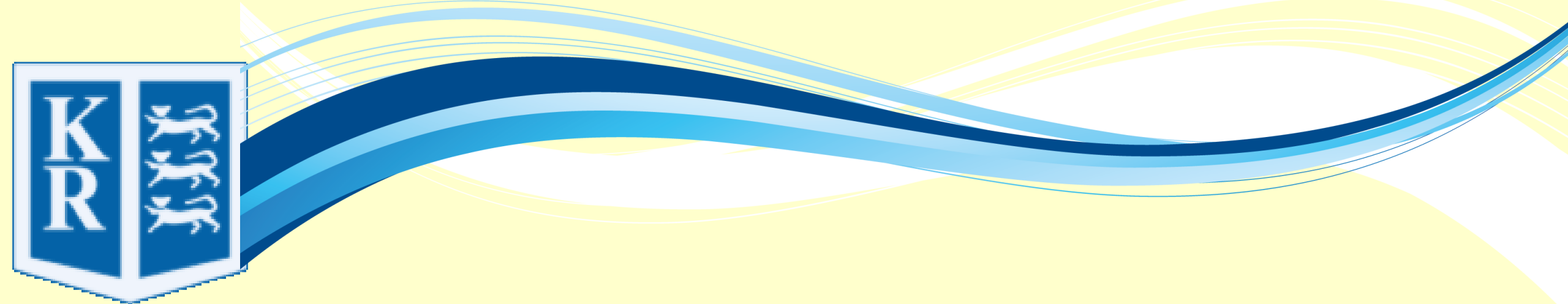



SEND at Kings Road

Thursday 23rd January 2025



Initial Concerns

- **Assessment data – ‘Tracking and Progress’ meetings**
- **Feedback from lunchtime supervisors**
- **Parental concerns shared with class teacher**
- **Teacher observations in class or around school**



SEND Initial Concerns

Name: _____ DOB: _____
 Date: _____ Class: _____

Strengths:

Area of need
 (Highlight or edit)

Communication & Language	Cognition & Learning	Social, Emotional & Mental Health
<p><i>Pupil has difficulties producing particular speech sounds or clarity of speech (please specify)</i></p> <p><i>Difficulties with verbal comprehension and listening skills</i></p> <p><i>Pupil often needs vocabulary simplifying for them</i></p> <p><i>Pupil often needs additional instructions or explanations given</i></p> <p><i>Pupil has continuing difficulty with social interaction, making and maintaining friendships despite social intent.</i></p> <p><i>Finds it difficult to initiate, maintain and close conversations</i></p> <p><i>Finds it difficult to stay on topic of conversation</i></p> <p><i>Struggles to read non-verbal clues</i></p>	<p><i>Working at a lower level than the class, (at least 1-2 years behind national expectations) despite targeted intervention</i></p> <p><i>Finds the pace of the curriculum difficult</i></p> <p><i>Difficulty with literacy skills – Reading, spelling, writing, phonic knowledge</i></p> <p><i>Difficulty with numeracy skills – number, Shape space and measure</i></p> <p><i>Moderate difficulties in learning independently, e.g. left without targeted adult supervision pupil may lose focus</i></p> <p><i>Difficulties remembering and retaining information</i></p> <p><i>Difficulties organising self or work</i></p>	<p><i>Child has become withdrawn or isolated</i></p> <p><i>Displaying challenging, disruptive or disturbing behaviour</i></p> <p><i>Low self-esteem - a negative response to his/her work or themselves.</i></p> <p><i>Displaying signs of anxiety/overly worrying about things</i></p> <p><i>Distracting others or easily distracted themselves</i></p> <p><i>Appears socially unskilled and not able to interact age-appropriately with peers</i></p> <p><i>Worries about or finds transition/change difficult</i></p> <p><i>Sometimes physically aggressive to peers in unstructured times</i></p>

Possible next steps...

