



East Harling Primary School and Nursery's approach to SEN  
(As from January 2014)

1. Who is SEN?

- a. Children who require *educational provision which is additional to, or otherwise different from*, the educational provision made generally for children of their age.
- b. If you can't say what is different, they shouldn't be on there.
  - i. Not just 'more maths and English boosters' – so not SEN (although e.g. Phonics at Y5/6 could be as it is not normal curriculum provision)
  - ii. SEN was 19% 2011/12; now 12%.
  - iii. SEN onto provision map and shared with cluster.
- c. Group Education Plans (GEPs) are written for children who need boosting,

2. Tracking and Progress

- a. All children tracked termly with Pupil Asset; Pupil Progress Meetings held termly and Interventions for ANY child whose progress has dropped; 'intervention' can mean anything from targeted questioning to Educational Psychologist referral and beyond.
- b. Information is then transferred onto an intervention map and provision map. Interventions reviewed at the next meeting.
- c. Assessment for learning is an integral part of everyday teaching and learning and effective marking and feedback enables children to understand their strengths and next steps (see marking policy)
- d. ALL children are tracked closely in core subjects through pupil asset and have learning targets, and have impact assessed (ie progress reviewed) termly.
- e. GEPS are very new, but impact will be reviewed termly.

3. Training

- a. All teachers are teachers of SEN – so need to continue to develop their knowledge and expertise.
- b. Teaching Assistants will be given training through the cluster and the school
- c. Next steps: Continue to offer training to all staff through INSET and individual support. Strategies from back of 'Beating Bureaucracy' copied for all teachers; Staff meeting INSET using IDP materials so far on Specific Learning Difficulties and Speech and Language Development.

4. What if they need more? (we will adopt this at East Harling)

5.

- a. IF we feel children need further involvement over and above, we hold 'Personal Profile Meetings; with parents. These are 30-45min meetings with SENCO, Parents, Class Teacher, possibly a TA and/or child.
  - i. Personal Profiles completed
  - ii. Strengths and Interests – handy for home view, a 'way in'
  - iii. Barriers to Learning, what is helping progress
  - iv. Actions since last meeting and impact of interventions
  - v. Agreed strategies to overcome barriers (home, school, child)
- b. Frequency and need dependent on child – can be reviewed at or in lieu of parents' evening, for example