



## St Jude's Church of England Primary School SEND and Inclusion Policy

*Our children  
Our St Jude's family  
Happy Inspired Loved  
The sky is not the limit  
Ready for today prepared for tomorrow*

St. Jude's Primary School is committed to providing an appropriate and high quality education for all. We believe that all children, including those identified as having a Special Educational Need or Disability (SEND) have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will endeavour to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

At St. Jude's we are committed to inclusion and aim to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- all gender;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- learners who need support to learn English as an additional language (EAL);
- learners with special educational needs;
- learners who are disabled;
- those who are more able;
- those who are looked after by the local authority;
- adoptee families;
- those whom have specific medical needs;
- those who have experienced trauma;
- those with emotional or mental health needs;
- those with siblings or parents with physical or mental health needs;
- those who are young carers;
- those who are in families under stress; and
- any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or also relate to factors in their environment, including the learning environment they experience in school.

We recognise that each pupil is unique and that learning takes place at different rates, through observation and regular progress trackers. We also acknowledge that there are many factors affecting achievement, including ability, emotional state, age and developmental milestones. We are particularly aware of the needs of our Reception and Key Stage 1 pupils, for example, their individual readiness to learn.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St. Jude's C of E Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

### **Definition of Special Educational Needs and Disability (Code of Practice 2015)**

A child or young person has SEND 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.

### **The four primary areas of SEND**

Four areas of primary need are identified, but it is recognised that many children do not easily fit into one area and/or may change over time.

We recognise that behavioural difficulties do not necessarily mean that a child has a special educational need. The four main areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At St. Jude's C of E Primary School we see the inclusion of children identified as having a special educational need as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be undertaken by the SENDCO.

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### **Objectives**

- To establish high expectations that are proportionate to each individual pupil
- To ensure the SEND Code of Practice (2015), Children and Families Act (2014), Equality Act (2010) and associated guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with a special educational need.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as receiving Special Educational Needs and Disabilities (SEND) support.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to leave our school well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

#### **Arrangements for coordinating SEND provision:**

More information on St Jude's SEND provision can be found in the school's 'Information Report for children with SEND' on our website. Information about Lambeth LA's provision for children and young people with SEND can be found through the 'Local Offer.' The Lambeth Local Offer can be accessed through the website:

<http://younglambeth.dev-fsit.com/local-offer/landing-pages//local-offer.html>

#### **Overview of SEND provision:**

- Parents are encouraged to discuss any concerns that they may have with their child's class teacher. The class teacher will listen to the concerns and inform parents about the support they will put in place, beyond Quality First Teaching. This may take the form of small group work or regular prompting from the teacher or TA
- If a child continues to struggle to make progress, then the class teacher will complete a Record of Concern (see Appendix 2), stating the areas of concern. This will be sent to the SENDCO, who will arrange to observe the pupil in class and make suggestions for the next steps of intervention, which may require a referral to specialists such as Speech and Language or to Paediatrics for developmental assessment.
- When a child receives additional support in class, the teacher will write a Pupil Learning Plans (PLP), which details the interventions that the child is accessing, what the child would like others to know about them, strategies that help them to learn and their developmental targets. Targets will be child friendly so that the child knows what they are. Targets will also be SMART (Specific, Measurable, Achievable, Realistic and Timely)
- Targets for children with SEND will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENDCO will meet with each class teacher at least three times a year (usually termly) to discuss additional needs concerns and to write and review the Personal Learning Plans (PLPs).
- PLPs will also be discussed and reviewed in conjunction with parents at parent evenings.
- Where necessary, reviews will be held more frequently than three times a year for some children.
- At other times, the SENDCO will be alerted to newly arising concerns by teaching and non-teaching staff. These concerns are discussed at Pupil Progress Meetings and appropriate action taken.
- The SENDCO monitors planning for SEND and supports class teachers and adults leading interventions with planning.
- SEND provision is tracked and monitored using a whole school Provision Map.
- The SENDCO and other members of the Leadership Team monitor the quality and effectiveness of provision for pupils with SEND through classroom observation and book monitoring.
- SEND support is primarily delivered by class teachers through Quality First Teaching; differentiated teaching methods, bespoke resources, technology (where appropriate), differentiated scaffolded approaches and use of manipulatives. Additional support is provided by the SENDCO and trained teaching assistants (TAs) throughout the school. This is funded from the school's notional funding for each child with SEND.
- Class teachers, SENDCO and Head teacher review the support timetable termly following Pupil Progress Meetings.

