Kingsfield First School

Special Educational Needs and Disability (SEND) Policy 2026

Proud to be part of the Children First Learning Partnership

INSPIRING EXCELLENCE TOGETHER

The SEND Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board in Spring 2026.	
Chair of Local Advisory Board:	*Mr. C Clulow*
Responsible Officer:	*Mrs C Hodson*
Agreed and ratified by the Local Advisory Board on:	
To be reviewed:	*March 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

Section 1: Main Contact details and Policy key dates

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: Mr C Clulow
Head Teacher: Mrs C Hodson
The SENDCO: Miss E Mohring

Kingsfield First School
Gunn Street
Biddulph
Stoke-on-Trent
ST8 6AY
01782 973800

Agreed and ratified by The Local Advisory Board:
Policy to be reviewed again on: March 2027 or earlier if required.

Kingsfield First School

SEND Policy 2026

(To be read in conjunction with the school SEND Information Report)

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 philosophy is 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.
- 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

Kingsfield First School provides education for children aged between 3 and 9 years old. The school has a split form entry with a single form Early Years and 3 mixed year group classes in Key Stage 1 and Key Stage 2. Kingsfield First School offers places for 30 children in the Reception class, alongside this we also run a 39 full-time place nursery. We have our own After School Care Facility, Kool Kids which allows us to provide wrap around care from 7.30am until 5:30pm.

There are approximately 214 children on roll in school. They are divided into three phases or key stages.

The school was built in 1908, the original stone structure was extended to include additional classrooms and a hall. The facilities also include a library, ICT suite, extensive grounds and a number of additional teaching spaces to complete intervention and small group learning activities.

Our Mission Statement

‘Lear together, play together, succeed together’

- Kingsfield First School aims to equip each of its pupils with the skills, knowledge and understanding that they will require to succeed in future life.
- Kingsfield 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 2: Legislative Compliance

Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraphs 3.1 – 3.9 of the SEND Code of Practice 0 – 25 January 2015. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, November 2025
- Teachers Standards 2012
- National Inclusion Statement
- Relevant National Curriculum frameworks/ document 2014
- Documents are kept In the School office and on the website http://kingsfield.staffs.sch.uk/

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.

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 differentiated 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 underachieving, which may be caused by a poor early experience of learning, 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). Every APDR cycle is recorded and reviewed termly, with impact measured against progress data. SENDCos ensure external agency involvement is sought promptly where progress is limited, this allows for timely intervention.
- 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 APDR 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 determined 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.

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)

6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- 6 monthly standardised testing scores e.g PHAB, BPVS, 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 Attendance Officer where appropriate
- regular meetings about children's progress between teachers and the Headteacher'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.

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, particularly an Educational Psychologist, will already have been 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.

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. The Inclusion Governor and SLT receive termly reports on SEND progress, interventions, and outcomes. This ensures accountability and continuous improvement.

Section 10: Partnership with Parents/Carers

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
- Parents and carers are equal partners in decision-making. We co-produce PLPs and EHCP reviews, ensuring their voice shapes provision and outcomes. We work together to agree 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 a 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.

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.

Section 13: 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
- We begin preparing children for independence and future learning early, embedding skills such as resilience, communication, and self-advocacy. This ensures that transitions are smooth and that children are equipped with the skills they need for the next stage of their education.
- 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 14: 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 15: 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 Kingsfield 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 16: 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 Headteacher
- The Chair of the Local Advisory Board

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Appointments can be made with any of these people through the school office Tel: 01782 973800

Section 17: Links with Other Services

Staffordshire SEND Family Partnership
Staffordshire Connects | SENDIASS - Staffordshire Family Partnership
SENDIASS SEND IASS - Staffordshire Family Partnership (staffs-iass.org)

Telephone 01785 356921 during office hours.
Alternatively email on spps@staffordshire.gov.uk.