- **'All About Me' profile**
- **Monitoring**
- **Observations from SEN team**
- **Ongoing communication with class teacher**
- **Ordinarily Available Inclusive Provision**
- **Provision Map**
- **SEN List / Register**
- **Specific interventions**
- **Specific screening e.g. WellComm, IDL**


Ordinarily Available Inclusive Provision

Areas of need:			
Communication and Language <input type="checkbox"/>	Cognition and Learning <input type="checkbox"/>	Social, Emotional & Mental Health <input type="checkbox"/>	Sensory and/ or Physical <input type="checkbox"/>
QFT strategies already in place			
<input type="checkbox"/> Differentiated level of work prepared <input type="checkbox"/> Visual aids (timetable, symbols, photos) <input type="checkbox"/> Multi-sensory teaching approaches used (VAK) <input type="checkbox"/> Instructions delivered in chunks <input type="checkbox"/> Prompts, reminders, check ins for understanding <input type="checkbox"/> Seating positioning	<input type="checkbox"/> Peer mentoring <input type="checkbox"/> Grouped for support <input type="checkbox"/> ICT for support <input type="checkbox"/> Writing frame/word bank/mind map <input type="checkbox"/> New vocabulary provided, pre/post taught <input type="checkbox"/> Concrete resources (base 10, number line etc.)	<input type="checkbox"/> Use of an effective reward system <input type="checkbox"/> A distraction-free work area set up <input type="checkbox"/> Time out/reflection/calm area in the classroom <input type="checkbox"/> Other:	Document(s) referenced:


Check points	What we see	What you provide (Ordinary Available Inclusive Provision)	Resources	Age in months
EYFS Development Matters: page 33	<p>Around the age of 4, I may be using sentences of four to six words – "I want to play with cars" or "What's that thing called?"</p> <p>I may use sentences joined up with words like 'because', 'or', 'and'. For example: "I like ice cream because it makes my tongue shiver".</p> <p>I may use future and past tense for example, "I am going to the park" and "I went to the shop".</p> <p>I am beginning to use language to connect ideas, explain what is happening and anticipate what might happen next in a familiar situation.</p> <p>I am beginning to answer simple 'why' questions.</p> <p>I am curious about others and can adapt behaviour to fit in with</p>	<p>In addition to the above:</p> <p>Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?"</p> <p>Ask open-ended questions like "I wonder what would happen if....?" Encourage more thinking and longer responses.</p> <p><u>Sustained shared thinking</u> is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc.</p> <p>Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't</p>	<p>In addition to the above:</p> <p>Provide children with a rich language environment by sharing books and activities with them.</p> <p>Encourage children to talk about what is happening and give their own ideas.</p> <p>High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?" (Tiger That Came to Tea).</p> <p>Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.</p>	<p>48 months</p> <p>Step 13 (Early Years Support Tool)</p> <p>Range 5&6 (Birth to 5 Matters)</p>

'All About Me'

- What the child likes and does not like
- How to best support the child
- Who (at school!) knows the child best / the child feels most comfortable with

 All About Me

My name is Bob



I am in Year 4

All about me:

- I live with my Mum, my Dad and my two sisters. They are called Bobbina and Bobette.
- We have a dog and a cat
- I want to be a professional footballer when I grow up!

Things I like best:

- Football – I like watching football. I like playing when it is outside. I go to a club to play football on a Saturday.
- Being at home. I like walking about, watching TV and drawing.
- I like watching YouTube.
- I like English, Science and Art. I like it when we do Computing and we can change animations.
- My favourite foods are McDonalds, KFC and Burger King.

Things that make me unhappy:

- When I don't understand things in Maths.
- When people say, "Stop copying!" – I copy because I don't understand.
- When it is not the teacher in class that I am expecting it to be.
- When I have to leave home to go to school.
- When I have food that I don't like in my packed lunch.

How you can help me / strategies to help me:

- Having some colouring or drawing to do first thing in the morning for 5mins.
- Having something to chew on or fiddle with.
- Being given any awards in the classroom not in assembly. Sitting at the end of the row.
- Sitting near an adult in Maths for help.

Who helps me at school?

- Sometimes my friends – Bill and Ben
- Mrs A
- Miss B
- Mr C
- Mrs D

Things that are important to me.

- My teddy – Alvin
- My blanket with a butterfly
- My Dad, my Mum and my sister
- My pets
- That people know that I sometimes worry about things
- I would like to be a professional footballer

Provision Maps



Kings Road Primary School: Assess, Plan, Do, Review

Name:

Term coverage: Autumn 2 – Spring 2

Class:

Date written:

Areas of need: Communication and Language Cognition and Learning Social, Emotional & Mental Health Sensory and/ or Physical

QFT strategies already in place

- Differentiated level of work prepared
- Visual aids (timetable, symbols, photos)
- Multi-sensory teaching approaches used (VAK)
- Instructions delivered in chunks
- Prompts, reminders, check ins for understanding
- Seating positioning

- Peer mentoring
- Grouped for support
- ICT for support
- Writing frame/word bank/mind map
- New vocabulary provided, pre/post taught
- Concrete resources (base 10, number line etc.)

