

# Special Educational Needs and Disability Policy

## Knaphill Federation of School

Persons Responsible: SENCOs and Headteachers of Knaphill Lower School and Knaphill School.  
Date adopted: Autumn 2022  
Date of last review: Autumn 2024  
Date of next review: Autumn 2025

### Vision

*We strive to provide a strong learning environment which enhances academic achievement and develops a child's social and relationship skills and attitudes to success.*

At Knaphill Federation of Schools our mission is to empower children to have a bright future. In our ever-changing and complex world, the children of today need to develop the knowledge, skills and strength of character to empower them to create their own bright future. Our school values drive everything we do as we believe that the purpose of education is to ensure that everyone in our school community is able to flourish.

At Knaphill Federation of Schools, all pupils, regardless of their particular needs, are provided with inclusive teaching which enables them to make the best possible progress in school and to feel that they are a valued member of the school community. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of everyone in our school. Every teacher at Knaphill School is a teacher of every pupil, including those with Special Educational Needs and Disabilities. High quality teaching and learning is at the centre of this and all our teaching staff are trained to effectively support children with SEND.

### Definition of SEND

We use the definition for SEN and for disability from the SEND Code of Practice (2015). This states that:

*'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 or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.'

For children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

Many children and young people with a SEND, may 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'.

### Key Roles and Responsibilities

At Knaphill Federation of Schools, we believe that every member of staff has a role to play in delivering SEND provision. Within this team, the Headteacher, SENCO and other members of the Senior Leadership Team (SLT) work collaboratively to ensure effective provision is delivered across the school.

Our SENCOs have day-to-day responsibility for SEND across the school, co-ordinating arrangements with class teachers, year group leaders and outside agencies regarding pupils with additional needs. The SENCOs and Headteachers are responsible for this policy and the co-ordination of specific provision in place to support children on the SEND Register, including those children with an Education Health and Care Plan (EHCP).

### **Staff Details**

**SENCO at Knaphill Lower School – Mrs Victoria Wood** [vwood@kfos.co.uk](mailto:vwood@kfos.co.uk) 01483 473 282

**SENCO at Knaphill School – Mrs Z Purulak** [zpurulak@kfos.co.uk](mailto:zpurulak@kfos.co.uk) 01483 888 899

Responsibility for managing the day to day coordination of the SEND provision, and ensuring best provision for SEND pupils is achieved.

**SEND Local Governing Committee member – Mrs D Greentree** [dgreentree@kfos.co.uk](mailto:dgreentree@kfos.co.uk)

Responsibility for monitoring policy implementation and liaising between the SENCO and the Local Governing Committee (LGC).s

Email:

**Home School Link Worker (HSLW) at Knaphill Lower School – Mrs S Frost** [sfrost@kfos.co.uk](mailto:sfrost@kfos.co.uk)

**Home School Link Worker (HSLW) at Knaphill School – Mrs N Phillips** [nphillips@kfos.co.uk](mailto:nphillips@kfos.co.uk)

Work alongside children and their families and identify and provide information on appropriate external/other support services.

**Emotional Literacy Support Advisor (ELSA) at Knaphill Lower School – Mrs S Frost** [sfrost@kfos.co.uk](mailto:sfrost@kfos.co.uk)

**Emotional Literacy Support Advisor (ELSA) at Knaphill School – Mrs E Hayward** [ehayward@kfos.co.uk](mailto:ehayward@kfos.co.uk)

Work alongside and vulnerable pupils (both individually and in small groups) to provide them with emotional support as needed.