Section 18: 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	Review Date	Changes Made
V2	14.01.2022	Section 6 (statement added) referral to and discussion at the SEND inclusion hub
V3	13.01.2023	Section 6 ("Where necessary" added) involving an external agency, and the Educational Psychology Service (EPS) where necessary, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
V3	13.01.2023	Intent – Addition of '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 Speakwrite, Beat Dyslexia and Tentown.'
V3	13.01. 2023	Introduction – change of words in bold 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 have our own After School Care Facility, Kool Kids

		which allows us to provide wrap around care from 7.30am until 6.00pm. There are approximately **251** children on roll in school.
V3	13.01. 2023	Section 2 – addition of 2.4 '2.4 SEND Review: Right support, Right place, Right time: Summary document – October 2022 This green paper sets out the 'government's proposals for a system that offers children and young people the opportunity to thrive, with the right 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 for SEND children so that they can fulfil their potential and lead happy, healthy and productive lives.'
		Section 2 - Addition of 2.5 – '2.5 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 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 pope 3. We ensure that the right support is available at the right time 4. We encourage communicates to be inclusive.'
		Section 6.1 – addition of 'referral to and discussion at the Children First Learning Partnership (CFLP) SEND hub'
		Section 6.1 – change of wording in bold

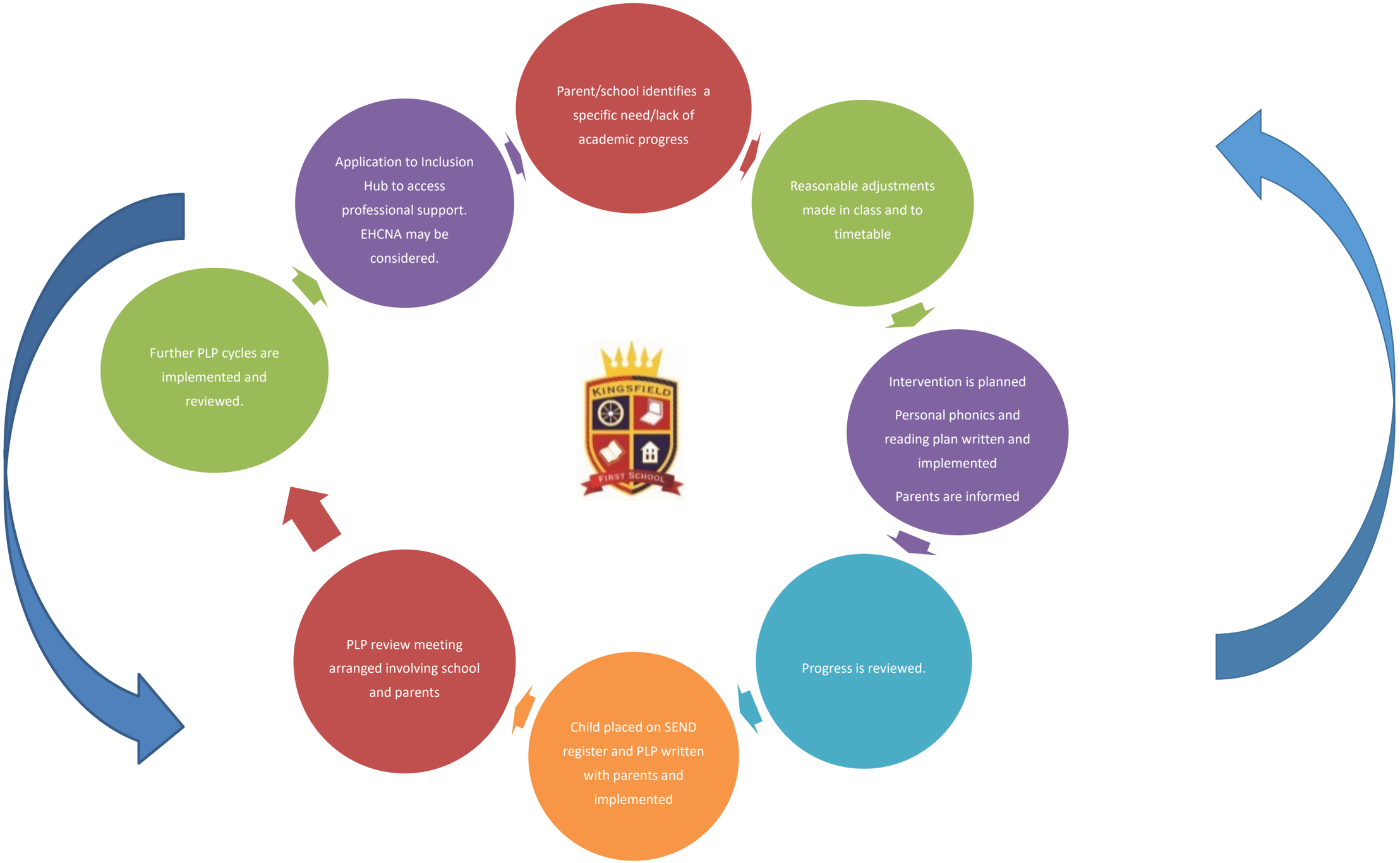
		'involving an external agency, **or** the Educational Psychology Service (EPS) where necessary, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.'
		Section 6.3 – change of wording in bold 'Equal access to **extra-curricular clubs** and trips'
		Section 6.4 – addition of word in bold 'SEND Pupil Progress Meetings every half term'
V3	13.01. 2023	Section 6.5 – change of wording in bold 'additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the **scaffolded** curriculum on offer'
V3	13.01. 2023	Section 6.5 – addition of words in bold '**SMART** targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate on a SEND Personal Learning Plan (PLP**) or Targeted Strategy Plan (TSP) as appropriate'**
V3	13.01. 2023	Section 6.5 – addition of words in bold '. In this instance, the child would no longer be recorded as being in receipt of SEND Support **however, a strategy plan will remain in place to support to ensure good progress continues.**'
V3	13.01.2023	Change of SENDCO **The SENDCO:** Miss E Mohring
V3	13.01.2023	Change of SENCO to SENDCO
V3	19.1.2023	Added Graduated response (C&L)
V4	30.01.2024	Change of Headteacher: Mrs C Hodson
V4	30.01.2024	Added **Busy Bodies** to 'Intent' section as an example of interventions
V4	30.01.2024	Introduction: Update regarding whole school structure and numbers:

