

# St John's CofE VC Infants' School & Jumping Johns Nursery



## Special Educational Needs

Version	Date	Created by	Approved by	Remarks
V1.0.1	Feb 2011	SENCo	Welfare Committee	
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This policy should be taken and used as part of St John's Church of England VC Infants School and Jumping Johns Nursery's overall strategy and implemented within the context of our vision, instrument of government aims and values as a church of England School.

**Governor review notes:-**

Governors must review this policy annually. They should pay particular attention to any allowance rates to ensure they are still correct and check to see if the LA has made amendment to the model policy provided. Checks should also be made to ensure documents referred to in this policy are still relevant.

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## **SPECIAL EDUCATIONAL NEEDS POLICY**

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## Special Educational Needs Policy

### **Introduction**

This policy was reviewed and updated in June 2016 in line with the new SEND Code of Practice.

St John's Infants' School has a named SENCo - Mrs Rebecca Maisey (NASENCO accredited) and a named Governor - Mrs Kay Wych responsible for SEN/D. They ensure that the St John's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice 2014, the Local Education Authority and other policies current within the school.

*It is our belief at St John's Infants' that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice. (September 2014).*

*These four areas of need are;*

*Communication and interaction  
Cognition and learning  
Social, mental and emotional health  
Sensory/physical*

What are Special Educational Needs?

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

Teachers take account of the needs of all children and make provision to support each child in their learning, to enable them to participate in all curriculum activities. Some children may need additional or different support, compared to that given to other children of the same age. The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'. We will do our best to ensure that the necessary provision is made for any child who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those with special educational needs, allowing them to join in with school activities together with those who do not have special educational needs.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of difficulty experienced by the child.

## **Aims and Objectives**

*The aims of this policy are:*

- *to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN/D*
- *to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership*
- *to make clear the expectations of all partners in the process*
- *to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development*
- *to ensure full inclusion of children with medical conditions to all school activities by ensuring consultation with health and social care professionals*
- *to identify the roles and responsibilities of all staff in providing for children's special educational needs*
- *to ensure all children have full access to all elements of the school curriculum through reasonable adjustments*
- *to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working in cooperation and having productive partnerships with the Local Education Authority and other outside agencies*

## **Equal Opportunities and Inclusion**

At St John's we aim to offer excellence and choice to all our children, regardless of ability or need. It is important to us that we meet the diverse needs of pupils to ensure inclusion for all and that our pupils are prepared for full participation in a multi-ethnic society. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued member of our community. Through curriculum provision we respect the fact that children;

- \*have different educational and behavioural needs and aspirations
- \*require different strategies for learning
- \*acquire, assimilate and communicate information at different rates
- \*need a range of different teaching approaches and experiences.

Teachers respond to the children's needs by

- \*providing support for children who need help with communication, language and literacy. If a child is under the Speech and language Therapist, a Teaching Assistant (TA) will carry out the Individual Education Plan (IEP) provided by the service.
- \*planning to develop children's understanding through the use of all available senses and experiences
- \*planning for children's full participation in learning and in physical and practical activities
- \*helping children to manage and own their behaviour and to take part in learning effectively and safely
- \*helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

## Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants have important day-to-day responsibilities. All teachers are responsible for the Special Educational Needs of the children they teach.

Children with special educational needs have learning difficulties that require special provision to be made. Any child may have special needs at some point in their life. Children have a learning difficulty if;

\*they have a significantly greater difficulty in learning than the majority of the children of the same age.

\*they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Many of the children who join St John's have already attended an early years setting. In some cases children join us with their needs already assessed. All our children are assessed within their first term at St John's so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

## **The Role of The SENCO and what Provision Looks like at St John's**

*The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:*

- *Overseeing the day-to-day operation of the school's SEN policy.*
- *Co-ordinating provision for children with SEN.*
- *Liaising with and advising fellow teachers.*
- *Overseeing the records of all children with SEN.*
- *Liaising with parents of children with SEN.*
- *Contributing to the in-service training of staff.*
- *Liaising with the local junior school so that support is provided for Y2 pupils as they prepare to transfer.*
- *Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.*
- *Co-ordinating and developing school based strategies for the identification and review of children with SEN.*
- *Making regular visits to classrooms to monitor the progress of children on the SEN Register.*
- *Overseeing the school's maintenance of its Dyslexia friendly status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.*

## **Monitoring Children's Progress**

*The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.*

*The key test of the need for action is that current rates of progress are inadequate.*