- Additional funding for support may be allocated on an individual basis by the LA through an Education Health and Care Plan (EHCP).
- Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Specialised Provision**

Where appropriate we engage the expertise and support from outside agencies, such as Access2Literacy for Specific learning difficulties, the Speech and Language therapist, Lambeth Autism Advisory Services, Visual Impairment support, or an Educational Psychologist. These specialist services provide advice and recommendations for specialised provision. They also support with the creation and delivery of targets, which are used by teachers to inform PLPs and are shared with parents/carers. Where appropriate, members of staff are involved in professional development to support the teaching and provision for children with additional needs within the mainstream school.

### **Allocation of Resources to Pupils**

Each term we map the provision for individual pupils to show how we are supporting them, this is part of termly pupil progress meetings.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

At St. Jude's we regularly observe, assess and record the progress of all children to identify those who are not progressing satisfactorily and who may have additional needs.

To identify children we:

- Measure their progress against English and Mathematics objectives
- Measure their progress against Target Tracker Key Performance Indicators
- Use standardised screening and assessment tools
- Observe behavioural, emotional and social development
- Use an existing EHCP or SEND assessment
- Use assessments by a specialist service, such as educational psychology or Speech and Language services

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCO, external professional (if appropriate) and parent/carer, the child may be recorded as needing either or all of the following:

- Differentiated curriculum support within the class
- Additional support through a termly PLP (Personal Learning Plan)
- Additional targeted or specialised support from outside agencies
- An Education, Health and Care Plan (EHCP)

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The resources may involve modifying learning objectives, adapting teaching styles and implementing recommended strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation/extra support/additional use of manipulatives will be recorded in teachers weekly planning.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, the SENDCO may identify that the child has a Special Educational Need or Disability (with the support of External Professionals as needed).

The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCO. The SENDCO will keep an individual record for the child that contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from any outside agencies. Where the child has a high level of need, the SENDCO may create a Student Support Plan to coordinate the interventions, advice and support they are receiving from all agencies. The SENDCO will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate.

### **School request for an Education Health Care Plan (EHCP).**

For a child who is not making adequate progress, despite a period of support, where the school has exhausted its notional budget and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to issue an EHCP (Education Health and Care Plan).

The school is required to submit evidence to the LA whose Assessments Panel makes a judgement about whether or not the child's need can continue to be met from the school's SEND budget. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. A child who receives an EHCP will receive additional support as stipulated in the EHCP. Funding from the EHCP will be used to support these additional interventions. There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

### **The School's Arrangements for SEND and Inclusion In-Service Training**

The SENDCO attends regular network meetings to update and revise developments in Special Needs Education and Inclusion.

In-house additional needs and Inclusion training is provided through staff meetings by the SENDCO and any other relevant agency.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

### **External agency support and internal school support**

### Educational Psychologist (EP)

The EP visits the school when a booking request is made following a meeting to discuss the educational needs of a child with the SENDCO, class teacher and parents.

### Speech and Language Therapist (SaLT)

SaLT visits the school several times a term to work with children who have speech, language and communication difficulties. They set specific speech, language or communication targets for these children and liaise with parents/carers, SENDCO and teachers. The SaLT also models interventions for TAs, screens Reception children and sets up interventions to support the needs of children, which are either run by TAs or as a small group led by the class teacher. In addition, as part of the service, they provide specialised training to all staff.

### Lambeth Autism Advisory Service (LAAS)

We work closely with the LAAS, as they provide recommendations to support for specialist teaching to children with a diagnosis of autism.

### Access2Literacy (A2L)

A specialist teacher provides 1:1 or small group support to children identified as having dyslexia or literacy difficulties. They work closely with the SENDCO and class teachers, to set targets, with the aim to address barriers to learning. They also liaise with parents and provide training to staff.

### Social, Emotional and Mental Health

- We have a member of the teaching staff who is the schools Senior Mental Health Lead. As part of the government initiative, this role will ensure that an evidence-informed approach is used to support our children's mental health and wellbeing.
- We also have a trainee Child Counsellor who is on-site to provide therapeutic support for children who have been referred by their teacher, following consultation with parents and the SENDCO. The sessions will include speaking about social or emotional difficulties, as well as developing strategies to support with their emotional regulation.
- We work with the Pupil Referral Unit for support with children with severe emotional and behavioural challenges.

### Sensory Support Services

This service works directly with children who have a visual or hearing impairment as indicated on their EHCP. The Visual Impairment (VI) Services work directly with children with a visual impairment, alongside supporting their parents and teachers. VI services support with technology needs, bespoke resources and teaching mobility skills. Class teachers plan alongside these specialist teachers who also attend and contribute to PLP targets and reviews.