		Kingsfield First School provides education for children aged between 3 and 9 years old. The school has a split form entry with a single form Early Years and 3 mixed year group classes in Key Stage 1 and Key Stage 2. Kingsfield First School offers places for 30 children in the Reception class, alongside this we also run a 39 full-time place nursery. We have our own After School Care Facility, Kool kids which allows us to provide wrap around care from 7.30am until 6.00pm. There are approximately 241 children on roll in school. They are divided into three phases or key stages.
V4	30.01.2024	Section 2: Added the locality of the SEND policies on the school website Policies – Kingsfield First School | Biddulph | Staffordshire
V4	30.01.2024	Section 6.2: Change from **differentiated** to **scaffolded**
V4	30.01.2024	Section 6.3: Change from '**differentiate/differentiated** to **personalise/personalised'**
V4	30.01.2024	Section 6.4: Change from 'Headteacher's report to parents and governors' to **Link inclusion reports to parents, governors and directors**
V4	30.01.2024	Section 2.4: Change of title and date **SEND and Alternative Provision Improvement Plan: Right Support, Right Place, Right Time Summary Document March 2023.**
V4	30.01.2024	Section 6.1: Addition and update of EAPDR

		• **If the APDR 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 determined whether the request will then be agreed.** • **If the EAPDR is agreed there will be a 'Team Around the Child' meeting, where families will be fully included within decision making.**
V4	30.01.2024	Section 6.5: Addition of PLP sharing via evidence me **evidence of progress made towards PLP targets will be captured and shared with parents/ carers via Evidence Me**
V4	30.01.2024	Section 10: Addition of PLP sharing via evidence me **ensuring parents gain an insight into their child's progress and day through the use of frequent shared observations via Evidence Me.**
V4	30.01.2024	Section 10: Addition of PLP sharing via evidence me **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.**
V4	30.01.2024	Section 13: Addition of transition information **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.**
V4	30.01.2024	Section 17: Update of websites Staffordshire Connects | SENDIASS - Staffordshire Family Partnership SENDIASS SEND IASS - Staffordshire Family Partnership (staffs-iass.org)

