



## **SEND POLICY**

<b>REVIEW DATE</b>	<b>AUGUST 2019</b>
<b>REVIEW DATE</b>	<b>AUGUST 2020</b>
<b>REVIEW DATE</b>	<b>AUGUST 2021</b>
<b>NEXT REVIEW</b>	<b>AUGUST 2022</b>

**Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. a) have a significantly greater difficulty in learning than the majority of others of the same age; or
2. b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March 2014 came into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Mission statement**

At Take 1 we value the abilities and achievements of all of our pupils and are committed to providing, for each pupil, the best possible environment for learning.

The aim for all of our pupils is inclusion, ensuring that they have access to a broad and balanced education within school and are able to integrate into the community outside school.

At Take 1 we recognise that appropriate support and intervention, through the implementation of this policy, will enable all pupils to experience and enjoy positive achievement.

### **Context**

Take 1 is an Independent School providing education for 14-16 year olds who have been permanently excluded from mainstream education, or do not currently have a place in a mainstream school. We serve a socially and economically deprived multi-cultural community.

### **Principles**

In accordance with the SEND Code of Practice (June 2014), our Vision at Take 1 is to recognise everyone is a learner and everyone is committed to supporting learning in all its forms. All contributions and roles are recognised, welcomed and valued and cultural diversity is celebrated. We know that everyone can achieve and believe it is our role to find out how, through high quality learning opportunities and high quality teaching experiences.

Students who have SEND are those for whom individualised educational provision has to be made for a period of time (that which is additional to or different from the educational provision made generally for students of their age).

### **Aims and objectives**

#### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- To provide children with high quality teaching through regular training at staff CPD sessions
- To have high expectations that each child will reach their potential in all aspects of school life
- To develop independent learners who can transfer these skills to future life

#### **Take 1 SEND Policy**

- To educate pupils with SEND, wherever possible, alongside peers in mainstream classrooms
- To assess pupil data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.

#### **Objectives**

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- There will be a whole-school approach to special needs, where staff work as a team co-operating, collaborating and co-ordinating for the benefit of all students.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo or class teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and

practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. Parents/carers have a vital role to play in decision making and supporting their child's education.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular meetings between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Pupil voice. The view of the child is considered and taken into account at every appropriate opportunity. All students will be encouraged to actively participate in their learning process.

### **Responsibility for the coordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is the Head Teacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENCo.

At Take 1, subject teachers are supported by a strong Leadership Team.

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

The SENCo will hold details of all Individual Learning Plans, structured conversations and subject targets for individual pupils.

All staff can access:

- The Take 1 SEND Policy;
- A copy of the full SEND Register used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of targets set.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Core meetings take place between interested parties eg SENCo, Head Teacher, DSLs
- Information on the internal staff IT system on individual pupils and their special needs and requirements

- Information is available through Nottingham City's SEND Local Offer

(<http://www.nottinghamcity.gov.uk/article/22025/Special-Educational-Needs-Service>)

This information is made accessible to all staff in order to aid the effective coordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

#### Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

We will never refuse to admit a pupil to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

#### **Transfer from other schools:**

The School Leader with responsibility for admissions meets prospective pupils and parents/carers, alongside the SENCo if appropriate. SEND information is sent from the previous school in the child's school file. Parents may also be asked informally during familiarisation visits to Take 1 about whether their child has any additional needs. Where appropriate a graduated transfer may be put in to support the pupil into Take 1.

### **Identification and Assessment of SEND**

Take 1 recognises it has a statutory duty to identify vulnerable students.

Students are identified as early as possible through a mixture of parental information, concern, and observation by school staff and /or internal and external assessments.

When a parent or teacher becomes concerned about a pupil, a discussion is held amongst relevant staff and parents/carers. Support will be put in place to monitor the child's progress.

If there continues to be concerns after appropriate support from school and home, then this should be communicated with the SENCo. The SENCo then discusses with parents/carers and relevant staff what action needs to be taken (see Appendix 6 – SEND Parental letters of communication)

Where a student is identified as having a SEND, we will endeavour to take action in removing barriers to learning and put effective special education provisions in place.

The support we will provide will go through what is commonly known as the 4 part cycle. This cycle will allow us to make early decisions and actions which will be revisited, refined and revised, with a growing understanding of the pupil's needs, and of what supports the pupil in making progress and securing good outcomes. This is known as the graduated approach.

