

SEND Policy for Knypersley First School 2026



The SEND Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board

Chair of Local Advisory Board:

Mrs K Mellor

Responsible Officer:

Headteacher – Miss L Leese

Agreed and ratified by the Local Advisory Board

03.02.2026

To be reviewed:

February 2027 or earlier if required

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NOTE: Child/children are used throughout to refer to children and young people unless a quote e.g. from the Code

Knypersley First School



Special Educational Needs and Disability (SEND) POLICY

Section 1: Main Contact details and Policy key dates

Contact details:

Head teacher: Miss L Leese

The SENDCO: Miss F Massey

Inclusion Governor: Mrs A Eccleston

Knypersley First School
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SEND INTENT

At Children First Learning Partnership we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately scaffolded curriculum. We strongly believe in the role of Quality First Teaching and Curriculum Entitlement for all children, regardless of their ability or background.

Aims of the Intent

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. At times and when it is felt appropriate, modifications to the curriculum may be implemented by providing personalised interventions that break down barriers to learning such as Little Wandle SEND programme, Kinetic Letters, Tentown, Nessy etc.

We believe in removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies such as the Speech and Language Service, Visyon and Educational Psychologists.

Section 2: Legislative Compliance

2.1 This policy also reflects the following current statutory and non-statutory guidance:

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- Behaviour in Schools Guidance (2024)
- Suspension and Permanent Exclusion Guidance (2023)
- Alternative Provision Statutory Guidance (2024)
- Staffordshire Graduated Response Toolkit (2024)
- Right Support, Right Place, Right Time (2023)

This policy also reflects the following updated statutory and non-statutory guidance: *Keeping Children Safe in Education (2025)*, *Working Together to Safeguard Children (2023)*, *Behaviour in Schools Guidance (2024)*, *Suspension and Permanent Exclusion Guidance (2023)*, *Alternative Provision Statutory Guidance (2024)*, the *Staffordshire Graduated Response Toolkit (2024)* and the *SEND & AP Improvement Plan: Right Support, Right Place, Right Time (2023)*.

2.2 Our school has separate policies in place for:

Safeguarding, Accessibility, Assessment, Anti-Bullying.

2.3 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010.

2.4 SEND and Alternative Provision Improvement Plan: Right Support, Right Place, Right Time Summary Document March 2023 this green paper sets out the ‘government’s proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time.’ Our intent as a school is to uphold the same proposals so ‘SEND pupils can fulfil their potential and lead happy, healthy and productive lives’.

2.5 In conjunction with Staffordshire Special Educational Needs and Disabilities (SEND) Strategy 2021-2026 states that our ‘highest priority is to ensure that children with Special Educational Needs and Disabilities (SEND) receive the support they need to achieve the best possible outcomes in life’. Our school SEND policy incorporates their four key priorities to help to achieve that vision, which are:

1. We communicate well with each other
2. We work in partnership to meet the needs of children and young people
3. We ensure that the right support is available at the right time
4. We encourage communities to be inclusive

Section 3: Our School Profile and School Values

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: Through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our SEND provision strives to drive all of these intentions and links very closely to the achievement and development of them all.

Intent

- We will provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately scaffolded curriculum. We strongly believe in the role of Quality First Teaching and Curriculum Entitlement for all children, regardless of their ability or background. Quality First Teaching at Knypersley includes the use of adaptive teaching, enabling all pupils to access the curriculum through carefully planned scaffolds, modelling and responsive teaching rather than differentiation by task. See Appendix 1 for our Cognition and Learning Graduated Response.
- Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. At times and when it is felt appropriate, modifications to the curriculum may be implemented by providing personalised interventions that break down barriers to learning such as Little Wandle SEND Programme Beat Dyslexia, Tentown, Codebreakers and Breaking Barriers.
- We intend to remove barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies such as the Speech and Language Service, Visyon and Educational Psychologists.

Introduction

Knypersley First School provides education for children aged between 3 and 9 years old. The school has a 2 form entry offering places for 60 children in Reception class, alongside this we also run a 52 place nursery. We also offer a Before and After School Care Facility, Kidz Zone, this allows us to provide wrap around care from 7.30am until 6.15pm.

The school was built in 1911, the original stone structure was extended to include additional classrooms and a hall.

The facilities also include a swimming pool and extensive grounds with a separate building accommodating the younger children including the Nursery.

There are approximately 321 children on roll in school. They are divided into three phases or key stages.

Our Mission Statement

‘LEARNING TOGETHER, LEARNING FOR LIFE’

- Knypersley First School aims to equip each of its pupils with the skills, knowledge and understanding that they will require to succeed in future life.
- Knypersley First School achieves this by adopting a child-centred, caring approach, working with parents to inspire individual achievement and attainment to the highest level.
- Our aim, through the school curriculum is for children to grow to accept their own individuality, to expand their horizons and to develop a love of learning and enquiry.
- The school’s ability to achieve this can be judged by the confident, caring and able children who leave this school to go out into the wider world.
- All our teaching staff possess a wealth of experience both at the planning stage and the teaching of children with SEND and are responsible for their progress and development.