V5	20.1.26	Section 1 updated to strengthen the SEND Intent statement, emphasising high-quality, inclusive teaching and curriculum entitlement for all pupils.
		Introduction – changed Kool Kids closing time to 5:30pm
V5	20.1.26	Section 2 updated to reflect current national guidance and ensure the policy aligns with best practice across education, health and care.
V5	20.1.26	Section 3 expanded to make clearer links between whole-school values and SEND provision, ensuring consistency and shared expectations across the curriculum.
V5	20.1.26	Section 6.1 updated to highlight the importance of early identification, a robust graduated response, and precise tracking of small-step progress.
V5	20.1.26	Section 6.3 updated to include additional examples of evidence-based interventions and strengthened multi-agency collaboration.
V5	20.1.26	Section 9 updated to clarify SEND leadership roles, including regular reporting to governors and SLT to support transparency and continuous improvement.
V5	20.1.26	Section 10 strengthened to highlight co-production with parents and improved communication through Evidence Me, supporting strong home–school partnerships.
V5	20.1.26	Section 13 updated to reflect enhanced transition planning, with a greater focus on preparing children for independence and the next stage of learning.

Policy agreed: January 2026
To be Reviewed: January 2027



Assess Plan Do Review

All children are individual, learn at differing rates and time are entitled to fair access to the available resources. If a child is not making adequate progress, assessment over will give information about the type of difficulty they may be experiencing and the most effective interventions to implement.

What all pupils should be getting:

Quality first teaching – Do/Plan

- Assemblies to explore Trust/School Values CHILDREN
- Adult's 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 (3Bs) 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 Super Friends (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

Assess/ Review:

- Data levels
- Arbor Records
- Attendance
- PPM meetings termly

	SCAFFOLDING & CATCH UP	INTERVENTION & STRATEGY PLAN	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.	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	**SDQ** (Strengths and Difficulties Questionnaire) Useful for picking up mild emotional or peer difficulties even if the total score is below threshold. -**SDQ Scores of 0-10** in the borderline range can indicate emerging issues needing light-touch support. **Teacher observations: Observational Markers might be:** -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. **Arbor** Records indicate behavioural changes are beginning to form.	-**Evidence Me** – capturing positive behaviour interactions **-SDQ** (Strengths and Difficulties Questionnaire) Useful for picking up mild emotional or peer difficulties even if the total score is below threshold. -**SDQ Scores of 11-14** in the borderline range can indicate emerging issues needing a more structured and supportive approach -**BPVS** check to be completed (receptive language) and results shared with Subject Leader to support planning. Visual Stress Check -**Persistent Absenteeism:** Attendance below 90%, especially if patterns are linked to anxiety, emotional dysregulation, or school refusal. -**Frequent Late Arrivals:** Especially when habitual and paired with signs of distress or avoidance. -**Unexplained Absences:** Absence codes that lack clear medical or safeguarding justification. -**Parental Withdrawal Requests:** E.g., repeated early pickups or reluctance to attend specific school events. – noise increasing or a change in routine. **Arbor** Records indicate behavioural changes are beginning to become more frequent.	Please repeat the following standardised tests before PLP meetings to aid target setting: • Talc – Deb Willshaw • 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. -**SDQ Scores:** -Total score **15-17** (high/very high range) -Emotional or Conduct subscales frequently flag concerns -High impact scores **(2)** suggest significant functional disruption -**Arbor Records:** Frequent and escalating behaviour incidents, even with behaviour plans in place **Continue to monitor Persistent Absenteeism:** Attendance below 85%, especially if patterns are linked to anxiety, emotional dysregulation, or school refusal. **ABC charts** continue **EIBC charts -** implement **Timed Observation** – SENDco to complete **Evidence Me** – capturing positive behaviour interactions linked to PLP targets	Please repeat the following standardised tests before PLP meetings to aid target setting: • Executive Functioning- D.Willshaw • 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. **-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. -**SDQ Scores:** -Total score **18-40** (high/very high range) -Emotional or Conduct subscales frequently flag concerns -High impact scores **(3-10)** suggest significant functional disruption **Exclusion history** (internal or external) for emotional or behavioural responses **Individual Risk Assessments** identifying 'medium/ high' risks **EIBC**/– along with any personalised tracking i.e. Part Time Timetable review sheets and contracts.
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)	-Incorporating social stories and comic strip conversations to model positive interactions -Explicit teaching of friendship skills and turn-taking - Access to sensory tools (e.g. fidget items, ear defenders, weighted cushions)	Staff to complete the following course: https://nationalcollege.com/webinars/secret-agent-tactics-manage-behaviour-primary -Intervention planning clinic with Mental Health Leader - **TSP** to be generated to aid specific scaffolding required. Consider the following to add in detail to aid the child: -**Individual Regulation Plan**: Co-created with the pupil, outlining triggers and strategies.	-Child added to the **SEND** register as **SEND** 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 **Refer to outside agencies for support:** -Speech and Language -Deb Willshaw – PhaB/ TALC testing -internally complete BPVS -EPATT -CAMHS -AIT traded service (if accepted onto the assessment pathway)	-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. -contact the SEND Helpdesk within your district to gain advice from LA -**Refer into CFLP Send Hub** for advice around specific SEMH need based on evidence gathered