There is a graduated response to intervention, depending on the level of need;

1) All pupils receive quality, inclusive teaching. Initial concerns about a pupil will be monitored for an appropriate amount of time.

2) Identification;

Teachers and SLT identify known needs of the student and present these to the SENCo (see Appendix 5 - Concern form.). The SENCo will then collate any previous records and data to validate identification.

### 3) Assess;

The teacher and SENCo will work collaboratively to execute a detailed analysis of the pupil's need/s. This process will draw upon teacher assessment and experience of the pupil, their previous progress and attainment, as well as information from Take 1 curriculum progress, attainment, and behaviour. Parents will be informed.

### 4) Plan;

Where it has been decided to provide a student with SEND support, the parent will be formally notified. The teacher (whom made the initial referral) and the SENCo will agree in consultation with the parent and pupil the adjustments, intervention and support to be put in- place, as well as the expected impact this will have on progress, development and/or behaviour. Interventions will be recorded. Strategies to support the child at home will be discussed. At this point the pupil will be added to the Schools Special Educational Needs and Disability (SEND) Register.

### 5) Do;

The agreed actions taken from the planning phase will be implemented. The teacher will work closely with any teaching assistant or specialist staff involved, to plan and assess the impact of support, intervention and how they can be linked to classroom teaching. Interventions will be recorded via a provision map and students will have a pupil portrait that shares inclusion strategies with all members of staff.

### 6) Review;

The impact, quality of the support and intervention will be evaluated, along with the views of the pupil and their parent or guardian. This information will feed back into the analysis of the pupil's needs. The subject teacher will work with the SENCo to revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/guardian and pupil. The SENCo will review the student's individual provision map and judge (with parents, the student and teacher) if targets have been achieved and if modifications need to be implemented.

Where it is felt that a variety of agencies are required to meet a pupil's needs, a Common Assessment Framework (CAF) might be instigated, if one is not already in place. (see [www.nottinghamcity.gov.uk/CommonAssessmentFramework](http://www.nottinghamcity.gov.uk/CommonAssessmentFramework))

Agencies involved might include the Behaviour Support Team, Inclusive Education Service, Child and Adolescent Mental Health, Community Educational Psychologist or the Children's Centre.

An Education and Health Care Plan (EHCP) may be applied for if the pupil's needs are increasingly complex (See Appendix 1 for EHCP Parent guide)

(See appendix 2 for a detailed report on the 4 part cycle) (See appendix 3 for SEND Parent Support in schools guide)

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources (as applicable) including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- External Support Services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamcity.gov.uk/EHCP](http://www.nottinghamcity.gov.uk/EHCP)

or by speaking to an Education, Health and Care Plan Co-ordinator on: 0115 8764300  
or by contacting the Parent Partnership Service on:  
0115 948 2888

### **Provision**

All teachers are teachers of students with Special Educational Needs and Disabilities. The SENCo is responsible for co-ordinating the schools' provision for children with SEND. The strategic overview of SEND provision is shared with the Senior Leadership Team and the Governing Body.

We subscribe to the Nottingham City Provision Maps and work in line with Nottingham City expectations. The Provision Maps provide a framework for provision in schools across the city to meet the needs of pupil's with SEND. They identify interventions that it is reasonable for schools to provide. However, it is not an expectation that all schools will provide all the interventions included on the maps. The Nottingham City Provision Maps can be accessed on their website:  
[www.nottinghamcity.gov.uk/NottinghamCityProvisionMaps](http://www.nottinghamcity.gov.uk/NottinghamCityProvisionMaps))

Take 1 has a support team of skilled Teachers and TA's, who provide in-class and individual support to identified students.

Take 1 also benefits from the Attendance and Safeguarding Team.

Individual needs are met through a number of support systems. (See appendix 4 for a detailed report on the 4 Part Cycle Strands) Allocation of resources for pupils with SEND

Resources are allocated based upon pupil need to include in class support, 1-1 support, additional literacy and numeracy interventions.

A member of staff has responsibility for Pupil Premium children.

### **Access Arrangements**

In some cases it may be necessary to assess students when access arrangements for public examinations are requested.



## **Effectiveness of SEND Provision**

SEND provision is monitored through assessment data, intervention evaluations, teacher and teaching assistant observations, pupil voice and meetings with parents and other agencies.