**Designated Safeguard Lead (DSL) at Knaphill Lower School – Mrs V Harbridge (Headteacher)**

[vharbridge@kfos.co.uk](mailto:vharbridge@kfos.co.uk)

**Designated Safeguard Lead (DSL) – Mrs D Harrison (Headteacher)** [dharrison@kfos.co.uk](mailto:dharrison@kfos.co.uk)

**Deputy DSLs:** Mrs V Wood (Deputy Headteacher and SENCO), Mrs S Frost (HSLW & ELSA), Miss A Roberts (Nursery Lead)

**Deputy DSLs:** Mrs S Bowry (Deputy Headteacher), Mrs Z Purulak (SENCO), Mrs N Phillips (HSLW), Mrs E Hayward (ELSA)

### **How was this policy created?**

This policy has been created in partnership with senior leaders, teachers, support staff, the Local Governing Committee and has considered feedback from parents. This policy reflects statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (2015), as well as the most recent Surrey Guidance available from The Surrey Local Offer.

The Surrey Local Offer will provide information on what support is available in the local area and can be found on the Surrey Council website: [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)

### **How can parents access this policy?**

You can access this policy in a number of ways:

- The Knaphill Federation Of Schools' website
- By requesting a hard copy from Knaphill Lower School or Knaphill School office.

## **Aims and Objectives**

We aim to:

- Ensure maximum opportunities for effective inclusion throughout the school to develop the children's independence, as appropriate to their level of need, and comply with the SEND code of Practice 0-25 (January 2015)
- Provide ambitious educational and wider outcomes, appropriate for the child's age and ability and ensure that every pupil experiences success in their learning and achieves the highest possible standard
- Provide a secure environment in which all our children can flourish and in which all contributions are valued
- Ensure all children have access to a broad and balanced curriculum, adapted as appropriate to meet individual needs
- Ensure all children are given equality of opportunity to participate fully in school activities and the life of the school
- Ensure early identification of special educational needs and disabilities and effectively assess and monitor needs
- Remove barriers to learning and achievement, to enable all pupils to participate in lessons fully and effectively
- Ensure close and effective partnership between parents, school and outside agencies
- Ensure children's views are valued and listened to
- Ensure effective transitions between phases of a child's educational journey
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- Ensure that the Governing Body are fully involved in monitoring and developing SEND provision

## **A Graduated Approach to SEND Support**

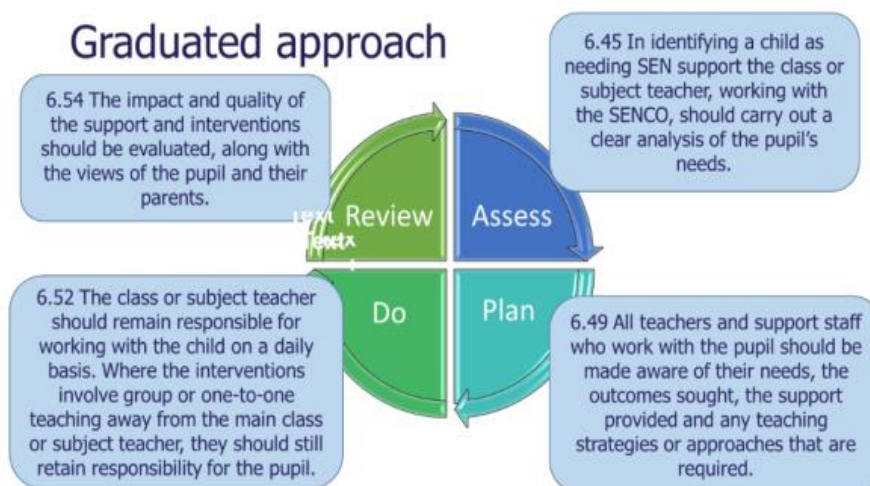
All pupils receive an adapted curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Pupil progress is regularly and systematically monitored by class teachers, subject leaders and the SLT, including the SENCO. Termly Pupil progress meetings highlight pupils who may need additional support and the school SLT, SENCO and Year Leaders work with teachers to ensure that appropriate support and provision is put in place. Parents may also raise concerns via the class teacher or the SENCO, and a meeting might be held to discuss how we can support the child.

We will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the learning needs of the child. As soon as we feel a pupil may have a barrier to learning, we will meet with the parents/carers and, where appropriate, the young person in question and work collaboratively to decide what provision needs to be put in place to address the child's needs.