		- **Key Adult Attachment**: Daily check-ins, co-regulation support, and emotional coaching. **Alternative Recording Methods**: Use of voice notes, drawing, or adult scribing. **Individual Regulation Plan**: Co-created with the pupil, outlining triggers and strategies. **Positive Reinforcement Systems**: Tailored to the child's motivators and strengths. **Peer Mentoring or Buddy Systems**: To foster connection and reduce isolation **Regular Parent Communication:** Strength-based updates and shared strategies. **Staff CPD:** On trauma-informed practice, attachment, and SEMH differentiation **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 or a change in routine. *Ensure that ABC monitoring is reflective and used to aid on-going TSP generation.* Attendance Officer support where there are frequent late arrives/ attendance concerns. -Consideration of Early Help support i.e. Gingerbread	-AIT take up referral (if full diagnosis has been received) -Refer to **CFLP SEND Hub** to discuss provision and evidence gathering if first cycle has limited impact on progress. **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 regulation strategies or trauma-informed responses. **Attendance Officer** support where there are frequent late arrives/ attendance concerns. **Tier 3** Early Help Referral offered to families	-**Refer into SEND and Inclusion Hub** for support where recommended at the CFLP Hub -ensure recommendations from agencies are implemented and reflected into PLP plans (Autism Inclusion Team/ Outreach). -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 interventions and support work that is taking place for this child to show need for EHcNA/ EAPDR. CPI training to be completed by key members of staff
Review	-PPM termly - HoS -4 week stop and review – plan for next steps	-Mental Health Leader made aware in order to monitor intervention progress and support writing of -targeted strategy plan -PPM termly - HoS	-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.	-4 week clinic review with SENDco -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.
Responsibility	Class Teacher	Class Teacher MH Lead/ Inclusion Lead	Classteacher SENDCo	Classteacher SENDCo
Communication	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. 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

Graduated Response (SEMH)

All children are individual, learn at differing rates and are entitled to fair access to the available resources. If a child is not making adequate progress, assessment over time will give information about the type of difficulty they may be experiencing and the most effective interventions to implement.