Evaluation evidence is monitored by SLT and governors.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Student Review Days and Parents Evenings provide opportunity for parents and pupils to provide feedback to the school.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice and may be evaluated through one or more of the following:

- Pupil data tracking after each assessment point.
- Literacy screening on entry and at the start of the year.
- Core meetings around vulnerable pupils with key staff
- Tracking of progress

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo and head teacher and reported to governors at their final meeting of the academic year. This will then form the basis of the annual report.

Evidence collected will help inform school development and improvement planning.

## **Social and Emotional Well-being**

We recognise that children with SEND may also need pastoral, social or medical support. Where necessary some pupils may have a Personal care plan which has been discussed with parents/carers and appropriate outside agencies.

We recognise that children with SEND may demonstrate unwanted behaviour and/or have issues with attendance. Generally, this will be managed within the school Behaviour and Attendance Policies. In more complex cases, these children may have an Individual Risk assessment and Individual Handling Policy which has been discussed and agreed with parents/carers and appropriate outside agencies.

We recognise the need to keep all children safe as outlined in our Safeguarding Policy. We also understand that nationally children with SEND are at a higher risk of harm and so work closely with outside agencies to ensure their safety.

Training in SEND

We recognise the values of on-going training. We have an internally co-ordinated CDP programme which will include raising awareness of SEND. Additional in-house training on a variety of SEND is offered as required. As a school we feel it is important to work in collaboration with the LEA and we access their training expertise when appropriate.

The School Improvement Plan sets out targets for special needs provision. The SENCo, along with SLT, identifies strengths and areas for development.

Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

At Take 1 we also work with a wide range of external agencies who can give us advice, support and training. The following services will be involved as and when is necessary.

- Child and Family (Social Services), who liaise closely with the DSLs
- Targeted Support Family Support: A team is available to work with pupils, staff and families.
- Futures: A team of external providers who provide careers advice for learners.

### **Links with other schools**

Take 1 works in partnership with Unity Learning Centre and the associated provider network. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Involvement of Parents**

Parents of children with SEND will have the opportunity to meet staff in order to discuss their child's progress and the effectiveness of any interventions in place, enabling them to be involved in planning the next steps (as outlined in our 4 part cycle). This may happen during parents evening meeting or, where necessary, at additional points during the year. Clear records will be kept and shared of these meetings.

### **Involvement of Pupils**

Wherever appropriate children will attend meetings or their views will be considered as part of the meeting. Pupil voice is a priority and we seek to gain their ideas on what is working well for them and what needs to change at every possible opportunity.

### **Accessibility**

Take 1 is wheelchair accessible however does not currently have a disabled toilet. Where necessary the SENCo or appropriate professional will liaise with relevant external agencies/services for assessment and planning and resourcing, for any additional equipment, to enable pupils to access the school and curriculum.

### **Local Offer**

Take 1 follows all guidelines as set out in the Nottingham City Local Offer. Please see their website for more details. ([www.nottinghamcity.gov.uk.sendlocaloffer](http://www.nottinghamcity.gov.uk.sendlocaloffer))

### **Complaints procedure**

We operate an open door policy and always encourage parents/carers to approach us with any concerns they may have at their earliest convenience. We will always listen and seek to reassure and resolve any issues. Parents seeking a more formal route to resolve outstanding issues should refer to our Complaints Policy.

Appendix List:

Appendix 1: Requesting an Educational Health Care Plan Guide Appendix 2: SEND COP 4 Part Cycle