Where it is felt that provision above Quality First Teaching is required, a discussion will be had around whether the pupil should be placed on the school's SEND and Additional Needs Register. A pupil will only be placed on the school's SEND and Additional Needs Register with the agreement and support of the pupil's parents/carers.

In addition to The SEND Code of Practice, we follow The Graduated Response and use The Profile of Need. The Graduated Response is the cycle of support put in place for children with identified special educational needs. This

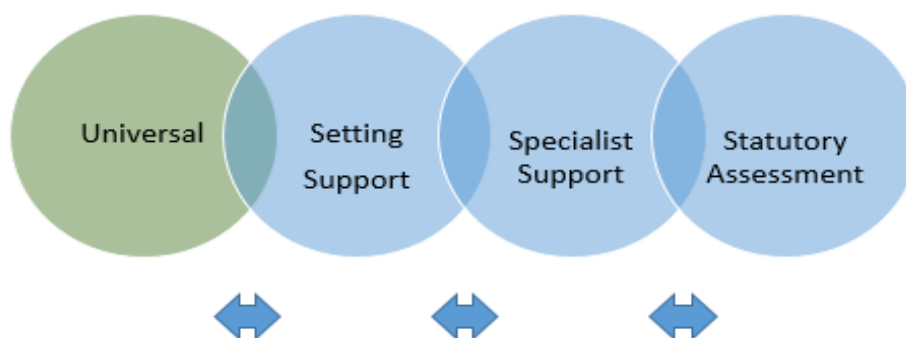
cycle is embedded with an aim to remove barriers for children. The SEND Profiles of Need is an assessment toolkit to support teachers to identify children’s needs/ next steps.



The Graduated Response covers 4 main areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

There are 4 stages of support for each of these areas; Universal, School SEND Support, Specialist SEND Support and Statutory Support, where applying for an EHCP takes place.



The table below outlines the main provision we provide at each stage of The Graduated Response, in conjunction with the four stages of support.

Universal	School SEND Support	Specialist SEND Support	Statutory Assessment
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Support for all	<p>Hold a meeting with the parent to express your on-going concerns and agree next steps/ actions.</p> <p>SENCO and class staff to hold a TAC meeting in order to ensure best practice for pupil.</p>	<p>Assess and analyse the impact of the agreed actions.</p>	<p><b>SENCO</b> completes the request for statutory assessment (EHCP) process.</p>
	<p>Parents to complete section 3 of the <b>SEND Support Arrangements Plan</b>.</p> <p>Teacher completes section 4 of the <b>SEND Support Arrangements Plan</b>.</p>	<p>Class teacher reviews progress of child.</p> <p><b>The SEND Support Arrangements plan</b> is to be reviewed <u>at least three</u> times in the year.</p>	
	<p>Set an <b>ISP with SMART targets – section 5 of the SEND Arrangements Plan</b>. In agreement with parents and the SENCO.</p> <p>Records must be kept and analysed to see progress or increased difficulties.</p>	<p><b>SENCO to refer to relevant agencies, external support for additional advice and strategies.</b></p> <p>The referral needs to be evidenced based from the previous stages (School SEND Support and the Universal stage).</p> <p>The class teacher/team will be required to complete any questionnaires needed to submit the referral.</p> <p>Class Teacher/SENCO inform parents and gain consent.</p>	
	<p><b>SENCO to identify and implement any staff training</b> that may arise from the increased need of the pupil.</p> <p><b>SENCO to refer to relevant agencies, external support for staff training</b> in order to provide the required intervention programme to meet the increasing needs of the pupil.</p>		

		Once the SEND Support Arrangements Plan has been reviewed at least three times and in agreement with external advice/reviews and parents, it may be deemed appropriate to collate evidence to apply for <b>Statutory Assessment</b> .	
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**How do we identify a child’s needs?**

At Knaphill Federation of School, we monitor and assess all children to help identify their individual needs. When a child’s additional needs are identified, we will put appropriate provision in place to improve the long-term outcomes for that child. This provision includes in school provision (School SEND Support) and if appropriate, external provision from outside agencies (Specialist SEND Support).