Section 4: Aims and Objectives of this Policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To 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 scaffolded curriculum to better respond to the four areas of need:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory/physical**

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Section 5: Definitions of SEND and of Disability

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

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory/physical**

- A pupil asks for help
- There is a significant change in the pupil's behaviour

Difficulties which may not be related to SEND

Some children in our school may be working below age related expectations, which may be caused by factors out of our control such as early health conditions or missing out on early life experiences, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'. Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 6: Graduated Response approach to identifying whether a child should be in receipt of SEND Support. (Please refer to Appendix 2 Ks1/Ks2 Appendix 3 EYFS/ Appendix 4 SEMH)

6.1 All our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- Pupils receive a carefully monitored, graduated response to their needs, and small steps of progress are meticulously tracked, enabling next steps to be identified.
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, including the Moorland SEND and Inclusion Hub and the Educational Psychology Service (EPS) as a minimum.
- if the EAPDR is considered appropriate the school may make a request to the district SEND and Inclusion Hub. The Hub will consider the request and refer to the locality management group, who will determine whether the request will then be agreed.
- if the EAPDR is agreed there will be a 'Team Around the Child' meeting, families will be fully included within decision making.
- Referral to and a discussion at the Children First Learning Partnership SEND Inclusion Hub
- Pupils progress is assessed and discussed within Pupil Progress meetings.
- Data on progress is stored and analysed through various computer database systems.

6.2 General provision for all children using core school funding

- All children will have access to well-scaffolded, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEND.

APDR cycles will typically run for a minimum of 12 weeks, unless urgent needs require a shorter review period. Identification of SEND will always be based on triangulated evidence (assessment, observation and environmental review) and aligned with the Staffordshire Graduated Response Toolkit (2024).

6.3 Examples of Curriculum Access and Provision

Where children are working below age expectations and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers personalised learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence-based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- differentiation of curriculum resources
- SMART target setting
- booster intervention groups
- 1:1 support
- Small group work
- Equal access to extra curriculum before and trips
- Specialist intervention led by external agencies including SpeakWrite, speech and language services and MHST (Occupational therapy and mental health support)

As part of our duties under the Equality Act 2010, we make proactive reasonable adjustments such as visual supports, chunked instructions, pre-teaching, sensory breaks, adapted resources and flexible seating. These adjustments are planned in advance wherever possible and are detailed within our Accessibility Plan.

6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- 6 monthly standardised testing scores e.g PHAB, BPLV, Sandwell.
- work sampling and moderation and scrutiny
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- staff, child and parental questionnaires and conversations
- Pupil Progress Meetings every half term.
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about children's progress between teachers and the executive head
- head teacher's report to parents, governors and directors.
- SENDcos meet with and report to Inclusion Link Governors termly
- meetings with the Senior Leadership Team

6.5 Additional SEND Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEND support to replace School Action and School Action Plus from September 2014. We will meet with parents during the autumn term to review their child's educational needs and discuss whether their child should continue to receive SEND provision at this level. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEND funding which is calculated based upon a formula agreed by schools locally.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEND Support is as follows:

- the class teacher, sometimes with the SENDCO, will discuss with parents if we feel that their child requires SEND Support
- additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-scaffolded curriculum on offer
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEND Personal Learning Plan (PLP) or strategy plan as appropriate)
- evidence of progress made towards PLP targets will be captured and shared with parents/ carers via Evidence Me
- children will have targets they can understand;
- our PLPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as a working document which can be constantly refined and amended
- we will use the latest LA's guidance on SEND Descriptors
- targets will address the underlying reasons why a child is having difficulty with learning
- our PLPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership of their PLP
- our PLPs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes
- our PLPs will have a maximum of four SMART targets
- targets for a PLP will be arrived at through
- discussion, wherever possible, with parents/carers, teachers, support staff and the child
- discussion with other practitioners as appropriate
- classroom observations by the school's Special Educational Needs Co-ordinator (SENDCO) and other senior leaders
- our PLPs will be time-limited – at termly review
- our PLPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.
- APDR cycles will also be used to contribute to PLP targets.

Where the child's class teacher, SENDCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support however a strategy plan would be used to ensure good progress continues.

Leaders monitor the **impact** of SEND provision through lesson visits, work sampling, pupil voice, data analysis and review of PLP outcomes. This ensures provision is effective, consistent and aligned with whole-school curriculum intent.

Section 7: Request for statutory Education, Health and Care needs assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies such as speech and language therapy, occupational therapy, CAMHS and Educational Psychologists will become involved in discussing, assessing the child and/or contributing to their provision.

Children with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and

expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA'S SEND and Inclusion Hub before a request is submitted.

Section 8: Statement of Special Educational Needs or Education Health and Care Plan

Children with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for *children in receipt of SEND Support* and, in addition to this, will have an Annual Review of their statement/plan.

Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 9: Management of SEND within our school

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy.

Staff receive ongoing training in SEND, including adaptive teaching, early identification, specific needs (e.g. ASD, dyslexia, SEMH), and the use of external specialist advice. Training needs are reviewed annually and linked to school priorities and pupil need.

Section 10: Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- ensuring parents gain an insight into their child's progress and day through the use of frequent shared observations via Evidence Me.

- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of sources of information, advice and support
- providing all information in an accessible way for parents with English as an Additional Language
- producing an SEND Information Report that will be published on the school website; and
- Parents are consulted at a variety of times during the year.
- ensuring that if a EAPDR was to be agreed there would then be a 'Team Around the Child' meeting, families will be fully included within decision making.
- We work in partnership with families to co-produce PLPs, review progress and agree next steps. Parents are encouraged to share their views regularly and are supported to access external advice such as **Staffordshire SEND IASS**.
- Parents of children with SEND are kept informed of progress and support given via regular updates on Evidence Me linked directly to PLP progress.

Attendance and SEND

We work closely with families to remove barriers to attendance for pupils with SEND. We do not use part-time timetables unless they form part of a time-limited, multi-agency plan. Attendance patterns for pupils with SEND are monitored regularly to ensure early intervention and support.

Section 11: Involvement of Children

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets on their PLP.

Section 12: Supporting pupils at school with medical conditions (Please refer also to our policy)

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

Pupils with allergies, food allergies have warning photos in the relevant places around school.

Our approach reflects the DfE's *Supporting Pupils with Medical Conditions* (2024) guidance. Individual Healthcare Plans are reviewed alongside PLPs, where a medical need meet SEND criteria, to ensure a joined-up approach to medical and educational needs.

