievements. Reviews would typically be done at least three times per year, although the review period can be shorter if needed.

## Appendix 4 - Staff Use of SIMs

### Recording in SIMs

Class teachers enter attainment data as per the school's Assessment, Recording and Reporting Policy.

The Language and Literacy Support Intervention Teacher will update the SEN record in SIMs to reflect all involvement including assessments and work undertaken.

The SENCo will enter all information regarding additional provision as well as updating all SEN events and provisions. This should include all SEN events for that pupil, including phone calls, emails, letters, meetings, etc.

### Reporting From SIMs

To help track pupils' progress and attainment, as well as reporting to parents and outside agencies, we use a variety of reports in SIMs. With careful consideration, these reports can also be used to assist in sharing of information during transition.

<b>Report</b>	<b>Who</b>	<b>When</b>
AM7 attainment and progress reports	ARR lead, SLT, Class teachers	When required. Following termly data input.
Parents' Evening Reports	ARR lead	In preparation for Parents' Evening.
Specific SEN Reports - See below	SENCo/ SLT	As required.

## SEN Report per Pupil

Special Needs Record for

A Child - Y?

Date of Birth: DD MMM YYYY

SEN Status	SEN Start Date	Need Type	Description

### Adults Involved

Name		Start Date	End date

### Reviews

Review Date	Review Type	Comments

### Events

Event Type	Date	Comments

### Provisions

Provision	Start Date	Comments

## SEN Pupil Provision Report V2

Provides a report for an individual pupil giving all of their SEN provisions in chronological order.



### SEN Provisions Report Date Run

Pupil: A Child  
SEN Status:

Reg: Y?

DoB: DD MMM YYYY

Provision	Start	End	Frequency	Comments

## SEN Pupil Event Report

Provides a report for an individual pupil giving all of their SEN events in chronological order.



### SEN Events Report Date Run

Pupil: A Child  
SEN Status:

Reg: Y?

DoB: DD MMM YYYY

Date	Event Type	Comments

## SEN Provisions - Select

Allows to select from any provision for a stated date range

SEN Provisions Report -

Student	DOB	SEN Status	Provision type	Start date	End date	Frequency	Comments

## **Appendix 5 - Examples of Intervention Provision may include:**

Hand Massage

'Touch Base' sessions

Reading Recovery

Language & Literacy Support Intervention Teacher

Better Reading Partnership

1st Class @ Number

1st Class @ Number 2

Success @ Arithmetic

RWInc 1: Tutoring

Language for Thinking

In-School intervention that is subject specific run by an LSA

In-school intervention that is run by a teacher

Intervention run by an outside agency

Allocation of additional volunteer time

Allocation of 1:1 support

Time in a specialist base

IT provision