Children’s progress and level of attainment is assessed and monitored continuously. Termly Pupil Progress Meetings take place where teachers meet with the Senior Leadership Team (SLT), to discuss the progress of each of the children within their class. This leads to specific actions where necessary. It can also include closer pupil monitoring. Any concerns about a child’s academic or social progress between times would be raised with the Year Leader, SENCO or member of the SLT, immediately.

We encourage parents/carers to share any concerns they may have about their child’s development or additional needs so we can work in partnership to support pupils appropriately.

**How do we decide on the most appropriate provision for a child?**

It is the responsibility of the SENCOs to keep the SEND/Additional Needs Registers up to date. The SEND/Additional Needs Registers are reviewed termly, but children may be added or removed from the Register as and when is required. When deciding whether to make special educational provision, the class teacher and SENCO will consider all the information gathered from within the school and from parents/carers about the child’s progress, as well as considering their age and starting point in comparison to national data and expectations of progress.

Information gathered will include:

- Accurate assessment methods/ materials.
- Pupil outcomes and progress.
- Staff professional views and judgements.
- Parents/carers views and feedback.
- If deemed necessary, specific diagnostic assessment or consultation with external agencies.

Where children have a higher level of need, we will work in partnership with external agencies and professionals, and their advice will also contribute to deciding if and what is the most appropriate provision for the child. At this information gathering stage, the SENCO may also organise a meeting, known as a TAC (team around child) or TAF (team around family) meeting, with the family in order to:

- Share, as well as understand any concerns the parent/carer might have about their child.
- Share the child’s areas of strengths and difficulty in a range of areas.
- Establish agreed desired outcomes sought for the child for now and for the future.
- Agree the child’s next steps.
- Agree a clear date for reviewing agreed actions and progress made.

The purpose of these meetings is to work together to decide how we can support the child to achieve identified outcomes and remove any barriers to learning. Minutes from this meeting will be added to the child's record via the schools' online record keeping system (CPOMs). If it is deemed necessary to place the child on the SEND Register, we view this as a positive intervention, which enables us to increase the level of tailored support that a child will receive.

### **What do we do to ensure the needs of every child are met?**

#### **1. Quality First Teaching:**

The class teacher is responsible and accountable for the progress and development of all the children in their class. At Knaphill Federation of Schools, we strive to deliver high quality teaching, which is adapted for individual children where necessary, to ensure that all children make expected or better progress in every lesson. When planning lessons, the class teacher is expected to ensure adapted outcomes and good quality personalised teaching for all children, including those identified as having a special education need.

The SLT regularly and carefully review the quality of teaching and learning for all children, including those at risk of under achievement. Where necessary, the SLT support teachers' understanding of high-quality teaching and learning, and work with individuals to embed strategies and support in order to promote good outcomes for vulnerable children, whilst developing staff knowledge.

#### **2. A Graduated Response to SEND:**

Underpinning all our provision in school is the graduated approach of:

##### **Assess**

We regularly assess all children's needs so that every child's progress and development is accurately tracked and compared to that of their peers and national expectations. Assessments will also draw on the views and experiences of the child and their parents/carers as well as, where relevant, other external support services. The class teacher or SENCO will always seek parent/carer permission before involving any external support services.

##### **Plan**

The teacher and SENCO will agree, in consultation with the parent/carer, the adjustments, interventions and/ or support to be put in place for the child, as well as the expected impact on progress, development or behaviour and with a clear date for review. All staff working with the child will be made aware of these targets.

##### **Do**

The child's class teacher is responsible for working with the child on a daily basis. They will liaise closely with any support staff or specialist staff that provide support for the child and will monitor the progress being made. The SENCO and SLT will provide support and guidance for the teacher.