Section 13: Safeguarding & SEND

Pupils with SEND may be more vulnerable to safeguarding risks. Our SENDCO and DSL work closely to ensure staff understand how to adapt safeguarding practice, including communication approaches, recognising changes in behaviour and ensuring pupils can express concerns in a way that suits their needs.

Where required staff are supported to capture concerns and to recognise them at the earliest opportunity.

Section 14: Alternative Provision

Alternative Provision (AP) is only used when appropriate and in line with the *Alternative Provision Statutory Guidance* (2024). We quality-assure all AP placements and ensure they link clearly to pupil outcomes and SEND needs.

Section 15: Effective Transition

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- For pupils with SEND or vulnerabilities, we provide enhanced transition support including transition passports, additional visits, staff handover meetings and personalised preparation materials.
- Home visits can be arranged for pupils entering our school in the Early Years Foundation Stages Classes.
- Where risk assessments indicate a need, we may implement an Induction Plan that will be developed in partnership with parents, professionals and the local authority.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
 - We will discuss transition needs of all children with Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews to be held during Year 3.
 - Liaison with Middle schools takes place and SENCOs are invited to TAC's, SEND reviews etc and the Year 5 teacher meets with the SENDCO.

Section 16: Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school).

Section 17: Storage of records

Children’s records are sent to the next school as soon as possible after a child has transferred. Whilst the pupils are attending Knypersley First School the records are kept with the SENDCO and copies made for the relevant staff. The confidentiality policy is updated annually and signed by all staff and governors annually.

Section 18: Complaints

If a parent wishes to discuss their child’s educational needs or are unhappy about something regarding their child’s schooling please contact the following:

- The class teacher
- The SENDCO
- The Head of School
- The Executive Headteacher

For complaints please contact the School Governor with responsibility for Inclusion.

Appointments can be made with any of these people through the school office Tel: 01782 973810.

Section 19: Links with Other Services

Staffordshire SEND Family Partnership

[Staffordshire SEND Family Partnership - Staffordshire Connects](#)

[STAFFS IASS - Staffordshire SEND Family Partnership](#)

Telephone 01785 356921 during office hours.

Alternatively email on spps@staffordshire.gov.uk.

Section 20: Information on where the Local Authority’s Local Offer is published

Information on where the Local Authority’s Local Offer can be found on Staffs County Council Website.

Version Control

Version	Review Date	Changes Made
V2	February 2022	6.1 addition of ‘Pupils receive a carefully monitored, graduated response to their needs, and small steps of progress are meticulously tracked, enabling next steps to be identified.’
V2	February 2022	6.1 addition of wording in bold- ‘involving an external agency, and the Educational Psychology Service (EPS) where necessary, ’
V2	February 2022	6.3 addition of external agencies - Specialist intervention led by external agencies including SpeakWrite and speech and language services, Trailblazers (Occupational Therapy and mental health support).

V2	February 2022	7. amendment to wording: 'In these circumstances, external agencies such as speech and language therapy, occupational therapy, CAMHS, Educational Psychologists etc will become involved'
V2	February 2022	7. amendment of wording: 'Advice will be sought from the LA's SEND and Inclusion Hub before a request is submitted.'
V3	February 2026	Exec Headteacher and SENDco changed throughout to: LLeese Headteacher FMassey SENDCo
V3	February 2026	Updated references to key documents: Ofsted Updates 2025 KCSIE 2025 Working Together to Safeguard Children 2023 Behaviour in Schools Guidance 2024 Suspension & Exclusion Guidance 2023 Alternative Provision Statutory Guidance 2024 Staffordshire Graduated Response Toolkit (2024 update)
V3	February 2026	6.2 added definition around lengths of APDR cycles, how evidence is used, early identification and links to Staffordshire Toolkits.
V3	February 2026	6.3 Included examples of reasonable adjustments and a link to our Accessibility Plan.
V3	February 2026	6.5 Included a statement on how leaders evaluate the <i>impact</i> of SEND provision.
V3	February 2026	9: Included paragraph around specific SEND training need.
V3	February 2026	10 included a paragraph on parental partnership and attendance for SEND pupils. Specific information around Evidence Me and how parents are kept up to date with PLP progress. Information added around parental involvement with PLP cycles.
V3	February 2026	12: included a sentence to link medical need processes with PLP needs.
V3	Feb 2026	14: included information around APs.
V3	February 2026	15: information around supporting SEND and vulnerable students with transition.
V3	February 2026	13: additional section: Safeguarding and SEND added into policy
V3	Feb 2026	Appendix 2,3,4 – updated Graduated Responses Added.

Policy agreed:

To be Reviewed: February 2027



Appendix 2/3: Graduated Response KS1/ Ks2 Literacy and Maths

What all pupils should be getting:				
The Universal Offer at Knypersley includes the use of adaptive teaching, enabling all pupils to access the curriculum through carefully planned scaffolds, modelling and responsive teaching rather than differentiation by task.				
Universal Offer – Do/Plan <ul style="list-style-type: none"> Resources are used (e.g. environment checklists) to refine teaching and differentiation approaches. Recent assessment information is used to gain a better understanding of individual child/young person's learning level and to identify the barriers to their learning in the classroom. The engagement and motivation of their class groups are monitored, and appropriate interventions are planned that can be delivered through the curriculum. Children/young people are involved in the development and evaluation of learning support strategies in class. 				
Assess/ Review: <ul style="list-style-type: none"> Little Wandle assessments (half termly) Soundwrite assessments Rising Stars assessments Pearsons reading checks (if not on Wandle) Book bands Data levels PPM meetings termly 				
Suggestions specifically for writing will be in red	1 point behind SCAFFOLDING & CATCH UP	2 points behind INTERVENTION & STRATEGY PLAN	3 points behind SEND SUPPORT	4+ points behind EXTERNAL SEND SUPPORT
Assess	<ul style="list-style-type: none"> Evidence Me Precision teaching grids Early Morning work live marking additional marking conferences Visual Stress Check <p>-complete a cold writing mid-term of data to check for missing features that would make the difference to levels.</p>	<ul style="list-style-type: none"> Little Wandle (RCU) Evidence Me Precision teaching grids Early Morning work live marking additional marking conferences BPVS check to be completed (receptive language) and results shared with Subject Leader to support planning. Deb W – Phab (phonological awareness). Salford Reading Check Visual Stress Check Nessey Screening 	<p>There is evidence that teachers have made reasonable adjustments to include and meet the needs of the pupil within the classroom.</p> <p>There is evidence that the leadership team are fulfilling their whole school responsibilities in relation to SEND.</p> <p>Please repeat the following standardised tests before PLP meetings to aid target setting:</p> <ul style="list-style-type: none"> Phab/ Talk – Deb Wilshaw BPVS – consider if a SALT referral for 'language' would be needed. Salford Reading Check Eye checks and hearing checks to be completed EPATT assessment (EP Literacy Approach) Visual Stress Check – opticians Nessey Screening Locke and Beech assessment SEND Little Wandle screening 	<p>If a child is increasingly decreasing at data shots with levels or is consistently not achieving RLP targets you will be moving to evidence for additional support past school.</p> <p>Please repeat the following standardised tests before PLP meetings to aid target setting:</p> <ul style="list-style-type: none"> Phab Executive Functioning check Working Memory Check – Deb Wilshaw BPVS Salford Reading EPATT assessment (EP Literacy Approach) Continue SALT if referred for language SEND/ Inclusion Hub support –

Plan/ Do	Additional Reading opportunities	Reading/LW Interventions planned and carried out – parents informed	Child added to the SEN register as SEN support	Attend SEND PPM to discuss main areas of concern
(This approach is a child-centred approach, please use your teacher judgement to unpick exact need. The steps listed are standard but please feel free to carry out anything specific to your child)	<ul style="list-style-type: none"> Additional language support/unpicking GAPS grids support for LW & Keep up interventions Use of data to analyse misconception and specific misconceptions to aid accelerated progress (Phonics screener/LW) Staff approach Core subject leads during drop in to discuss and support progress Send specific learning pack home add to daily reading into a group where possible <p>Coloured overlay</p>	<ul style="list-style-type: none"> Additional Reading opportunities Little Wandle catch up interventions Phonetically Plausible text used to support if necessary Intervention planning clinic with subject leader daily 1:1 reading Increase phonic lessons/ fluency reading sessions <p>Coloured overlay</p> <p>Nessey Intervention</p> <p>EY Motor Screening Programme</p> <p>Use of EP Literacy Approach resources</p> <ul style="list-style-type: none"> Dialogic Reading leaflet (326 KB) Paired Reading leaflet (159 KB) Reciprocal Teaching leaflet (182 KB) Direct Instruction leaflet (162 KB) 	<ul style="list-style-type: none"> Attend SEND PPM to discuss main areas of concern Start Assess Plan Do Review process- 4 weekly review clinics to take place for these children to review progress and to adapt where needed. Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress daily reading/ targeted reading support linked to PLP targets <p>SEND Little Wandle intervention – PLP</p> <p>Consider the use of AAC boards</p> <p>Consider the use of PECS to aid communication (Widget).</p> <p>Refer to outside agencies for support:</p> <ul style="list-style-type: none"> Speech and Language Deb Wilshaw – Phab/ TALC testing internally complete BPVS/ consider is phonic scheme is best suited (consider RCU/ SEND programmes) EPATT <p>Refer to CFLP SEND Hub to discuss provision and evidence gathering if first cycle has limited impact on progress.</p>	<ul style="list-style-type: none"> Attend SEND PPM to discuss main areas of concern Start Assess Plan Do Review process- 4 weekly review clinics to take place for these children to review progress and to adapt where needed. Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress and external support. Explore the use of Nessey to support reading skills <p>contact the SEND Helpdesk within your district to gain advice from LA</p> <p>Refer into CFLP Send Hub for advice around specific reading need</p> <p>Refer into SEND and Inclusion Hub for support where recommended at the CFLP Hub</p> <ul style="list-style-type: none"> ensure recommendations from agencies are implemented and reflected into PLP plans. Begin to complete 'Red Questions' and refer to Graduated Responses Toolkit to guide next steps. create a costed provision map that demonstrates full use of SEN notional budget (£6000) link this to the additional

Review	1 Point DA / No progress	2 Point DA / No progress	3 Points DA / No progress	4 Points + DA / No progress
<ul style="list-style-type: none"> PPM termly - HoS 4 week stop and review – plan for next steps 	<ul style="list-style-type: none"> Class Teacher 	<ul style="list-style-type: none"> Class Teacher Subject Leader 	<ul style="list-style-type: none"> Class teacher SENDCo 	<ul style="list-style-type: none"> Class teacher SENDCo
<ul style="list-style-type: none"> Subject leader made aware in order to monitor intervention progress and support writing of targeted strategy plan PPM termly - HoS 	<ul style="list-style-type: none"> Send Letter 1 home along with Specific Learning Pack 	<ul style="list-style-type: none"> Send Letter 2 home along with Specific Learning Pack 	<ul style="list-style-type: none"> Send Letter 3 to invite parents in for a PLP meeting to discuss the plan for progress. Ensure a learning pack is ready to be sent home during the meetings to aid progress. 	<ul style="list-style-type: none"> Parents will be invited in for meetings with external agencies if agreed to refer. Please ensure you liaise and gain permissions before committing. Parents invited to PLP reviews
<ul style="list-style-type: none"> -6 weekly review with SENDCo (SEND PPM) Daily progress checks Evidence Me parent share progress over time towards PLP target. PLP meetings with parents – as targets are achieved. 				<ul style="list-style-type: none"> 4 week clinic review with SENDCo Daily reading reviews Testing progress Book levels progress Progress on precision teaching grids 6 weekly SEND PPM meetings review cost of provision to aid progress against notional budget (£6000) Consider EAPDR/EHCNA following advice from the CFLP SEND hub.

