

Reviewed February 2018
Agreed FGB Meeting 12/03/2018
Next Review 02/2019



Platt C.E Primary School

SEN & Disability Policy/SEN Information Report

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Home school agreement
- Equality Policy
- Safeguarding policy
- Complaints Policy
- Teaching and learning Policy
- Homework

This policy was developed through consultation with parents/carers, representatives from the governing body including parents of children with special educational needs and will be reviewed annually. Consultation was through a letter via parentmail.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (*SEN Code of Practice -2014, p 4*)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ (*SEN Code of Practice -2014, p5*)

1 The kinds of special educational need for which provision is made at the school

At Platt CEP School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger’s syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: autism, physical disabilities, global learning delay and behavioural, social and emotional difficulties. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Platt CEP School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening, speech link, language link, spelling age, reading age and dyslexia screening (COPS) where appropriate and required.

Where progress is not sufficient, even if special educational need has not been identified, we put in place support to enable the pupil to catch up. Examples of extra support are booster groups, pre-teaching sessions, small group work, intervention programmes such as BRP, and one to one support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Platt CEP School we are experienced in using the following assessment tools: dyslexia assessments, Boxall profile, COPS and Leuven's. And we have access to external advisors through the specialist teaching service (in attendance at LIFT) or the Educational Psychologist team.

The purpose of these more detailed assessments are to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Platt CEP School are listed in section 2 of this document. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered (*SEN Code of Practice - 2014, 6.37*).

At Platt CEP School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards [<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>] advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. small group teaching, intervention groups, BRP, computing software learning packages, online learning, Mathletics and Spellodrome, one to one tutoring / precision teaching, mentoring, and Communicate in Print. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' and High Needs Funding.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Platt CEP School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements as part of the school's accessibility planning:

- Investment in Staff training – attachment, Resilience training, understanding and supporting Pathological demand avoidance, dyslexia, dyscalculia difficulty, phonics (which phonics), positive handling, mind mapping and making memories training.
- Specialist training via Ridge View Specialist teaching Service for teachers (where appropriate to meet the needs of individual children in class) please see the training record further on in the document for further details of these.
- Specialist training via Grange Park school for teachers (where appropriate to meet the needs of individual children in class) please see the training record further on in the document for further details of these
- Intervention groups led by teaching assistants trained in a specialised area.
- ICT resources e.g. laptops, microphones, dictaphones.
- Colour overlays, coloured paper/exercise books, changed screen background (where possible) for those pupils who find it helps them.
- Sensory circuits funded before school.

And have identified that the following aspects of the school need to be improved:

- To create further small teaching areas.
- Access to a broader range of assessments e.g. WRAT/WRIT (age appropriate reading/writing)

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. **The amount of support required for each pupil to make good progress will be different in each case and each year group have provision maps designed specifically for the needs in that class. In very few cases a very high level of resource is required, if this is the case high needs funding would be considered.**

'Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top up funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).''
(SEN Code of Practice 6.99)

The High Needs funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and the Local Authority should provide top up to the school, this is given based on the need of the child. Please see the appendix for a more detailed criterion for this.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Platt CEP School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Individual risk assessments maybe undertaken and shared with the parent beforehand.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Platt CEP School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance through PSHE, circle time, planned emotional support and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:

- Access to specialised teaching assistant for emotional needs (LIFT)
- Referral to CYHPS- Children and Young adults
- Referral to Early help- family Support Workers
- Agencies access through the Early Help Service

- Emotional support and Lego therapy
- Allocated time out space for individual children
- External referral to CAMHS, Young Healthy minds, Family matters
- Specialist counselling services
- Music/art/animal therapists (privately run)
- Play therapy (privately run)

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not have the same need.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Platt CEP School is Amy Fenton, who is a qualified teacher and has been accredited by the National Award for SENCO Accreditation at Canterbury Christ Church University in October 2015.

Amy Fenton is available on 01732 882596 or amy.fenton@platt.kent.sch.uk
She teaches but is out of class on a Thursday and Friday.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training:

- Dyslexia and dyscalculia Training
- Guided Reading
- Behaviour Management
- Autism Awareness
- Phonics teaching – Which phonics
- Positive handling
- Attachment
- Talk for Writing