##### **Review**

The provision for a child with SEND will be reviewed at least termly by the class teacher and discussed with the parent/carer. This will inform the planning of next steps for a further period of time. For children with an Education, Health and Care Plan (EHCP), the plan will be reviewed at least annually, in liaison with Surrey.

### **How are parents/carers, families and children involved in this Graduated Approach?**

We believe that successfully supporting children with SEND requires a partnership approach between home and school. Parents/carers will be involved in meetings, both formal and informal, with the class teacher and/or SENCO, whenever it is deemed necessary to review progress made by the child and plan for next steps.

### **SEND Provision**

### **What does support look like?**

SEND support can take many forms. This could include, but is not limited to:

- An individual, personalised or tailored timetable and/or curriculum.
- Additional support/help from a teacher or a member of support staff.
- Specific resources and/or equipment.
- Reasonable adjustments to the environment/resources/expectations.
- A teacher/support staff working with the child in a small group.
- Regular planned intervention.
- A member of staff observing the child in the class or at break times and keeping records.
- Staff support, coaching and training.
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

### **Recording the needs of and support for children on the SEND Register**

Records of pupil data, attainment and progress are recorded in line with the school's assessment policy. Pupil interventions are recorded on intervention trackers and provision maps.

All details regarding a child with special educational needs should be recorded on a SEND Support Arrangements Plan document (See Appendix 1). It is the responsibility of the class teacher to maintain the SEND Support Arrangements document; this is monitored by the SENCO.

The SEND Support Arrangements document is used as a working document which is kept electronically and can be accessed by all staff working with the child.

The SEND Support Arrangements document aims to provide a holistic picture of the child, and it is important that it is completed in partnership with the child and parents/carers to ensure that the child's voice and that of their family is heard and represented in the plan. The plan is constructed around child-centred outcomes which should balance what is important to the child and their family with what is important for them. Detailed assessment information is an essential part of understanding what is important for the child. The plan is a dynamic document which will be updated through termly reviews to ensure that it remains relevant.

### **Securing and working with additional specialist services**

Where the school feels that it is appropriate, they will make a written referral to an external support service. Such a referral will always be made with the involvement of the parent/carer. If the support service feels that the child meets their criteria for support they will organise to see the child for assessment and/or observation. After this visit takes place, the external agency will feedback to school and parents on their next steps.

### **Monitoring and Evaluation of SEND**

We regularly monitor and evaluate the quality of provision that we offer children and this informs future development improvements. Examples of ways in which we monitor the quality of our SEND provision include:

- SWAN Trust network meetings
- School Inclusion Subject Plan
- Monitoring by the SEND LGC member
- Regular review of SEND at Local Governing Committee meetings
- Monitoring of data and progress at termly pupil progress meetings
- Observations of teaching and support staff



- Observations and learning walks with a SEND/Inclusion focus across the school
- Evaluations of class-based interventions
- Monitoring and review of SEND funding by the Headteachers

### **What happens if the needs of the child cannot be met using the school's resources alone?**

If a child continues to make limited progress or their needs are not fully met, the school or parents/carers can consider requesting an Education, Health and Care Plan (EHCP). When requesting an EHCP, the local authority will expect to see significant evidence that the school has taken relevant and purposeful action to identify, assess and meet the needs of the pupil and despite this, the child has not made an acceptable level of progress. An assessment by the local authority is carried out for an EHCP.

If granted, a draft EHCP, which outlines the support and provision an individual needs, is shared with parents/carers and school. A statutory period (14 calendar days) is given for this draft to be accepted or declined. Once accepted, the EHCP becomes a final version for schools, parents/carers and external agencies and professionals to adhere to.

### **Supporting a child with medical conditions**

The Knaphill Federation of Schools recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Please refer to our 'Supporting Children with Medical Conditions Policy' for more information.

All children with medical needs will have an individual health care plan (IHCP). Some children with medical conditions may also have special educational needs and may have an Education, Health and Care Plan (EHCP). Where this is the case, the medical and health needs of the individual will be fully considered and integrated into the EHCP.