Maths:

What all pupils should be getting:

The Universal Offer at Knypersley includes the use of adaptive teaching, enabling all pupils to access the curriculum through carefully planned scaffolds, modelling and responsive teaching rather than differentiation by task.

Universal Offer – Do/Plan

- Resources are used (e.g. environment checklists) to refine teaching and differentiation approaches.
- Recent assessment information is used to gain a better understanding of individual child/young person's learning level and to identify the barriers to their learning in the classroom.
- The engagement and motivation of their class groups are monitored, and appropriate interventions are planned that can be delivered through the curriculum.
- Children/young people are involved in the development and evaluation of learning support strategies in class.

Assess/ Review:

- White Rose testing
- TT checks
- Maths ladder assessments
- Data levels
- PPM meetings termly

Suggestions specifically for writing will be in green.	1 point behind SCAFFOLDING & CATCH UP	2 points behind INTERVENTION & STRATEGY PLAN	3 points behind SEND SUPPORT There is evidence that teachers have made reasonable adjustments to include and meet the needs of the pupil within the classroom. There is evidence that the leadership team are fulfilling their whole school responsibilities in relation to SEND.	4+ points behind EXTERNAL SEND SUPPORT If a child is increasingly decreasing at data shots with levels or is consistently not achieving PLP targets you will be moving to evidence for additional support past school.
Assess	- White Rose start and end of unit tests -TT checks -Teacher judgements -Subject Leader Clinics - PPM -Math ladder checks – what are they missing to be ARE? -Numbots	-White Rose unit tests – link level to assessment judgement -Evidence Me -Precision teaching grids -Early Morning work live marking -additional marking conferences -Numbots Visual Stress Check Diagnostic Maths Assessment: Identify specific gaps (e.g., number sense, problem-solving, fluency) - Sandwell.	Please repeat the following standardised tests before PLP meetings to aid target setting: <ul style="list-style-type: none"> BPVS – check understanding Eye checks and hearing checks to be completed Diagnostic Maths Assessment: Identify specific gaps (e.g., number sense, problem-solving, fluency) - Sandwell. Locke and Beech assessment EPATT Numeracy	Please repeat the following standardised tests before PLP meetings to aid target setting: <ul style="list-style-type: none"> TALC – Deb Wilshaw BPVS SEND/ Inclusion Hub support – referral Diagnostic Maths Assessment: Identify specific gaps (e.g., number sense, problem-solving, fluency) - Sandwell. Locke and Beech assessment EPATT Numeracy

Responsibility	Class Teacher	Class Teacher Subject Leader	Class teacher, SENDCo	Class teacher, SENDCo Local Authority Agencies
Communication	Send Letter 1 home along with Specific Learning Pack	Send Letter 2 home along with Specific Learning Pack	Send Letter 3 to invite parents in for a PLP meeting to discuss the plan for progress. Ensure a learning pack is ready to be sent home during the meetings to aid progress.	Parents will be invited in for meetings with external agencies if agreed to refer. Please ensure you liaise and gain permissions before committing. Parents invited to PLP reviews
Maths Now ARE	1 Point DA / No progress	2 Point DA / No progress	3 Points DA / No progress	4 Points + DA / No progress

Plan/ Do (This approach is a child-centred approach, please use your teacher judgement to unpick exact need. The steps listed are standard but please feel free to carry out anything specific to your child)	-Use concrete materials and pictorial representatives— manipulatives like counters, number lines, or visual models to strengthen understanding. -Break down problems step by step—ensure clarity before moving to complex concepts. -Plan time for small-Group or One-on-One Support: Schedule short, focused sessions where the child gets extra attention during maths lessons. -AFL more regularly throughout the sessions and add extra 'I do/we dos' to aid progress and keep up. - Catch- up plan to be tailored around gaps in math ladder/ assessments. -Keep up and scaffolding to be given within whole class teaching.	-Intervention planning clinic with subject leader - TSP to be generated to aid specific scaffolding required -Check math ladders and work on gaps within early morning work – ensure scaffolding is used in lessons as a keep up not <u>catch up</u> model. -Additional questioning in lessons -Extra rehearsals and pre-teach using CP model -Coloured exercise books -math clinics to focus on children 1 and 2 points behind. Subject leader and class teacher to create progress plans based on specific next steps.	-Child added to the SEN register as SEN support - Attend SEND PPM to discuss main areas of concern -Start Assess Plan Do Review process- 6 weekly review as standard. -Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress Coloured exercise books Bespoke learning journeys EPATT Numeracy - Nessy math programme to be accessed - Break tasks into smaller steps with scaffolding and visual supports. Refer to outside agencies for support: -Deb Wilshaw – Talc testing -Refer to CFLP SEND Hub to discuss provision and evidence gathering if first cycle has limited impact on progress.	-Attend SEND PPM to discuss main areas of concern -Start Assess Plan Do Review process- 4 weekly review clinics to take place for these children to review progress and to adapt where needed. -Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress and external support. -Explore the use of Nessy to support math skills - Multi-Sensory Approaches: Incorporate movement, touch, and technology (e.g., Numicon, maths apps). Refer to outside agencies for support: -contact the SEND Helpdesk within your district to gain advice from LA -Refer into CFLP Send Hub for advice around specific reading need -Refer into SEND and Inclusion Hub for support <u>where</u> recommended at the CFLP Hub - Ensure recommendations from agencies are implemented and reflected into PLP plans. -Begin to complete 'Red Questions' and refer to Graduated Responses Toolkit to guide next steps.
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Appendix 3: Early Years Prime Areas Graduated Response