Appendix 3: SEND Parent Support in Schools

Appendix 4: SEND 4 Part Cycle Strands

Appendix 5: Concern Form

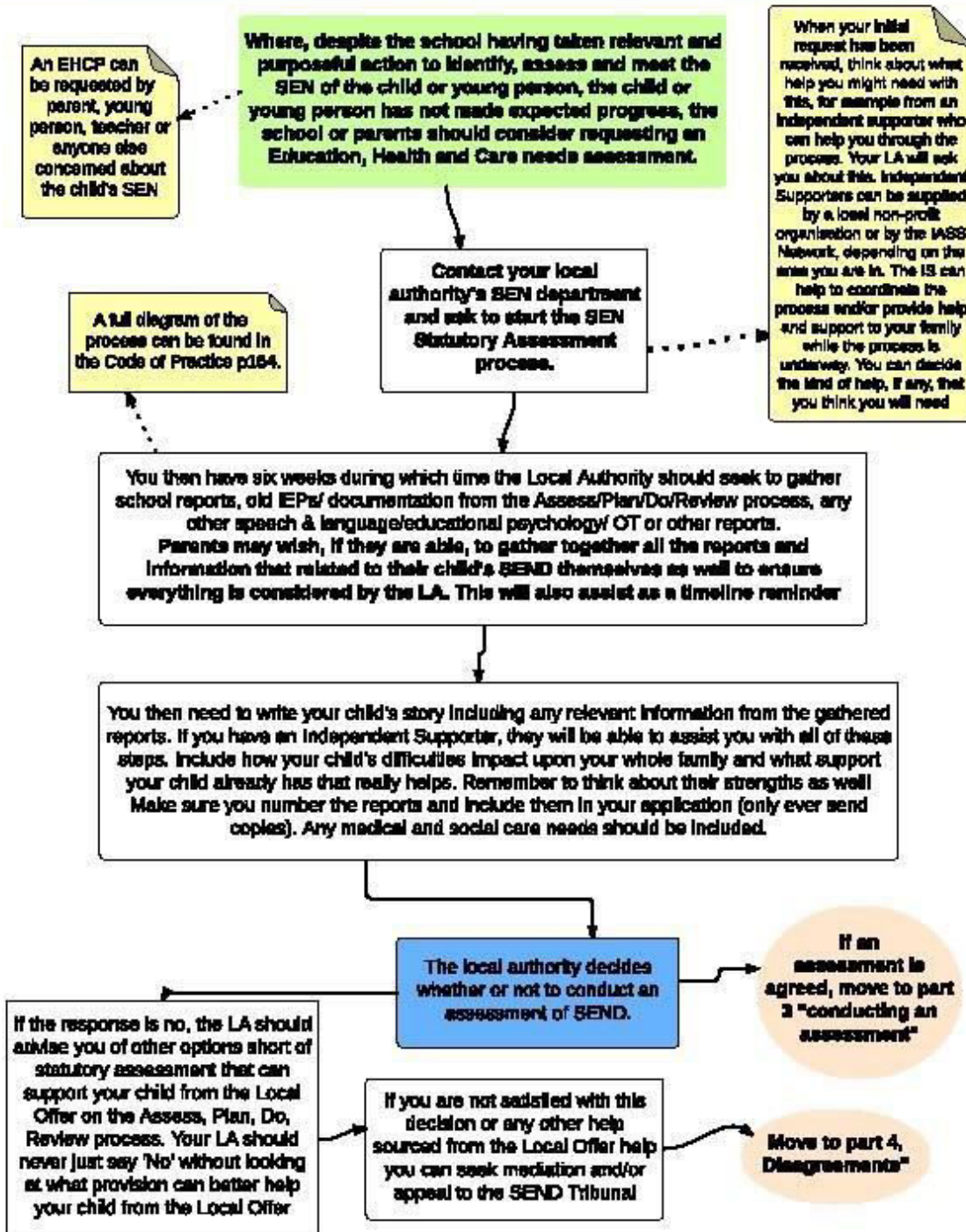
Appendix 6: SEND parental letters of communication

- Letter 1: Monitoring
- Letter 1a: Plan
- Letter 1b: No Support
- Letter 2: Do
- Letter 3: Review

## Appendix 1



### Requesting an Education, Health and Care (EHC) Needs Assessment



## SEND COP 4 PART CYCLE

Where a student is identified as having SEND, Take 1 will endeavour to take action in removing barriers to learning and put effective special education provisions in place. The support we will provide will go through what is commonly known as the 4 part cycle. This cycle will allow Take 1 to make early decisions and actions which will be revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

The following stages will be explained;

Pre assessment steps:

1. Pre 1: High quality teaching; to be expected (good/outstanding).
2. Pre 2: Identification; Teachers and SEND team identify known needs of the student and present these to the SENCO (concern form). The SENCO will then collate any previous records and data to validate identification.

4 Part Cycle:

C. Step 1: Assess;

4. Step 2: Plan;
5. Step 3: Do;
6. Step 4: Review;

Further Education: What happens next?