Some children with medical conditions may also have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010.

### **Storing and Managing Information**

In line with the GDPR, every child who has SEND will have their records securely managed within the school's data management system, which ensures that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately, and to be accessible for those authorised to see it.

All paper records will be stored out of sight in locked cupboards. Electronic SEND records are saved on the school's secure staff server. The school also uses Egress, a secure email service which is password protected. This is used to send and receive confidential data with external professionals.

A parent/carer has the right to see their child's SEND records at any point during their child's time at the school. When a child leaves the school their SEND records will be passed securely to their next educational setting.

### **Parent/Carer feedback**

Feedback from parents/carers is always welcome in order to help us to improve our service. If a parent has a concern they wish to discuss, they should contact the class teacher in the first instance. If they wish to discuss a concern further they should contact the SENCO or a member of the school's Senior Leadership Team to resolve any concerns quickly. If parents/carers of children with SEND still feel they have concerns they should follow *The SWAN Trust Complaints Procedure* which is available on the schools' website.

Section 39 (1) of the 1998 School Standards and Framework Act sets out specific instances where the Local Authority, or its Agents, are required to investigate the concern in conjunction with the school. The Local Education

Officer Team can be contacted via the Surrey County Council Contact Centre on 03456 009 009. These types of complaint are subject to other statutory procedures that are separate from this general complaints procedure.

If a parent wishes to make a complaint against the school you may wish to contact Partnership with Parents who provide impartial and independent information, advice and support to parents of children with special educational needs (SEN). Call their confidential helpline on 01737 737000, email them at [spp@surreycc.gov.uk](mailto:spp@surreycc.gov.uk) or visit their website [www.pwpsurrey.org](http://www.pwpsurrey.org). General feedback is welcome at any time. Please speak to the class teacher or a member of the schools' office teams in the first instance.

### **Reviewing the SEND Policy**

In line with all school policies, this SEND policy will be kept under regular review. The next review for this policy will be in the autumn term 2025. Reviewing the school's SEND Information Report The SEND Code of Practice (2015) states that schools must publish information on their website about the implementation of the proprietor's policy for children with SEND as set out in the SEND Regulations (2014). It is the responsibility of the SENCO to keep the schools' SEND Information Report up-to-date. The provision that the school can offer is reviewed annually in consultation with the Executive Headteacher and governors and any changes occurring during the year are updated as soon as possible.

## Glossary of SEND Terminology/Acronyms

ADD - Attention Deficit Disorder

ADHD - Attention Deficit/Hyperactivity Disorder

AOT - Autism Outreach Team

Annual Review – The statutory review of a child’s Education, Health and Care Plan/Statement. The parent(s)/carer(s), the child/ young person, the school, the LEA and all the professionals have the opportunity to be involved in this review meeting.

ASD - Autistic Spectrum Disorder. Children who may find it difficult to understand and use non-verbal and verbal communication.

Asperger's syndrome/disorder – An autistic spectrum disorder characterised by significant difficulties in social interaction and non-verbal communication, alongside restricted and repetitive patterns of behaviour and interests.

BDA - The British Dyslexic Association

CF - Cystic Fibrosis

CLAPA - Cleft Lip and Palate Association

DCD - Development Co-ordination Difficulty. Also termed Dyspraxia

Disadvantaged Children – Children eligible for free school meals

Dyscalculia - Children having difficulty in acquiring mathematical skills

Dyslexia - Children having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.

Dyspraxia - Children with impairment of gross and fine motor skills

EAL - English as an additional Language

EHA – Early Help Assessment

EHCP – Education, Health and Care Plan. Legally enforceable document that describes the special educational needs of the child, outcomes for the child and how these needs will be met.

EHC Assessment - Multi-disciplinary assessment by the Local Authority of a child’s educational need

EP - Educational Psychologist

EWO - Educational Welfare Officer

Graduated Response – The process of assessing, planning, carrying out and reviewing support and intervention to meet a child’s individual needs.