*Adequate progress can be identified as that which:*

- *Prevents the attainment gap between the child and his peers from widening.*
- *Closes the attainment gap between the child and his peers.*
- *Betters the child's previous rate of progress.*
- *Ensures access to the full curriculum.*
- *Demonstrates an improvement in self-help, social or personal skills.*
- *Demonstrates improvements in the child's behaviour.*

*In order to help children with special educational needs, St John's will adopt a graduated response. This may see us using specialist expertise as a school if we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of IEP s (Individual Education Plan), pupil passports, individualised planning and provision maps and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.*

*When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission.*

*The class teacher after discussion with the SENCO will then provide additional interventions that are on top of those provided as part of the school's differentiated curriculum, and the child may be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.*

***Reasons for a child being added to the SEN register may include the fact that he/she:***

- *Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.*
- *Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.*
- *Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.*
- *Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.*
- *Has communication and / or interaction difficulties, and continues to make little or no progress.*

### **Partnership with Parents**

*Partnership plays a key role in enabling children and young people with SEN/D to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.*

*Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, the review and transition process.*

*The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.*

*At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.*

### **Pupil Participation**

At St John's we encourage children to take responsibility and to make decisions. This is part of the culture of our school and related to children of all ages. Throughout the school we recognise the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets for their IEPs and informing us in personal passports. Children are encouraged to make judgements about their own performance against their personal targets where appropriate. We recognise success here as we do in any other aspect of school life.

### **The Nature of Intervention**

*The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:*

- *Different learning materials or specialist equipment.*
- *Some group or individual support which may involve small groups of children being withdrawn to work with the teacher, with TA support or other Wave 3 intervention such as Read, Write Inc, Rainbow Road, Early Literacy Support etc.*
- *Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.*
- *Staff development and training to introduce more effective strategies.*

*After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO to discuss Individual Learning targets and progress.*

*The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.*

### **The use of outside agencies**

*These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.*

*The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.*

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Continues to fall behind the level of his/her peers, despite having received intervention

### **School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents and child.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to the junior school, the SENCO from the junior school will be informed of the outcome of the review.

### **Individual Education Plans / Pupil Passport / Personalised Planning**

Strategies employed to enable the child to progress will be recorded within either an Individual education plan, pupil passport or on personalised planning grids, which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- How the child can be successful.
- The review date.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

*Teachers use a range of strategies to meet children's special educational needs.*

*Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.*

### **The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified with special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents are notified of a decision by the school of SEN provision made for their child.

The governing body has an identified governor who has specific oversight of the school's provision for pupils with Special Educational Needs. The SEN Governor or the Head teacher ensure that all those who teach a pupil with a statement of special educational needs or an Education Health and Care Plan are aware of the nature of the statement.

The SEN Governor ensures that all governors are aware of the schools SEN provision, including the deployment of funding, equipment and personnel.

### **Allocation of Resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with School Action Plus funding, Statements of Special Educational Need and Education Health Care Plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCO meet annually to agree how to use the funds directly related to School Action Plus funding and Statements. The SENCO draws up the resources bid when the school is planning for the next school development plan.

### **Monitoring and Evaluation**

*The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers in drawing up Individual Education Plans, pupil passports or personalised planning for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.*

**Signed**

Date June 2016

Next review June 2017

SEN POLICY: APPENDIX 1

Numeracy	Literacy
<p>Mathematical Language in structured and play situations</p> <p>White boards</p> <p>Magnetic boards</p> <p>1-1 Support when needed</p> <p>Play opportunities, shopping, water, sand</p> <p>Dominoes</p> <p>Use of meaningful equipment</p> <p>Number lines</p> <p>Reinforcement opportunities to revisit concepts</p> <p>Dice</p> <p>Talking about the task before/during/after</p> <p>Modelling of activities by adults</p> <p>Positional language re-enforced during PE</p> <p>Visual Cues</p> <p>Number cards</p> <p>Adult modelling the task</p> <p>Unifix cubes</p>	<p>Puppets/role play/telling stories using toys/tape recorder (speaking and listening)</p> <p>Focus on vocabulary development</p> <p>Jolly Phonics</p> <p>Modified language, simple instructions</p> <p>Individual reading</p> <p>Language groups (for speaking and listening)</p> <p>Working in smaller groups</p> <p>Familiarisation of vocabulary prior to work being taught</p> <p>Focussed questioning by adult</p> <p>Magnetic letters</p> <p>Tracing over lines/white boards/shapes in sand/variety of pens (pencil control)</p> <p>Shared writing</p> <p>Use of white boards</p> <p>1-1 work</p> <p>TA reinforcing carpet work</p> <p>Name cards</p> <p>Tripod pencils</p>