In addition the following teachers have received the following enhanced and specialist training:

| Staff member: | Training: |
|----------------------|--|
| Amy Fenton | Psychology degree SEN Coordination Accreditation Dyslexia Attachment Time to talk Moving and handling Boxall Profile |

| | |
|-------------------|---|
| | EAL strategies Assessment in SEN Sensory Circuits where next? Revision of outcomes for EHC Plans Safeguarding Deputy Lead Zones of Regulation ADHD Making Memories |
| Gilly Coles | Dyslexia and Dyscalculia Lego therapy Making memories Emotional wellbeing Social stories Bereavement Dyslexia Divorce and separation RELATE counselling skills (2 parts) Attachment and Trauma |
| Cathy Ritter | BRP- Better reading partnerships, BEAM, Communication in print Dyslexia |
| Lynne Burgess | Bereavement Listening ear Dyslexia |
| Diane Richards | BRP- Better reading partnerships and Rapid read Dyslexia |
| Steph Riseborough | Language for learning Reluctant Speakers Dyslexia |
| Jaye Palling | Zones of Regulation |
| Hannah Walters | BRP- Better reading partnerships Dyslexia |

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Ridge view School, Grange Park, Educational Psychologist, Speech and language therapist, physio therapist and dyslexia specialists. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Platt CEP School are invited to discuss the progress of their children on two occasions a year (parent consultations) and receive a written report once a year. If parents would like a meeting outside these times they book an appointment through the school office. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map. The provisions the children are attending will be shared with parents three times per year. Children on the SEN register will have their own personalised provision plan and this will be updated and sent home to parents. Parents are invited to discuss the provisions with the SENCO three times a year. Parents are invited to view their child's books three times a year during 'open classrooms'/parent consultations.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. With the help of these assessments the SENCO and SLT may identify the pupil as having special educational needs because of special educational provision being made. The parents/carers will be invited to planning and reviews of this provision. Parents will be supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Platt CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with initially the class teacher, a member of the Senior Leadership Team, the SENCO and finally the Headteacher to

resolve the issue before making the complaint formal to the Chair of the Governing body.

If the complaint is not resolved after it has been considered by the Governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- As part of the collaboration, we have access to some Educational Psychology service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- SENCO regularly attends AEN update meetings and SENCO forums.

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to

feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Platt CEP School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. To enable a smooth transition we aim to conduct home visits, meeting with parent/carers, meetings with pre-school or prior setting and meetings with the Secondary schools.

We also contribute information to a pupils' onward destination by providing information to the next setting. We conduct transition meetings with secondary schools and the next school as well as invite secondary school colleagues to relevant meetings.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.kelsi.org.uk/special-education-needs/special-educational-needs and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

ABBREVIATIONS:

SEN&D—Special Educational Needs and Disability

EHCP—Education, Health and Care Plan

SENCO—Special Educational Needs Coordinator

LIFT-Local Inclusion Forum Team

AEN— Additional Educational Needs

ASD—Autistic Spectrum Disorder

PECS–Picture Exchange Communication System

CHYPS–Child and Young Healthy Person Service

CIP–Communicate in Print

GLOSSARY

Dyscalculia–A difficulty with Maths

Dyslexia–A difficulty with Literacy

WRIT–Wide Range of Intelligence Test

Leuvens – Emotional wellbeing and engagement assessment

Example Provision Map:

Provision Map for SEN and Vulnerable Children

| Year group: | | Class: | | Teacher/s: | | Term: | | |
|-------------------------------|------------|--|--------|------------|---------------------|-----------|------------------------|----------------|
| Whole Class Quality Teaching: | | Daily timetable displayed - am/pm, Traffic light behaviour system in place - positive behaviour (star of the day, class marble points), Class Charter displayed and referred to... | | | | | | |
| Individual provision: | | | | | | | | |
| Intervention | Group size | Frequency and staff | Pupils | Entry data | Intervention target | Exit data | Impact of Intervention | Proportion met |
| | | | | | | | | |

Core Standards:

Cognition and Learning

| | | |
|---|------------|-----------|
| My teaching incorporates some elements of recognised intervention programmes in my everyday classroom teaching to support literacy, numeracy, motor development or behaviour for learning. | | |
| I apply a portfolio of teaching skills which takes account of children's cognitive strengths and weaknesses and enables them to make good progress. | | |
| I am familiar with key requirements of the SEN Code of Practice; Kent Family Support Framework; Equality Legislation; Ofsted expectations in relation to pupils with Cognition and Learning difficulties. | | |
| I have access to awareness raising training for aspects of the difficulty. I have attended: Making Memories Training Assessments – Purpose & Tools Training Dyscalculia Training | YES | NO |
| | | |
| | | |
| | | |

| C & L Quality First Teaching | | | |
|--|-------------|------------------------------------|-----------------------------------|
| Expected Provision | Cost | What action has been taken? | What impact has this made? |
| Careful consideration of the requirements of homework | | | |
| Alternative recording methods | | | |
| Expected Provision | Cost | What action has been taken? | What impact has this made? |
| General ICT access with appropriate software | | | |
| Availability and planned use of supportive software e.g. Clicker 6 | | | |
| Analysis of curriculum content to plan appropriate differentiation | | | |
| Pupil's preferred methods of recording/communication used for teaching and assessment | | | |
| Focus on key concept/objective Use simplified language to explain concepts. Ensure all CYP understand by asking open ended questions. | | | |
| Provide visual support to all oral information | | | |