The SENDCO liaises frequently with a number of other additional outside agencies, for example:

- Social Care
- Paediatricians
- Education Welfare Service
- School Nurse Cluster
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Physiotherapy/Occupational Therapy
- CENMAC
- Police

- Local Authorities

*Parents/carers must authorise the involvement of any outside agency.*

### **Arrangements for partnership with parents/carers**

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and our aim is that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

PLP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All PLPs will be discussed and given to parents/carers at Parents Evening. Reviewed PLPs will be sent home to parents/carers. Further ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers' evenings provide regular opportunities to report concerns and progress. Parents/carers are able to make other appointments on request.

### **SEND Surgery**

SEND Surgery takes place on the first Friday of every month. This is protected time for parents/carers to have a face-to-face or telephone meeting with the SENDCO to discuss concerns regarding their child's needs, including SEND needs. Information on how to book is shared via the newsletter.

### **Links with other schools/Transfer arrangements**

The school will liaise with staff from previous and future schools prior to pupils starting at St Jude's. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will telephone to further discuss the child's needs. The SENDCO will contact other schools when a child transfers from St Jude's.

Children transferring to secondary school who either have an EHCP or are on the SEND Register will be contacted directly by the SENDCO at St Jude's to discuss transfer arrangements.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCO and referrals will be made as appropriate.

Social Services and other services will be accessed through the Common Assessment Framework (CAF), or Early Help Referral as appropriate. Class teachers will alert the SENDCO if there is a concern they would like discussed.



## **Inclusion Principles**

Staff at St. Jude's CE Primary School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

### **Access to the Environment (see also School Accessibility Plan)**

St. Jude's CE Primary School is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2 departments joined by the dining area/Hall. There is also an Arts Block on site. The school is on one level. All entrances are suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There is currently one accessible toilet for children or adults outside the school office and another in the Arts Block.

We have made sure that there are good lighting and safety arrangements for any visually impaired pupils. We consult with Lambeth Sensory Services when necessary, to audit the school premises, to ensure that we provide an inclusive environment for those who are visually impaired. Our classrooms also provide good acoustic conditions so that the effects of hearing difficulties are minimised.

There is one disabled car parking bay.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

### **Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)**

The school will ensure that all children have access to a broad and balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

Learning opportunities will be absorbing, rewarding and effectively adapted and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.



Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that extra-curricular activities are barrier free and do not exclude any pupils.

### **Access to Information (see also School Accessibility Plan)**

All children requiring information in formats other than print have this provided, where appropriate.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

### **Admission arrangements**

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Children entering Reception in the Autumn Term are given a staggered start.

Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

The PSHE curriculum includes issues of disability, difference and valuing diversity. We follow safer recruitment procedures to ensure that people of all abilities are invited to work with our children and staff at St Jude's, as we believe it is important to have role models. We encourage people from diverse backgrounds to join our governing body.

### **Terminology, imagery and disability equality**

We work with the children to understand the impact of words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We aim to make optimum use of PSHE lessons for raising issues of language and other disability and/or equality issues.

### **Listening to disabled pupils and those identified with additional needs**

We encourage the inclusion of all children in the School Council and other consultation groups. We also have PSHE throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening. At St Jude's we value pupil voice.

## **Evaluating the success of the School's SEND and Inclusion Policy**

Every term, we analyse the pupil outcomes and behaviour incidents. We use this analysis to help us set new targets for the year ahead, aiming for:

- Increased attainment and progress of all groups, including our SEND children
- A reduction in behaviour incidents and exclusions

This aims to reflect the support we provide for all SEND children including neurodiverse conditions such as Attention Deficit Disorders, Autism and Dyslexia.

The SENDCO regularly provides information to the governing body as to the numbers of pupils with SEND support as well as any pupils for whom an EHCP has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCO will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through PLP targets, and a summary of the outcomes arising from these targets will be shared with governors.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

The policy itself will be reviewed annually by the Senior Leadership Team and presented to the Governors.

## **Dealing with complaints**

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing, following the complaints procedure which is available at the school office and on the school website.

## Policy History

Date Reviewed by governors	May 2023
Next Review	May 2024

This policy has been agreed by The Pupil and Curriculum Committee of St Jude's School on May 2023 and supersedes all previous policies relating to this area.

Chair of Governors: Mrs. Geraldine O'Brien

Signed:                      Date:

### How do we support our SEND pupils at each level?

The table below shows how we allocate resources and how we support our SEND pupils in and out of the classroom.