GDD – Global Development Delay

HI - Hearing Impaired

HLTA - Higher Level Teaching Assistant

Inclusion – Providing a flexible curriculum and increased capacity to meet needs of all children

IHCP – Individual Health Care Plan Integration - Where a child fits into existing school provision and curriculum

CLA – Child Looked After. A child who is in social care.

LAN- Learning and Additional Needs

LEA - Local Education Authority

LLS – Learning and Language Support - Specialist Teaching Service.

Mindworks – Formally CAMHS (Child & Adolescent Mental Health Service)

MD - Muscular Dystrophy

MLD - Moderate Learning Difficulties. Children whose attainments are significantly below expected levels in most areas of the curriculum.

MSI - Multi-Sensory Impairment. Children with complex visual and hearing difficulties.

NASEN - National Association for Special Educational Needs

OT – Occupational Therapy P Scales - Performance descriptors. A common basis for measuring the progress of children working below age-related expectations.

PD - Physical Disability

PDA – Pathological Demand Avoidance

PP – Pupil Premium

Profile of Need - An assessment toolkit to support teachers to identify children's needs/ next steps.

PMLD - Profound and Multiple Learning Difficulties. Children with complex learning needs and other significant physical difficulties.

PSSS – Physical and Sensory Support Service

RA – Restorative Approaches

SALT - Speech and Language Therapist

SEMH – Social, Emotional and Mental Health

SEN Code of Practice 2014- Statutory guidance to LEAs and the governing bodies of all maintained schools and academies.

SEND - Special Educational Needs and Disability

SENDSCO - Special Educational Needs Co-ordinator

SLCN - Speech, Language and Communication Needs

SpLD - Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

STIP – Specialist Teacher for Inclusive Practice

TAC – Team around Child

TAF – Team around Family

TES - Traveller Educational Service

VI - Visually Impaired Working Memory - Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.

# SEND Support Arrangements

**Name:**

*To be used in conjunction with the SEND Support Arrangements Guidance for  
Education settings*

**[FIRSTNAME]'s Surrey SEND Support Arrangements  
One Page Profile**

**Photo (Optional)**

**What is important to me.**

**What people like about me  
and what I like about  
myself**

**How best to support me.**

<b>Date Completed</b>	
<b>Completed by</b>	

## **SECTION 2** - [FIRSTNAME]'s SEND Support Arrangements

Version:
Draft or Final: <b>Draft</b>

	Date
Original SEND Support Plan:	
Amendment 1:	
Amendment 2:	
Amendment 3:	

<b>Contents</b>	<b>Pages</b>
<b>Section 1</b> One Page Profile	
<b>Section 2</b> SEN Support Arrangements	
<b>Section 3</b> [FIRSTNAME]'s story	
<b>Section 4</b> [FIRSTNAME]'s special educational needs and other needs	
<b>Section 5</b> SEN Support Arrangements	
<b>Section 6</b> Progress data	
<b>Section 7</b> Resources	
<b>Section 8</b> Log of external practitioners involvement	
<b>Section 9</b> Supporting Information	

<b>Who else has been included in writing this plan?</b>

## Further details

Family Name:		First Name:	
Known as:			
Date of birth:		Gender:	
NHS/NI/ICS/other registration numbers:			
Parent/carer names:			
Who has parental responsibility?:			
LAC status:			
Siblings:			
Contact address for child or young person:			
Contact addresses for parent/carers:			
Telephone:		Mobile:	
Email:			
SEND Case Worker Name and Email			
Year group:		Placed out of year:	
Ethnicity:		First language:	
Language used at home:		Religion:	
Main communication method:			
Language interpretation support needed:			
GP Name and contact details:			
Current consultant(s) details:			
Other practitioners who are/have been involved (Name, email, telephone):			
Times that are difficult for me or family to attend appointments:			
Barriers that might make it more difficult for me or family to attend appointments:			
Other relevant plans:			
Other useful information:			

## School Details

School Name:		School Contact Name:	
Address:		Postcode	

Pupil Name:  
SEND September 2023 Knaphill School



Email (if any):	
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**SECTION 3 – [FIRSTNAME]'s story**

**Firstname's story** – play, health, schooling, independence, friends and relationships, further education, future plans.