| | | | |
|--|-------------|------------------------------------|-----------------------------------|
| Peer support and sensitive grouping/pairing for practical activities | | | |
| Learning environment and structure that incorporates visual, auditory and kinaesthetic elements, providing for smaller group and individual teaching | | | |
| Adapted general classroom equipment – scissors, pencil grips. | | | |
| Word banks, number lines, subject and topic specific words. | | | |
| Visual timetable, “Active Listening” cues, labelled environment at appropriate visual recognition level. | | | |
| Expected Provision | Cost | What action has been taken? | What impact has this made? |
| Any worksheets should be simple and clearly laid out | | | |
| Provide spellings of all new subject specific words | | | |

C & L Targeted Support for individual and small group short term interventions

| Expected Provision | Cost | What action has been taken? | What impact has this made? |
|---|-------------|------------------------------------|-----------------------------------|
| Pupil centred planning to ensure optimum engagement in learning through developing and supporting social and independence skills. | | | |
| Provide dictionary, ACE dictionary, thesaurus, writing frames, handwriting guides, concrete resources e.g. cubes, magnetic letters, numicon | | | |
| Provide differentiated books and text | | | |
| Provide specific software to underpin learning e.g. synthetic phonemes programmes like ‘Nessy’, Wordshark and Numbershark | | | |

| Expected Provision | Cost | What action has been taken? | What impact has this made? |
|--|-------------|------------------------------------|-----------------------------------|
| Sensitive use of additional adult to <ul style="list-style-type: none"> • Promote participation and independence • Promote independence skills • Act as scribe/reader in class or in test situations • Support social inclusion • Support work experience | | | |
| Chunk instructions into small steps | | | |
| Maximise opportunities presented through small group activities available in school to develop <ul style="list-style-type: none"> • Literacy e.g. Reading Recovery, ALS, Phone-Graphix, SoundsWrite, Read Write inc • Numeracy e.g. Springboard Maths • Social and Emotional Aspects of Learning • Self-awareness • Self-organisation and independence • Communication skills • Gross and fine motor skills • Listening skills | | | |
| Access to additional equipment e.g. word processors, laptops and Dictaphones | | | |
| Expected Provision | Cost | What action has been taken? | What impact has this made? |
| Access to additional supportive software e.g. word prediction, write on-line, Inspiration/kidspiration | | | |
| Adjustments to classroom environment e.g. CYP may need to sit at the front of the class or away from distractions. | | | |
| Adapted equipment e.g. desk slopes, posture pack, move 'n' sit cushions. | | | |

| Personalised / Individualised Learning/Long term interventions | | | |
|---|-------------|------------------------------------|-----------------------------------|
| Expected Provision | Cost | What action has been taken? | What impact has this made? |
| Individualised intensive interventions to address additional long term learning and skill development consistent with needs relating to cognition and learning which are unique to a particular pupil e.g. individual workstation | | | |
| Training for specific cognition and learning needs e.g. Down Syndrome, Dyslexia. | | | |
| Organisational/environmental changes e.g. designated working with few distractions; small group working. | | | |
| Expected Provision | Cost | What action has been taken? | What impact has this made? |
| Highly differentiated literacy and numeracy programmes at an appropriate developmental level. | | | |
| Consideration given to the allocation of staff time for planning and preparation of resources. | | | |
| Individualised programmes for pupils are planned and differentiated by the class/subject teacher following specialist advice | | | |
| Support available to implement individual therapy programme to address coordination/sensory modulation difficulties as advised by therapists. | | | |

Criteria for High Needs Funding Applications

- The pupil will have an EHCP or be SEN Support with severe and complex needs.
- The pupil will be on the school roll and in full time attendance (except in exceptional cases).
- If the pupil doesn't have an EHCP the school will have identified the pupil's SEN needs with the support of external professionals.
- The school will have fully utilised their normally available resources to address the needs of the pupil.

- The pupil's provision to meet their SEN Outcomes will be in line with the Personalised/ Individualised Learning descriptors in the KCC Mainstream Core Standards.
- If the pupil doesn't have an EHCP the school will have sought advice and further guidance from the district offer of support through LIFT as part of the 'assess, plan, do & review' cycle.
- Recommendations from professionals will have been implemented and evaluated to evidence an increasingly personalised provision.
- Training relevant to the need type of the pupil will have been undertaken by the school and suitably implemented within the last two years.