Differentiated curriculum provision	Support for SEND Pupils	Support from outside agencies.
Modified Learning Objectives  Differentiated plans.  Peer support and collaborative learning  Individual Progress Plan  Teacher Focus Group  Catch Up Literacy  Use of manipulatives  Mastery curriculum  Pre-teach vocabulary  Stem sentences  Opportunities to re-cap	TA support for: Specific group teaching  Specific 1:1 teaching to targets – by SENDCO or TA  SENDCO assessment and record keeping (Provision Map)  SENDCO small group teaching to targets as recommended by Specialists  Planning by class teacher in consultation with the SENDCO  Teachers access information and support from specialist services.  Visual Cue cards  Support Plan  Pupil Learning Passport (PLP)  Visual Timetable  Individual Timetable	1:1/group direct work with the external professional. Input to planning, monitoring and reviewing  TA support group - materials provided by external professional.  Input to PLPs from specialist services – SALT, EP, Autism Advisory Service and CAMHS  Teachers access information and support from specialist services.  Pupil Referral Unit  Access to specialist teaching and support provided by an external agency where appropriate – for example, for pupils with a visual impairment

### Measuring Progress

In order to track progress of learning, we input data into a Target Tracker computerised system. For children who have specific targets that are not measurable using Target Tracker, such as speech, language, social or emotional regulation, we use teacher judgement through observation, using the following means to assess:

- Provision Map
- PLPs
- Engagement Model


**St Jude's** Record of Initial Concern Form
**Figure 1: Example of a Record of Initial Concern form**
**Pupil Information**

Child's Name		Teacher	
Class		DOB	

**Attainment levels** (for example, 1w+, 1s, etc)

	End of Previous Academic Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading							
Writing							
Maths							

**Progress**

	End of Previous Academic Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading							
Writing							
Maths							

**Area of concern**
*Tick as applicable*

Area of need	Tick
<b>Communication and interaction</b>	
<b>Cognition and learning</b>	
<b>Social, emotional and mental health</b>	
<b>Sensory needs</b>	
<b>Physical / Medical needs</b>	

**Brief description of difficulty:**

**Strategies that have been used within Quality First Teaching (differentiated, in-class provision):**

*This may include group and one-to-one support within the ordinary classroom, reward systems, alternative resources used for the pupil, teaching styles used to match the pupil's need etc. Please state how long the strategies were in place.*

Strategy used	Effectiveness of strategy

**Key points from discussion with pupil and/or parents about pupil's strengths and needs**

**Date of raised concerns:** \_\_\_\_\_

**Next steps to take:**

*Tick as applicable*

Action	Tick
SENCO to observe pupil in class / playground / other environment. Please specify _____	
SENDSCO, HT and CT to discuss in Pupil Progress Meeting	
Further assessment or screening to be completed to identify or understand pupil's needs. Please specify _____	
Refer to Counselling / ELSA	
Referral to external agency for specialist advice. Please specify _____	
TAC meeting with all relevant stakeholders to make a decision about placing pupil on SEND Register	

**Please send to SENDSCO**

**Date discussed with SENCO**

\_\_\_\_\_

**Decision:**

Place on SEND Register **Yes / No**

*If 'no', SENCO to advise teacher on strategies for supporting child through class differentiation and continue monitoring of child's progress and attainment.*





## St. Jude's Personal Learning Plan



My name is...	My class is...	Date that my passport was written	External agencies that help me...

We meet the needs of all of our pupils through high quality, teaching and learning within the classroom.  
Below is the additional learning support provided by the school

Daily 1:1 reading	Speech and Language: Targeted support (Shauna Leonard)
Daily Phonics support	Terrific Talkers/Go Grammar (Marsha)
Class writing support	Dyslexia Support (Access2Literacy – <u>Alix Mumford</u> / Laura Lane)
Class mathematics support	Dyslexia / <u>SpLD</u> support ( <u>Nessy</u> )
Small group phonics	1:1 Reading (weekly volunteer)
Spelling support	Wellbeing groups (Alex)
Outdoor Learning	Lambeth Autism Advisory Support (Noel Gardner)
Nurture 'Rainbow' Group	CEMNAC Support
1:1 tailored support	Educational Psychologist
Handwriting support	Counsellor (Margo)
Mastering Number	<b>Areas of Need</b>
Fine motor skills	<b>Communication and Interaction</b>
Reading comprehension	Cognition and Learning
	Social Emotional and Mental Health
	Sensory and / or physical
	Medical

\*Your child is receiving the interventions highlighted

Parent to sign to confirm that they have read and understand the targets set by the class teacher

Signed \_\_\_\_\_

Date \_\_\_\_\_

1. I find it difficult to say what I want to say sometimes
2. I get upset when my friends can't understand me
3. I really love getting praise
4. I like to work with...
5. I don't like to work with...
6. I like getting help with my phonics

Important information I would like you to know about me:

•

Strategies that help me to learn:

•

I am working on these targets:

1.