What all pupils should be getting:				
<p>The Universal Offer at Knypersley includes the use of adaptive teaching, enabling all pupils to access the curriculum through carefully planned scaffolds, modelling and responsive teaching rather than differentiation by task.</p> <p>Universal Offer – Do/Plan</p> <ul style="list-style-type: none"> Know each child's needs and address through lesson/ provision planning Model and develop language used – supported by visuals, repetition and hands-on experiences High expectations for learning behaviour & ambition for all Clear Learning Intention and success criteria Additional adult input (We do) Reasonable adjustments/Scaffolding Share WAGOLs and give verbal feedback frequently Create a positive learning environment and atmosphere Verbalise success criteria and support this through small step instructions and modelling Characteristics of effective learning <p>(for concerns that at SEND support are linked around PSED only please consult the SEMH graduated response for support with SEND)</p>				
	1 point behind SCAFFOLDING & CATCH UP	2 points behind INTERVENTION & STRATEGY PLAN	3 points behind SEN SUPPORT	4+ points behind SEN SUPPORT & EHC
Assess	<ul style="list-style-type: none"> Pre teach and extra rehearsal Additional Adult input – we do Additional language support/unpicking/ experiences Individualised scaffolding resources Use of data to analyse misconception and specific misconceptions to aid accelerated 	<ul style="list-style-type: none"> SENCO made aware in order to monitor intervention progress ABC monitoring – look for patterns in behaviours. Add details that would support this for example Trauma triggers noted: e.g., anniversaries, family contact, specific topics or environments/ Times of the day – noise increasing 	<ul style="list-style-type: none"> Timed observation EIBC – monitoring behaviours and social interactions over a 6-week period. (Behaviour is escalating, unpredictable, or emotionally charged) -Use to understand how and why a child dysregulates – not just what happened. -To plan bespoke 	<ul style="list-style-type: none"> Review APDR process and evidence gathering through SEND PPM & Case studies EIBC – Continue ABC charts continue Evidence me

Plan/Do	<ul style="list-style-type: none"> Gaps maps Personal provision pathway Offer adjustments to resources such as pencil grips Visual pictures/representations Social stories to be used to support PSED Ensure the provision offers extra activities focused on prime areas to support access to development areas i.e. dough disco areas, 	<ul style="list-style-type: none"> Gaps maps Pre teach and extra rehearsal Personal provision pathway Additional Adult input – we do Additional language support/unpicking/ experiences Individualised scaffolding resources Refer to SALT Speak Write support (Deb Wilsaw) Bucket Time 	<ul style="list-style-type: none"> Gaps maps Facilitation checklist Child added to the SEN register as SEN support Refer to the Early Years Area SENDCO team (Nursery)/ Refer to EY Forum Refer to Reception children to SEND HUB to seek further outside agency support PLP targets set and parents invited into the process Start Assess Plan Do Review process- reduce timings to support evidence gathering Refer to outside agencies for 	<ul style="list-style-type: none"> Gaps maps SEND Provision map Refer to Educational Psychologist Outside agency reports scrutinised and recommendations put into practise and trialled. Capture Parent views. Evidence gathered of recommendations in practise. Targeted strategy plan/One page profile PLP targets continued Create a costed provision map that demonstrates full use of SEN notional budget (£6000) link this to the additional interventions and
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	<ul style="list-style-type: none"> squiggle areas etc. Direct modelling of foundational skills via intervention Time to talk intervention Additional access to the outside area for gross motor Targeted questioning and facilitation 	<ul style="list-style-type: none"> interventions CFLP Handwriting Progression support document – refers to adjustments to try i.e. pencil grips unpicking need. Introduce colourful semantics to aid verbalisation of ideas/understanding Time to talk intervention Introduce adjusted behaviour ladders Be safe, Be ready, Be respectful personalised visual strips to support behaviour expectations. 	<ul style="list-style-type: none"> support: Speech and Language Service and Speakwrite. MHST Paediatrician School Nurse Refer to CFLP SEN Hub to discuss provision and evidence gathering Attention Autism Bucket Time to increase interaction skills Targeted strategy plan/One page profile Personal Communication book 	<ul style="list-style-type: none"> support work that is taking place for this child to show need for EHNA/ EAPDR Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress and external support. Begin to complete 'Red Questions' and refer to Graduated Responses Toolkit to guide next steps Curiosity approach
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Review	<ul style="list-style-type: none"> PPM termly - HoS 4 week stop and review – plan for next steps 	<ul style="list-style-type: none"> Leader made aware in order to monitor intervention progress and support writing of -targeted strategy plan PPM termly - HoS 	<ul style="list-style-type: none"> 6 weekly review with SENDCO (SEND PPM) Gaps maps Evidence Me parent share progress over time towards PLP target 	<ul style="list-style-type: none"> 6 weekly review with SENDCO (SEND PPM) Daily progress checks Evidence Me parent share progress over time towards PLP target
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Responsibility	Class teacher	Class teacher & EYFS Lead SENDCO informed	PLP meetings with parents – as targets are achieved.	PLP meetings with parents – as targets are achieved.
Communication	<ul style="list-style-type: none"> Log on Communication log on Arbor Send Letter 1 home / Telephone call along with Specific Learning Pack Invite to class drop in 	<ul style="list-style-type: none"> Send Letter 2 home along with Specific Learning Pack Log on Communication log on Arbor Send specific learning pack Invite to class drop in 	<ul style="list-style-type: none"> Send Letter 3 to invite parents in for a PLP meeting to discuss the plan for progress. Log on Communication log on Arbor Send specific learning pack 	<ul style="list-style-type: none"> Parents will be invited in for meetings with external agencies if agreed to refer. Please ensure you liaise and gain permissions before committing Parents invited to PLP reviews