D. Transition

Pre Assessment Steps

High Quality Teaching: High quality teaching, differentiated for the individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot and will not be able to compensate for a lack of good or outstanding teaching. Take 1 carry out regular and reviews to measure the quality of teaching for all pupils (including those at risk of underachieving). The process of reviewing the standard of teaching will include the identification of areas to improve upon, according to the Department of Education and OFSTED expectations. This will be followed by, implementing CPD sessions and training when gaps have been identified. This will include improving teachers understanding of strategies to identify, support vulnerable pupils and their knowledge on the profile of SEND categorisations and sub categories, how best to seek information, support and gain progress professionally and in that of their students. The aim is to ensure that the teacher's knowledge on SEND is current and practised within the classroom/ learning environment.

Identification: When deciding to make a special education provision referral to a SENCO the member of staff will be required to present the following;

- The teacher or teaching assistant must at first gain probable reason for concern and propose possible area of need/s using the Take 1 student concern form).
- Qualitative and informative detail with regards to the student's strengths and weaknesses.
- Have contacted parents about concerns and made adequate notes of which will be passed to the SENCO.
- Gathered relevant data for example; assessment scores, comparative national curriculum scores, expected level of attainment, behaviour (incidents), possible patterns in behaviour, attendance, qualitative observations, feedback from parents and known agencies.

All of the above will be presented to the SENCO. Following the submission of relevant evidence and confirmation of high quality teaching, then and only then, will the SENCO begin an investigation and execute the initiation of the 4 part cycle (graduated approach).

If teaching is not judged as high quality (good or outstanding) then CPD training will be provided and teaching practice will be monitored. Following this the teacher will provide evidence (as above) and if the need of the student is evidently apparent, the SENCO will progress with the initiation of the 4 part cycle.

#### 4 Part Cycle – The graduated Approach

- 1) **Assess:** The teacher and SENCO will work collaboratively to execute a detailed analysis of the pupil's need/s. This process will draw upon teacher assessment and experience of the pupil, their previous progress and attainment, as well as information from Take 1's curriculum progress, attainment, and behaviour. Where necessary we will draw upon other curriculum assessment outcomes and behaviours. The pupil will also be compared against progress more, equal or less than the national curriculum age related expected levels (English, Maths & Science).

- 2)  
In addition to this, we will seek to gain information from the parent/s or guardian/s and the pupil. This will include: prior communication (logged and recorded on file), and new lines of contact. We as a school will take seriously any concerns raised by a parent or a legal guardian and these details will inform the assessment of a student need or needs. This assessment process will be reviewed regularly by the school SENCO. This will help to ensure that the intervention/s are matched to the need, barriers to learning are identified and overcome, so that a clear picture of the interventions put in-place and their effect is developed. In some cases of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of their need.  
In cases when a student has multiple agencies (i.e. health care, social services) involved these professionals should liaise with the school to help inform the assessments. If these agencies are known but are not working with the school then the SENCO will aim to contact them with the consent of the parent/s or legal guardian.

2) **Plan:** Where it has been decided to provide a student with SEND support, the parent WILL be formally notified (Letter), however parents should already have knowledge and an understanding of the assessment process through the academies process of gathering information around the identified pupil. The teacher (whom made the initial referral) and the SENCO will agree in consultation with the parent and pupil the adjustments, intervention and support to be put in-place, as well as the expected impact this will have on progress, development and/or behaviour. Finally, a date will be set to review. The SENCO will draw up an individual provision map of which clearly identifies the intervention schedule, purpose, outcomes and SMART targets.

The SENCO will strive to ensure that all teachers and support staff who work with the pupil will be made aware of the identified needs (assessment), the outcomes sought, support (interventions) provided and any teaching strategies that are required.

The support and intervention that Take 1 identified will match the need of the pupil, confirmed with reliable evidence of effectiveness and lead by staff with the skills and knowledge equipped to deliver. Parents will be fully informed and confirmation of understanding will be sought by the SENCO to ensure that the parent or legal guardian is fully aware of the planned support and intervention. The SENCO will seek parental/guardian involvement throughout to reinforce or contribute to progress at school and at home.