What all pupils should be getting:
Quality first teaching – 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:

- Little Wandle assessments (half termly)
- 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** 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	- Little Wandle (RCU) -Evidence Me -Precision teaching grids -Early Morning work live marking -additional marking conferences Visual Stress Check -complete a cold writing mid-term of data to check for missing features that would make the difference to levels.	-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). -York Assessment of Reading Comprehension (YARC) Visual Stress Check Nessy Screening Motor skills pre-intervention assessments Cool Kids/Motor Skills United	Please repeat the following standardised tests before PLP meetings to aid target setting: • PHaB/ Talc – Deb Wilshaw • BPVS – consider if a SALT referral for 'language' would be needed. • YARC • Eye checks and hearing checks to be completed • EPATT assessment (EP Literacy Approach) • Visual Stress Check • Nessy Screening • Locke and Beech assessment -SENDCo to assess writing positioning i.e. slope boards, pencil grips etc -Possible support from Anne Radcliffe for suggestions to support with difficulties identified. -assess letter formation following the CFLP Formation Assessment Pathway.	Please repeat the following standardised tests before PLP meetings to aid target setting: • PHaB • Executive Functioning check • (Dyslexia) – Deb Wilshaw • BPVS • YARC • EPATT assessment (EP Literacy Approach) • Continue SALT if referred for language • SEND/ Inclusion Hub support – referral • Locke and Beech assessment • EP support • Consider the use of Anne Ratcliffe and Busy Bodies or Physical Development Support Agencies to check sitting posture/ gross motor skills.
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)	-Additional Reading opportunities -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	-Reading/LW Interventions planned and carried out – parents informed -Little Wandle catch up interventions -Additional Reading opportunities -Phonetically Plausible text used to support if necessary -Intervention planning clinic with subject leader - daily 1:1 reading -Increase phonic lessons/ fluency reading sessions Coloured overlay Nessy Intervention Cool Kids/Motor Skills united intervention (motor skills)	-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 - daily reading/ targeted reading support linked to PLP targets **Refer to outside agencies for support:** -Speech and Language -Deb Wilshaw – PhaB/ TALC testing -internally complete BPVS/ consider is phonic scheme is best suited (consider RCU/ SEND programmes) -EPATT	-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 reading skills -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 where recommended at the CFLP Hub

	Coloured overlay -assess cold write and plan interventions to close gaps identified.	Use of EP Literacy Approach resources • Dialogic Reading leaflet (326 KB) • Paired Reading leaflet (159 KB) • Reciprocal Teaching leaflet (182 KB) • Direct Instruction leaflet (162 KB) EPATT - TSP to be generated to aid specific scaffolding required -writing clinics to focus on children 1 and 2 points behind. Subject leader and class teacher to create progress plans based on specific next steps.	-Refer to CFLP SEND Hub to discuss provision and evidence gathering if first cycle has limited impact on progress. -Consider the use of Colourful Semantic resources to support sentence structure -Refer to the child's assessment level writing ladder – composition to support progress points and next steps. Bespoke learning journeys	- 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 interventions and support work that is taking place for this child to show need for EHNA/ EAPDR. -Ensure that work in writing books reflects the level of attainment on data. Ensure that the composition elements of their academic level year groups are used.
Review	-PPM termly -4 week stop and review – plan for next steps	-Subject leader made aware in order to monitor intervention progress and support writing of -targeted strategy plan -PPM termly	-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.	-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.
Responsibility	Class Teacher	Class Teacher Subject Leader	Classteacher SENDCo	Classteacher SENDCo
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

Graduated Response (Cognition and Learning-English)

All children are individual, learn at differing rates and are entitled to fair access to the available resources. If a child is not making adequate progress, assessment over time will give information about the type of difficulty they may be experiencing and the most effective interventions to implement.

What all pupils should be getting:

Quality first teaching – 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

	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? Concrete manipulatives -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: • 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 Visual Stress Check	Please repeat the following standardised tests before PLP meetings to aid target setting: • TALC – Deb Wilsaw • 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 • EP support Observational Learning Profile: Monitor engagement, frustration points, and preferred learning styles. Multi-Agency Input: Consult specialists within the SEND Hubs for insights on cognition and processing.
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 catch up 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 where 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.
Review	-PPM termly -4 week stop and review – plan for next steps	-Subject leader made aware in order to monitor intervention progress and support writing of -targeted strategy plan -PPM termly	-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.	-4 week clinic review with SENDco -Daily quick maths sessions -Testing progress -Book levels and precision teaching grids -6 weekly SEND PPM meetings
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

Graduated Response (Cognition and Learning-Maths)