PSED (where below in only one specific area please note that area)

Appendix 4: SEMH Graduated Response

What all pupils should be getting:	
<p>Universal Offer – Do/Plan</p> <ul style="list-style-type: none"> Assemblies to explore Trust/School Values CHILDREN Adults desire to have an in-depth knowledge of the class needs and backgrounds in order to develop emotional currency within the classroom Create a relationally consistent and positive learning environment and atmosphere based on mutual respect Exploration of collaborative class/school rules which are displayed, referred to regularly and used to praise correct behaviours Adults and children have high expectations for learning behaviours and involvement Individualised praise for correct behaviours to support first attention being given to best conduct Clear and consistent routines embedded and visually displayed for the class Pinch points identified and 3 step routines used to minimise Class visual Behaviour Tracker which allows for positive and negative movement. Praise in public, Reprimand in private (PIP, RIP) Adults use structured interventions (Scripts) to remind children of expectations and shared rules Use of Class visual emotion board displaying a range of emotions that have been introduced/explored by the children Access to Worry Monster. Encouraging pupil voice through surveys and class discussions Co-creating classroom expectations (GBs) or regulation plans with pupils Reflective spaces in books or class journals to process thoughts safely – Worry Monsters Access to class Calm Corner and educated on calming strategies – Zones of Regulation Access to Class Knypersley Knights (linked to Peer Mediation). Access Time to Talk areas. Circle times PSHRE curriculum Teachers meet and greet at key time throughout the day. Effective and consistent communication and shared expectations from all school staff. Leadership opportunities throughout school offered to increase pupil self-esteem. Regular use of Zones of Regulation to help children identify and name their feelings Emotion check-ins at key times of the day (e.g. start of lessons, post-break) Opportunities to explore emotions through stories, role-play, and circle time <p>Assess/ Review:</p> <ul style="list-style-type: none"> Data levels Arbor Records Attendance PPM meetings termly 	

Plan/ Do	Intervention	Assess	Review
<p>(This approach is a child-centred approach, please use your teacher judgement to unpick exact need. The steps listed are standard but please feel free to carry out anything specific to your child)</p>	<p>-Incorporating social stories and comic strip conversations to model positive interactions</p> <p>-Explicit teaching of friendship skills and turn-taking</p> <p>- Access to sensory tools (e.g. fidget items, ear defenders, weighted cushions)</p> <p>- Intervention planning clinic with Mental Health Leader</p> <p>- TSP to be generated to aid specific scaffolding required. Consider the following to add in detail to aid the child:</p> <p>- Individual Regulation Plan: Co-created with the pupil, outlining triggers and strategies.</p> <p>- Key Adult Attachment: Daily check-ins, co-regulation support, and emotional coaching.</p> <p>Alternative Recording Methods: Use of voice notes, drawing, or adult scribing.</p> <p>Individual Regulation Plan: Co-created with the pupil, outlining triggers and strategies.</p> <p>Positive Reinforcement Systems: Tailored to the child's motivators and strengths.</p> <p>Peer Mentoring or Buddy Systems: To foster connection and reduce isolation</p> <p>Regular Parent Communication: Strength-based updates and shared strategies.</p> <p>Staff CPD: On trauma-informed practice, attachment, and SEMH differentiation</p> <p>ABC monitoring – look for patterns in behaviours. Add details that would support</p>	<p>-Child added to the SEND register as SEND support</p> <p>- Attend SEND PPM to discuss main areas of concern</p> <p>- Start Assess Plan Do Review process- 6 weekly review as standard.</p> <p>- Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress</p> <p>Refer to outside agencies for support:</p> <ul style="list-style-type: none"> Speech and Language Deb Widdoway – Crago TALC testing internally complete BPVS EPATT CAMHS AIT traded service (if accepted onto the assessment pathway) AIT take up referral (if full diagnosis has been received) <p>-Refer to CFLP SEND Hub to discuss provision and evidence gathering if first cycle has limited impact on progress.</p> <p>EIBC – monitoring behaviours and social interactions over a 6-week period. (Behaviour is escalating, unpredictable, or emotionally charged.</p> <p>-Use to understand how and why a child dysregulates, not just what happened.</p> <p>-To plan bespoke regulation strategies or trauma-informed responses.</p> <p>Attendance Officer support where there are frequent late arrivals/ attendance concerns. CFLP Graduated Response</p>	<p>-Attend SEND PPM to discuss main areas of concern</p> <p>-Start Assess Plan Do Review process- 4 weekly review clinics to take place for these children to review progress and to adapt where needed.</p> <p>-Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress and external support.</p> <p>-contact the SEND Helpdesk within your district to gain advice from LA</p> <p>-Refer into CFLP Send Hub for advice around specific SEMH need based on evidence gathered</p> <p>-Refer into SEND and Inclusion Hub for support where recommended at the CFLP Hub</p> <p>-ensure recommendations from agencies are implemented and reflected into PLP plans (Autism Inclusion Team/ Outreach).</p> <p>-Begin to complete 'Red Questions' and refer to Graduated Responses Toolkit to guide next steps.</p> <p>- create a costed provision map that demonstrates full use of SEN notional budget (£6000) link this to the additional interventions and support work that is taking place for this child to show need for EHCNA/ EAPDR.</p> <p>CPI training to be completed by key members of staff</p>

SCAFFOLDING & CATCH UP	INTERVENTION & STRATEGY PLAN	SEND SUPPORT	EXTERNAL SEND SUPPORT
		There is evidence that teachers have made reasonable adjustments to include and meet the needs of the pupil within the classroom. There is evidence that the leadership team are fulfilling their whole school responsibilities in relation to SEND.	If a child is increasingly decreasing at data shots with levels or is consistently not achieving PLP targets you will be moving to evidence for additional support past school.