3) **Do:** The class or subject teacher will remain responsible for working with the child on a daily basis or as timetabled. Where the intervention involves group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. The teacher will work closely with any teaching assistant or specialist staff involved, to plan and assess the impact of support, intervention and how they can be linked to classroom teaching. The SENCO will support the subject teacher in further assessment of

the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4) Review: The effectiveness of the support and intervention and their impact on the pupil's progress will be reviewed in line with the agreed date (as outline in part 2 - Plan). The impact, quality of the support and intervention will be evaluated, along with the views of the pupil and their parent or guardian. This information will feed back into the analysis of the pupil's needs. The subject teacher will work with the SENCO to revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/guardian and pupil. The SENCO will review the student's individual provision map and judge (with parents, the student and teacher) if targets have been achieved and if modifications need to be implemented.

The SENCO will provide the parent/guardian with clear information about the impact of the support and intervention provided. This will allow them to become involved in planning for the next steps of progress, if required.

If a pupil has an Educational Health Plan (EHC), the local authority must review the plan as a minimum every twelve months. Take 1 will co-operate with the local authority in this review process.

Further Education:

Transition:

SEND support will include preparing students for the transition from secondary education into further education and/or employment, in preparation for adulthood. Once placement is confirmed and accepted, Take 1 will share information with the college or other setting that the student is progressing on to. Take 1 will agree with parent/guardian and pupil the information from their SEND file of what content will be shared, this will aid the planning and preparation for placement.

Take 1 will also strive to support students with the following;

Researching suitable placement; college, employment, apprenticeships etc. the attendance of interviews, open days and inductions.

- Support students with the completion and submission of application forms.

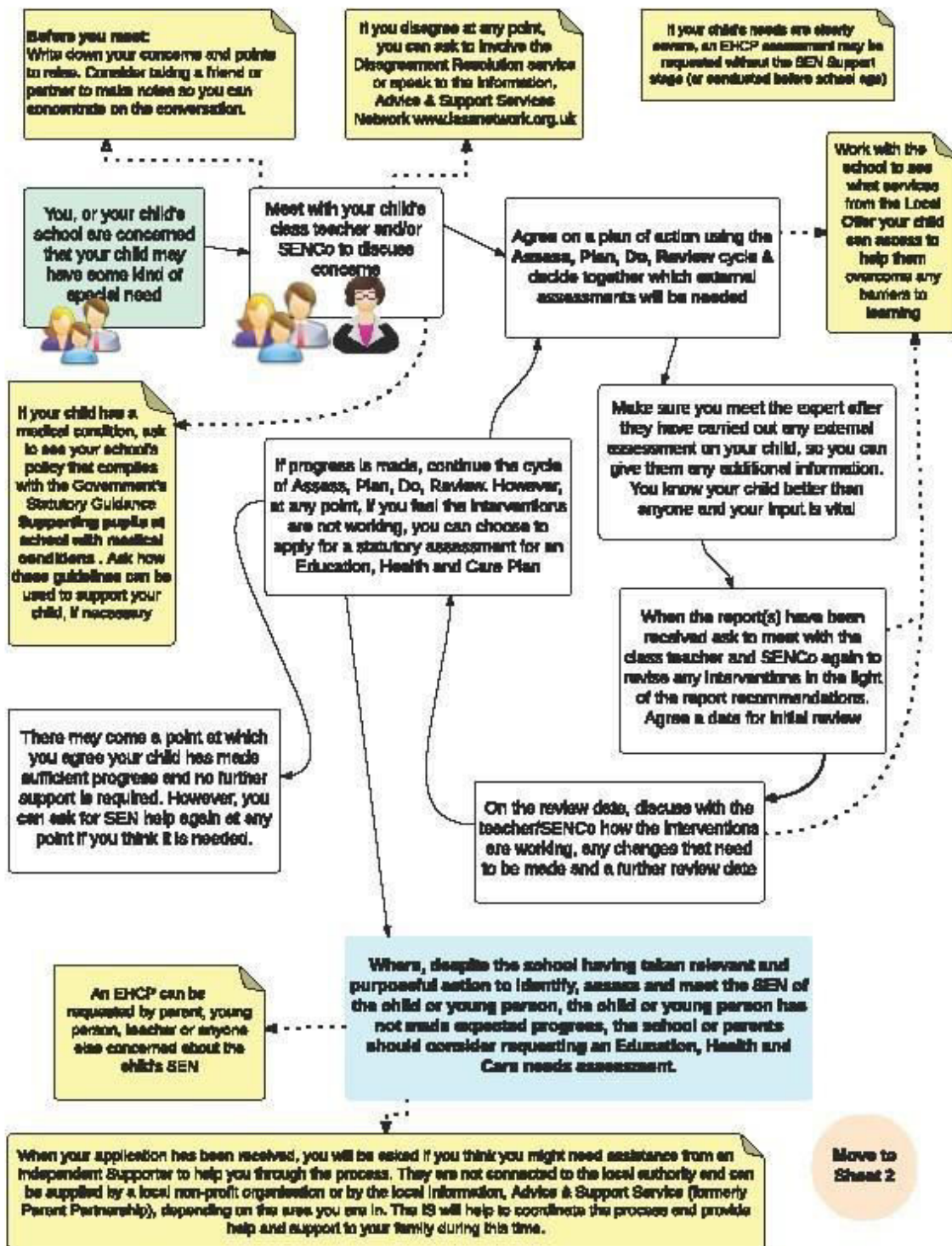
skills, qualities and aspirations.