**St Johns Infants School Provision Map - Jumping Johns Nursery**

Behaviour	Other
<p>Good behaviour reinforced</p> <p>Observation (to pre-empt behaviour)</p> <p>Give responsibilities</p> <p>Parental involvement</p> <p>Praise by other adults</p> <p>Body language (thumbs up/smiling/eye contact)</p> <p>Certificates</p> <p>Work displayed</p> <p>Use as a role model</p> <p>Reminder of nursery promises</p> <p>Share work with children</p> <p>Positive behaviour management</p> <p>Good sitting stars</p> <p>Time out</p>	<p>Speech therapy</p> <p>STC signs and symbols</p> <p>Different learning styles acknowledged</p> <p>Adult support for imaginative play</p> <p>Fine motor linked to curriculum (counting and threading beads)</p> <p>Visual time-tables</p> <p>Balancing equipment, bikes, parachute. (co-ord)</p> <p>Co-ordination group</p> <p>Signing to accompany spoken language</p>

SEN POLICY: APPENDIX 1

Numeracy	Literacy
<p>Mathematical Language in structured and play situations</p> <p>White boards</p> <p>1-2 Support when needed</p> <p>Play opportunities, shopping, water, sand</p> <p>Dominoes</p> <p>Use of meaningful equipment</p> <p>Number lines</p> <p>Reinforcement opportunities to revisit concepts</p> <p>Dice</p> <p>Talking about the task before/during/after</p> <p>Modelling of activities by adults</p> <p>Positional language re-enforced during PE</p> <p>Visual Cues</p> <p>Number cards</p> <p>Unifix cubes</p> <p>Frequent checks that the task is understood</p> <p>Numeracy vocabulary displayed</p>	<p>Puppets/role play/telling stories using toys/tape recorder (speaking and listening)</p> <p>Magnetic letters/flashcards/matching activities (word work)</p> <p>Tracing over lines/white boards/shapes in sand/variety of pens (pencil control)</p> <p>Familiarisation of vocabulary prior to work being taught</p> <p>Focus on vocabulary development</p> <p>Jolly Phonics</p> <p>Modified language, simple instructions</p> <p>Individual reading</p> <p>Check that they understand tasks</p> <p>Working in smaller groups</p> <p>Focussed questioning by adult</p> <p>Shared writing</p> <p>Use of white boards</p> <p>1-2 Work</p> <p>TA reinforcing carpet work</p> <p>Name cards/key words</p> <p>Quiet time for 1-2 during assembly/lunch</p> <p>Word lists on walls</p> <p>Writing targets specific to individual needs</p> <p>Word games</p> <p>ICT screens e.g. texttease, first keys</p> <p>Pencil Grips</p> <p>Extra TA support</p> <p>Letter formation cards</p> <p>Key word sheets</p> <p>simple word banks</p> <p>Paired work</p> <p>Letter formation cards</p> <p>Triangular pencils</p> <p>Write from the start</p> <p>Phonic word games and activities</p> <p>Differentiated phonic work</p> <p>Home school reading activities</p> <p>Differentiated group activities</p> <p>Alphabet activities</p> <p>PIPs</p>

**St Johns Infants School Provision Map - Reception**

Behaviour	Other
<p>Good behaviour reinforced</p> <p>Observation (to pre-empt behaviour)</p> <p>Give responsibilities</p> <p>Negative comments for behaviour, not the child</p> <p>Parental involvement</p> <p>Praise by other adults</p> <p>Body language (thumbs up/smiling/eye contact)</p> <p>Certificates</p> <p>Work displayed</p> <p>Use as a role model</p> <p>Stamper cards</p> <p>Circle time to reinforce golden rules</p> <p>Verbal warnings</p> <p>Being flexible with adult support</p> <p>Rewarding positive behaviour stickers/badges/responsibilities/telling parents/staff</p> <p>Busy box</p>	<p>Speech therapy</p> <p>STC signs and symbols</p> <p>Different learning styles acknowledged</p> <p>Adult support for imaginative play</p> <p>Fine motor linked to curriculum (counting and threading beads)</p> <p>Visual time-tables</p> <p>Balancing equipment, bikes, parachute. (co-ord)</p> <p>Co-ordination group</p> <p>Signing to accompany spoken language</p>