Assess	SCAFFOLDING & CATCH UP	INTERVENTION & STRATEGY PLAN	SEND SUPPORT	EXTERNAL SEND SUPPORT
<p>SDQ (Strengths and Difficulties Questionnaire) Useful for picking up mild emotional or peer difficulties even if the total score is below threshold.</p> <p>-SDQ Scores of 0-10 in the borderline range can indicate emerging issues needing light-touch support.</p> <p>Teacher observations: Observational Markers might be:</p> <ul style="list-style-type: none"> Low-level but chronic avoidance behaviours (e.g. task avoidance, hiding during transitions). Relational fragility (e.g. struggles to navigate peer disagreements without escalation). Somatic complaints (e.g. frequent minor ailments linked to emotional discomfort). Delayed emotional development compared to cognitive peers. <p>Arbor Records indicate behavioural changes are beginning to form.</p>	<p>-Evidence Me – capturing positive behaviour interactions</p> <p>-SDQ (Strengths and Difficulties Questionnaire) Useful for picking up mild emotional or peer difficulties even if the total score is below threshold.</p> <p>-SDQ Scores of 11-14 in the borderline range can indicate emerging issues needing a more structured and supportive approach</p> <p>-BPVS check to be completed (receptive language) and results shared with Subject Leader to support planning.</p> <p>Visual Stress Check</p> <p>-Persistent Absenteeism: Attendance below 90%, especially if patterns are linked to anxiety, emotional dysregulation, or school refusal.</p> <p>-Frequent Late Arrivals: Especially when habitual and paired with signs of distress or avoidance.</p> <p>-Unexplained Absences: Absence codes that lack clear medical or safeguarding justification.</p> <p>-Parental Withdrawal Requests: E.g., repeated early pickups or reluctance to attend specific school events. – noise increasing or a change in routine.</p> <p>Arbor Records indicate behavioural changes are beginning to become more frequent.</p>	<p>Please repeat the following standardised tests before PLP meetings to aid target setting:</p> <ul style="list-style-type: none"> Talc – Deb Widdoway BPVS – consider if a SALT referral for 'language' would be needed. Eye checks and hearing checks to be completed SDQ (Strengths and Difficulties Questionnaire) Useful for picking up mild emotional or peer difficulties even if the total score is below threshold. <p>-SDQ Scores:</p> <ul style="list-style-type: none"> Total score 15-17 (high/very high range) Emotional or Conduct subscales frequently flag concerns High impact scores (2) suggest significant functional disruption <p>-Arbor Records: Frequent and escalating behaviour incidents, even with behaviour plans in place</p> <p>Continue to monitor Persistent Absenteeism: Attendance below 85%, especially if patterns are linked to anxiety, emotional dysregulation, or school refusal.</p> <p>ABC charts continue</p> <p>EIBC charts - implement</p> <p>Timed Observation – SENDCo to complete</p> <p>Evidence Me – capturing positive behaviour interactions linked to PLP targets</p>	<p>Please repeat the following standardised tests before PLP meetings to aid target setting:</p> <ul style="list-style-type: none"> Executive Functioning- D. Widdoway BPVS Continue SALT if referred for language SEND/ Inclusion Hub support – referral EP support SDQ (Strengths and Difficulties Questionnaire) Useful for picking up mild emotional or peer difficulties even if the total score is below threshold. <p>-PASS (Pupil Attitudes to Self and School) Focuses on pupil voice—low scores in areas like confidence in learning or feelings about school can imply SEMH fragility.</p> <p>-SDQ Scores:</p> <ul style="list-style-type: none"> Total score 18-40 (high/very high range) Emotional or Conduct subscales frequently flag concerns High impact scores (3-10) suggest significant functional disruption <p>Exclusion history (internal or external) for emotional or behavioural responses</p>	

Review	SCAFFOLDING & CATCH UP	INTERVENTION & STRATEGY PLAN	SEND SUPPORT	EXTERNAL SEND SUPPORT
<p>Review</p> <p>-PPM termly - HoS</p> <p>-4 week stop and review – plan for next steps</p>	<p>Class Teacher</p>	<p>Class Teacher</p> <p>MH Lead/ Inclusion Lead</p>	<p>-6 weekly review with SENDCo (SEND PPM)</p> <p>-Daily progress checks</p> <p>-Evidence Me parent share progress over time towards PLP target.</p> <p>-PLP meetings with parents – as targets are achieved.</p>	<p>-4 week clinic review with SENDCo</p> <p>-6 weekly SEND PPM meetings</p> <p>- review cost of provision to aid progress against notional budget (£6000)</p> <p>Consider EAPDR/ EHCNA following advice from the CFLP SEND hub.</p>
<p>Responsibility</p>	Class Teacher	Class Teacher MH Lead/ Inclusion Lead	Class Teacher SENDCo	Class Teacher SENDCo
<p>Communication</p>	Send SEMH Letter 1 home along with Specific Learning Pack	Send SEMH Letter 2 home along with Specific Learning Pack	Send SEMH Letter 3 to invite parents in for a PLP meeting to discuss the plan for progress.	Parents will be invited in for meetings with external agencies if agreed to refer. Please ensure you liaise and gain permissions before committing.
<p>SEMh Now ARE</p>	1 Point DA / No progress	2 Point DA / No progress	3 Points DA / No progress	4 Points + DA / No progress