**Firstname's family's story**

**More information on how to support Firstname's and his/her family**

**Firstname's aspirations**

**Firstname's family's aspirations for him/her**

**How Firstname's and his/her family have taken part in this plan**

**SECTION 4** - [FIRSTNAME]'s special educational needs and other needs

Summary of key strengths and areas of need

More detailed information:

**Communication and Interaction**

Strengths and achievements:

- 

Special Educational Needs:

- 

**Cognition and Learning:**

Strengths and achievements:

- 

Special Educational Needs:

- 

**Social, Emotional and Mental Health:**

Strengths and achievements:

- 

Special Educational Needs:

- 

**Sensory and Physical:**

Strengths and achievements:

- 

Special Educational Needs:

-

**Summary of other needs**

*Prompt questions:*

- 1. Are there any concerns outside of school which impact on your child's learning and well-being and/or make it more difficult for you to help your child e.g. housing, finance, family support networks.*
- 2. Is there anything else you feel it is important for us to know about your child's learning and behaviour at home?*
- 3. Is there any support you feel would help you as a parent/carer in supporting your child/family?*

<b>Early Help Assessment Considered but not necessary</b>	Date of Decision:
<b>Early Help Assessment Completed</b>	Date of Decision:

*NB. If the child or young person is 18 or over these questions should be directed to the young person rather than the parent/carer unless the parent/carer advocacy for the young person or the young person has requested input from the parent/carer.*

**SECTION 5 – SEN Support Arrangements Plan**

**Start date:**

**Pupil name:**

**Plan number:**

*[Please extend boxes / add additional outcomes as necessary]*

<b>OUTCOME (1)</b> <i>Must link with special educational need evidences in Section 4</i>	<b>Arrangements in place</b>	<b>Review Date</b>	<b>Progress Review</b> What has gone well? / Barriers to further progress

<b>OUTCOME (2)</b> <i>Must link with special educational need evidences in Section 4</i>	<b>Arrangements in place</b>	<b>Review Date</b>	<b>Progress Review</b> What has gone well? / Barriers to further progress

<b>OUTCOME (3)</b> <i>Must link with special educational need evidences in Section 4</i>	<b>Arrangements in place</b>	<b>Review Date</b>	<b>Progress Review</b> <b>What has gone well? / Barriers to further progress</b>

<b>OUTCOME (4)</b> <i>Must link with special educational need evidences in Section 4</i>	<b>Arrangements in place</b>	<b>Review Date</b>	<b>Progress Review</b> <b>What has gone well? / Barriers to further progress</b>

**SECTION 6 – [FIRSTNAME]’s Progress Data**

Data attached (please state below)

<b>Progress tracker (to include EYFS/National Curriculum levels)</b>	Yes / No
<b>Standardised assessments</b>	Yes / No
<b>Other, please specify:</b>	Yes / No

**SECTION 7 - Resources**

	<b>Date</b>	<b>Attached (YES/NO)</b>
<b>Costed provision map 1</b>		Yes / No
<b>Costed provision map 2</b>		Yes / No

**OR**

	<b>Date</b>	<b>Attached (YES/NO)</b>
<b>Schedule 2 IPA</b>		Yes / No

**OR**

	<b>Date of receipt</b>	<b>Costed provision map attached (YES/NO)</b>
<b>Early Years Inclusion Grant</b>		Yes / No
<b>Discretionary funding</b>		Yes / No

**SECTION 8 - Log of external practitioner's involvement**

Team/service and name	Date of involvement	Report in supporting information B (Yes/ no)

**SECTION 9 - Supporting information**

Please enter any supporting information below