SEN POLICY: APPENDIX 1

Numeracy	Literacy
<p>Mathematical Language in structured and play situations</p> <p>White boards</p> <p>Magnetic boards</p> <p>1-3 Support when needed</p> <p>Play opportunities, shopping, water, sand</p> <p>Dominoes</p> <p>Use of meaningful equipment</p> <p>Number lines</p> <p>Reinforcement opportunities to revisit concepts</p> <p>Dice</p> <p>Talking about the task before/during/after</p> <p>Modelling of activities by adults</p> <p>Positional language re-enforced during PE</p> <p>Visual Cues</p> <p>Number cards</p> <p>Adult modelling the task</p> <p>Frequent checks that the task is understood</p>	<p>Puppets/role play/telling stories using toys/tape recorder (speaking and listening)</p> <p>Magnetic letters/flashcards/matching activities (word work)</p> <p>Tracing over lines/white boards/shapes in sand/variety of pens (pencil control)</p> <p>Familiarisation of vocabulary prior to work being taught</p> <p>Focus on vocabulary development</p> <p>Jolly Phonics</p> <p>Modified language, simple instructions</p> <p>Individual reading</p> <p>Language groups (for speaking and listening)</p> <p>Working in smaller groups</p> <p>Focussed questioning by adult</p> <p>Shared writing</p> <p>Use of white boards</p> <p>1-3 Work</p> <p>TA reinforcing carpet work</p> <p>Name cards/key words</p> <p>Tripod pencils</p> <p>Word lists on walls</p> <p>Extra TA support</p> <p>Look cover write check</p> <p>ICT screens e.g. textease, first keys</p> <p>ELS</p> <p>Letter cubes to build words</p> <p>Letter formation cards</p> <p>Check that they understand tasks</p> <p>simple word banks</p> <p>Paired work</p> <p>write from the start</p> <p>word games</p> <p>THRASS</p> <p>Phonic word games and activities</p> <p>Differentiated phonic work</p> <p>Home school reading activities</p> <p>Differentiated group activities</p> <p>Alphabet activities</p> <p>PIPs</p>

**St Johns Infants School Provision Map - Year One**

Behaviour	Other
<p>Good behaviour reinforced</p> <p>Observation (to pre-empt behaviour)</p> <p>Give responsibilities</p> <p>Negative comments for behaviour, not the child</p> <p>Parental involvement</p> <p>Praise by other adults</p> <p>Body language (thumbs up/smiling/eye contact)</p> <p>Certificates</p> <p>Work displayed</p> <p>Use as a role model</p> <p>Loss of Golden Time</p> <p>Stamper cards</p> <p>Circle time to reinforce golden rules</p> <p>Verbal warnings</p> <p>Being flexible with adult support</p> <p>Traffic Lights</p> <p>Social Stories</p>	<p>Speech therapy</p> <p>STC signs and symbols</p> <p>Different learning styles acknowledged</p> <p>Adult support for imaginative play</p> <p>Fine motor linked to curriculum (counting and threading beads)</p> <p>Visual time-tables</p> <p>Balancing equipment, bikes, parachute. (co-ord)</p> <p>Co-ordination group</p> <p>Signing to accompany spoken language</p>

SEN POLICY: APPENDIX 1

Numeracy	Literacy
<p>Mathematical Language in structured and play situations</p> <p>White boards</p> <p>1-4 Support when needed</p> <p>Play opportunities, shopping, water, sand</p> <p>Dominoes</p> <p>Use of meaningful equipment</p> <p>Number lines</p> <p>Reinforcement opportunities to revisit concepts</p> <p>Dice</p> <p>Talking about the task before/during/after</p> <p>Modelling of activities by adults</p> <p>Positional language re-enforced during PE</p> <p>Visual Cues</p> <p>Number cards</p> <p>Unifix cubes</p> <p>Frequent checks that the task is understood</p> <p>Numeracy vocabulary displayed</p>	<p>Puppets/role play/telling stories using toys/tape recorder (speaking and listening)</p> <p>Magnetic letters/flashcards/matching activities (word work)</p> <p>Tracing over lines/white boards/shapes in sand/variety of pens (pencil control)</p> <p>Familiarisation of vocabulary prior to work being taught</p> <p>Focus on vocabulary development</p> <p>Jolly Phonics</p> <p>Modified language, simple instructions</p> <p>Individual reading</p> <p>Check that they understand tasks</p> <p>Working in smaller groups</p> <p>Focussed questioning by adult</p> <p>Shared writing</p> <p>Use of white boards</p> <p>1-4 Work</p> <p>TA reinforcing carpet work</p> <p>Name cards/key words</p> <p>Quiet time for 1-2 during assembly/lunch</p> <p>Word lists on walls</p> <p>Writing targets specific to individual needs</p> <p>Look cover write check</p> <p>ICT screens e.g. textease, first keys</p> <p>ELS</p> <p>Extra TA support</p> <p>Letter formation cards</p> <p>simple word banks</p> <p>Paired work</p> <p>wave 3</p> <p>word games</p> <p>THRASS</p> <p>Phonic word games and activities</p> <p>Differentiated phonic work</p> <p>Home school reading activities</p> <p>Differentiated group activities</p> <p>Alphabet activities</p> <p>PIPs</p>