Evidence

To ensure the pupil meets the criteria above, schools will be expected to provide the following pre-existing evidence for all applications (new and renewals):

- Previous two reviewed personalised /provision plans (SEN CoP recommends a minimum of 3 per year) that show the implementation of recommendations from professionals and the 'assess, plan, do and review' cycle. (For new pupils to the school; a copy of the transition plan and the last reviewed provision plan from the previous educational provider).
- School provision map. (Only required once per academic year if more than one application/ reapplication is made).
- Present provision plan. (For new applications schools may wish to add the costings to the provision plan to check that the provision exceeds the £6,000 threshold.)
- Risk assessment (if appropriate).

For new applications where the pupil doesn't have an EHCP, schools will also be expected to provide the following evidence:

- Reports that identify the SEN needs of the pupil.
- Evidence of the use of the district offer eg. LIFT outcome sheet.
- Signed parental consent form.

If the child has an EHCP this information would not be required.

For reapplications where the school feels there have been significant changes to the needs of the pupil since the last HNF application, they may wish to provide additional evidence as this may affect the funding level provided.

Staffing Not Eligible for Funding

- Teaching assistants (TAs) supporting in any adult:child ratio, during a teacher led class based lesson. This would be considered differentiated teaching.
- TAs helping pupils in the classroom to develop essential skills underpinning learning, such as;
 - Self-scaffolding: encouraging pupils to ask themselves questions that help them get better at managing their learning.
 - Checking learning objectives are written in books.
 - Refocusing pupils.
 - Checking pupils understand what they need to do, what they will learn and what outcome is expected by the end of the session.
 - Ensuring relevant learning materials and equipment are out/ available for the lesson.

- Encouraging responses from target pupils.
- Emphasising key vocabulary; recording key words.
- Rephrasing or adapting language.
- Scribing or reading for pupils.
- The use of visual supports like visual timetables, task management boards or choices boards.
- Observing and noting learning difficulties/ achievements and feeding back to the teacher.
- Encouraging pupils to reflect on their learning.
- Prompting recall and use of relevant strategies.
- Ensuring pupils understand homework and it is written in planners.
- Providing feedback on any misconceptions, difficulties, etc; issues with behaviour for learning.
- TAs facilitating general positive peer group interactions in the classroom or playground, when there are social communication weaknesses.
- A teacher working with an individual child or group of children with SEN during a whole class lesson. This is considered part of a normal differentiated curriculum.
- Lesson planning between the teacher and TA to provide a differentiated approach.
- Preparation of resources and materials. (Except highly specialist materials like Braille).
- An adult supporting the class teacher for containment of disruptive behaviour.
- The time for the SenCo to undertake anything that would be considered part of the role of a SenCo e.g. arranging and holding review and Annual Review meetings, meetings with external professionals or attending LIFT meetings.
- Staffing of school trips.

Staffing Eligible for Funding

if the Total Provision Required Exceeds the Nationally Prescribed Threshold of £6,000

- The staff time required to deliver in the classroom, a specific and entirely personalised evidenced based learning intervention that is planned and monitored by the class teacher. This mustn't be a differentiated task but a bespoke curriculum.
- The staff time required to provide personal care that, as far as possible, has a focus on supporting the child's independence.
- Staff time to provide supervision when there is an identified risk (risk assessment must have been completed) that the pupil will remove themselves from the classroom/school and would be unsafe. There must be **clear strategies/interventions** for supporting de-escalation and developing emotional regulation and engagement in learning. This will also support the development of identified Outcomes and have clear targets which have been agreed with the parents and pupil. (Behaviour management is still the responsibility of the class teacher).
- Adult time to facilitate/model positive peer group interactions as part of an identified structured approach/ programme when there is a risk of inappropriate or aggressive behaviour (risk assessment would have been completed).
- Individualised support around managing the sensory environment and interpreting what is required both socially and with learning tasks.
- TA supporting the use of augmentative, assistive communication systems Eg. Braille, BSL, PECs or any other equipment provided by the Communication Assistive Technology team (CAT).
- The staff time required to deliver a time limited, small group and evidenced based learning intervention, which is planned and monitored by the class teacher/ SENCo.

The intervention will be to address an identified SEN Outcome for each pupil and there will be clear targets.

- The staff time required to deliver a bespoke programme or therapy that has been advised and is overseen by a therapist.

Not Eligible for Funding

- Physical adjustments to the environment.
- Services that can be accessed free via KCC or the NHS.
- Alternative curriculum part-placements unless identified on an EHCP and agreed by KCC (Subcontracting regulations state that pupils must be in school at least one day per week).
- Pupil Referral Unit (PRU) placements.
- ICT equipment. (Highly specialist equipment will be assessed and provided by the Kent CAT team or Sensory service).
- Supportive software that provides an alternative method of recording.
- Specialist equipment recommended by health professionals. (Therapists can request equipment from the Kent Health/ Education Equipment Panel and equipment will either be purchased by them or via the equipment recycling store).
- Any assessments required to identify need.