- Use of an effective reward system
 - A distraction-free work area set up
 - Time out/reflection/calm area in the classroom
 - Other:
- Document(s) referenced:

Review (outcome)

Assess Identified difficulties (what has been witnessed in school?)	Plan Long/ short term outcomes (what will the child's target be?)	Do Resources/ strategies/ provision (put in place to support)	Emerging Seen for the first time (date)	Developing Seen sometimes (date)	Achieved Seen often (date)
Area of need (1) <input type="checkbox"/> Communication and Language <input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Social, Emotional & Mental Health <input type="checkbox"/> Sensory and/ or Physical	Strengths: Short term (SMART) target	School Home			
Area of need (2) <input type="checkbox"/> Communication and Language <input type="checkbox"/> Cognition and Learning	Strengths:		Emerging Seen for the first time (date)	Developing Seen sometimes (date)	Achieved Seen often (date)

Kings Road Primary School: Assess, Plan, Do, Review

Social, Emotional & Mental Health <input type="checkbox"/> Sensory and/ or Physical <input type="checkbox"/>	Short term (SMART) target	School			
Identified difficulties		Home			

Teacher signature:	Parent signature:	Date(s) shared with parents:



Referrals to External Agencies

- **Who we refer to depends on the type of need and which GP your child is registered with**
- **They have their own referral processes but all require evidence of need and what has already been tried to support the child (usually two full terms of 'Assess, Plan, Do, Review' – Provision Map)**

Referrals to External Agencies

- **Educational Psychologist (EP)**
- **Speech and Language Therapist (SaLT)**
- **Trafford Combined ADHD Service (TCAS)**
- **Trafford Autism and Social Communication Pathway (TASC)**
- **Trafford Sensory Impairment Support Service (TSISS)**
- **Trafford SEN Advisory Service (SENAS)**
- **Occupational Therapy (OT)**

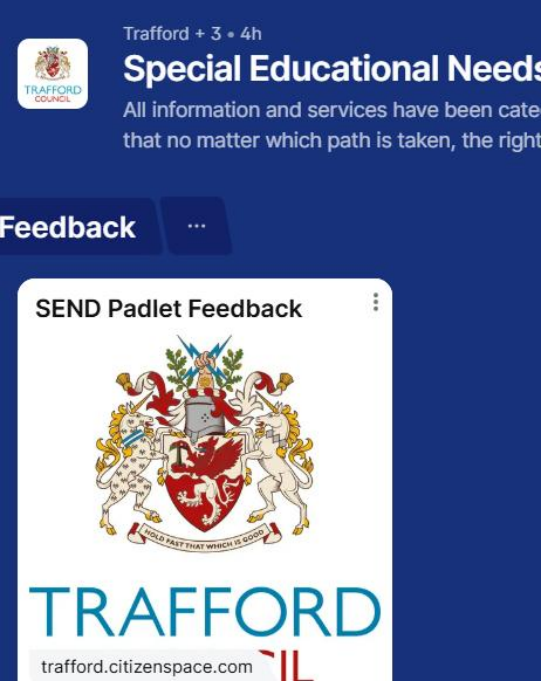
Education Health Care Plan (EHCP)

- **Education Health Care Needs Assessment (EHCNA)**
 - Carried out by the local authority
 - Statutory timescales
 - Evidence of ongoing need that cannot be supported at SEN Support level
 - High threshold
- **Education Health Care Plan (EHCP)**
 - Specified outcomes
 - Reviewed annually
 - Does not necessarily mean 1:1 support

Local Information

[Trafford Local Offer](#)

<https://padlet.com/TraffordThrive/special-educational-needs-and-disability-send-padlet-cls9zqlgz0q2ar94>



Trafford Directory

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Trafford SEND Local Offer

Welcome to [Trafford's local offer of support](#) for children and young people with Special Educational Needs.

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Advice and information

[Get started with SEND](#) [SEN Support](#) [Needs assessment](#)