- Providing opportunities to write curriculum vitae
- Seek support from other agencies (Futures, Apprenticeships etc.).

Appendix 3



# SEN Support in Schools



Move to Sheet 2

CONCERN FORM

Name of child/ young person:		Concern noted by:	
DOB:	Year:	Class:	Date concern noted:

Learning and cognition	Communication and interaction	Sensory and/or physical	Social, Emotional and Mental Health	Medical
Receptive language - Expressive language - Literacy – Numeracy –  Learning style	Communication skills – Methods of communication - Social skills - Interaction skills	Hearing – Vision - Fine motor - Gross motor - Mobility	Behaviour triggers – Emotional difficulties - Social skills	Medication – school SENDco

<p>Detail action already taken, considering the following:</p> <p>Differentiated work - advice sought – used peer support – training undertaken – information sought – discussed with parent/carer</p> <hr/> <p>Support or further action requested, considering the following:</p> <p>Alert only – additional information – training – observation – school-based assessment – support for differentiation strategies - concerns to be shared with parent/carer - copy of concern Form passed to SENCO - Teacher copy filed</p>
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## Appendix 5

SEND parental letters of communication Letter 1: Monitoring

Dear [Parents/Carer]

Re: [Student Name]

I am writing to inform you that we will be monitoring your [son/daughters] progress in order to ascertain if there is a need for further appropriate support in attaining academic progress.

If you have any questions regarding this process please Take 1's SENCo on the above number.

Kind Regards

SENCo

[Named SENCo]

Letter 1a: Plan

Dear [Parents/Carer] Re: [Student Name]

Further to our letter dated [date], regarding monitoring your child's progress. We would like to formally invite you for a meeting to discuss the findings of our monitoring process. We would appreciate if you could work with Take 1 in planning the support provided to your [son/daughter].

Please attend the meeting at [Gregory Boulevard] on [date] at [time].

If you have any questions regarding this process please contact the academies SENCo on the above number.

Kind Regards

SENCo

[Named SENCo]

Letter 1b: No Support

Dear [Parents/Carer] Re: [Student Name]

Further to our letter [dated], regarding monitoring your child's progress. We would like to inform you that at this current time the outcomes of the monitoring process have revealed that your [son/daughter] does not need to receive specialised support.

If you have any questions regarding this process please contact the Take 1's SENCo on the above number.

Kind Regards

SENCo

[Named SENCo]

Letter 2: Do

Dear [Parents/Carer]

Re: [Student Name]

Following the planning meeting dated [date].

I am writing to inform you that your [son/daughter] has been allocated support. The aim is that we promote progress towards achieving your [son/daughters] predicted target grades. I, as the SENCo, will work closely with all parties to ensure that interventions and strategies are monitored during the normal school day.

If you have any questions regarding this process please contact Take 1's SENCo on the above number.

Kind Regards

SENCo

[Named SENCo]

Letter 3: Review

Dear [Parents/Carer] Re: [Student Name]

Further to the implementation of support for your [son/daughter] we would like to formally invite you to attend a Review Meeting.

Please attend this meeting at [Gregory Boulevard/Sherwood Rise] on [date] at [time].

This is an opportunity to discuss your [son/daughters];

- Progress

- Possible areas of concern
- Modifications required to promote attainment

If you have any questions regarding this process please contact the academies SENCo on the above number.

Kind Regards

SENCo

[Named SENCo]