**St Johns Infants School Provision Map - Year Two**

Behaviour	Other
<p>Good behaviour reinforced</p> <p>Observation (to pre-empt behaviour)</p> <p>Give responsibilities</p> <p>Negative comments for behaviour, not the child</p> <p>Parental involvement</p> <p>Praise by other adults</p> <p>Body language (thumbs up/smiling/eye contact)</p> <p>Certificates</p> <p>Work displayed</p> <p>Use as a role model</p> <p>Loss of Golden Time</p> <p>Stamper cards</p> <p>Circle time to reinforce golden rules</p> <p>Verbal warnings</p> <p>Being flexible with adult support</p> <p>Rewarding positive behaviour stickers/badges/responsibilities/telling parents/staff</p> <p>Very Important children (VIC's)</p>	<p>Speech therapy</p> <p>STC signs and symbols</p> <p>Different learning styles acknowledged</p> <p>Adult support for imaginative play</p> <p>Fine motor linked to curriculum (counting and threading beads)</p> <p>Visual time-tables</p> <p>Balancing equipment, bikes, parachute. (co-ord)</p> <p>Co-ordination group</p> <p>Signing to accompany spoken language</p>

SEN POLICY : APPENDIX 2		St John's C of E VC Infant School Individual Education Plan	
Child's name:	Date of birth:	QFT/SA/SA+:	SEN category:
Year:	Class teacher:	Start date:	Review date:
Areas of strength:		Areas of need:	

IEP Targets Specific Measurable Achievable Realistic Timed	How are you going to meet it? What will you do? How often? Who?	Success criteria.	Progress:

Signed: \_\_\_\_\_ class teacher \_\_\_\_\_ parent/guardian \_\_\_\_\_ SENCO \_\_\_\_\_

<b>Child's name:</b>	<b>Date of birth:</b>	<b>QFT/SA/SA+: SA+</b>	<b>SEN category:</b> BESD2 (Behaviour, Emotional, Social Development - level 2)
<b>Year:</b>	<b>Class teacher:</b>	<b>Start date:</b>	<b>Review date:</b>
<b>Areas of strength:</b> has a good understanding of numbers to 30. talks confidently in front of the class. enters the swimming pool confidently and will put his face in the water.		<b>Areas of need:</b> Conforming to boundaries. Attention and concentration. Eye sight condition Literacy skills	

IEP Targets Specific Measurable Achievable Realistic Timed	How are you going to meet it? What will you do? How often? Who?	Success criteria.	Progress: (completed at review)
I will take part in wake and shake all the way through at least once a day.	Adults to encourage XXXX to take part. Include him at the front modelling the moves to the other children. Behaviour chart for taking part. Praise XXXX a lot when he joins in.	will join in with wake and shake all the way through in the morning or afternoon once a day.	
I will complete 2 things an adult has asked me to do each day.	Adults to set [redacted] off on a short focused task and then return after a given time and praise his achievements. Make the tasks longer as he is able to concentrate for longer. I choose, you choose approach used.	will complete 2 adult directed tasks independently each day all the way through.	
I will write my name forming the letters correctly.	Multisensory approach to handwriting, Rainbow Road activities. Adults to praise XXXX when he writes his name correctly.	will write his name on 3 separate occasions forming each letter correctly.	

Signed: class teacher \_\_\_\_\_  
Parent/guardian \_\_\_\_\_

SENCO: \_\_\_\_\_  
SEN TAs: \_\_\_\_\_



**Glossary of Terms**

SEN: Special Educational Needs

SENCO: Special Educational Needs Coordinator

SA: School Action (SEN met by support within the school)

SA+: School Action Plus (SEN met by support within the school and outside agencies, child may have funding)

IEP: Individual Education Plan (termly small step targets for a child with SEN)

BESD: Behavioural, Emotional, Social Difficulties.

SALT: Speech and Language Therapy.

LGDD: Learning: General Developmental Delay.

SpLD: Specific Learning Difficulty (e.g. Dyslexia, Dyspraxia)

LLSC: Learning: Language and/or Social Communication Impairment.

ASD: Autistic Spectrum Disorder.

SAIL: Somerset's Approach to Integrated Literacy (1to1 Literacy support delivered in Year 2)