

Good practice for SEND and vulnerable children

<p>How do we communicate with children, parents and outside agencies?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multi agency review meetings. (at least 3 times a year) <input type="checkbox"/> Telephone calls. <input type="checkbox"/> E-mails. <input type="checkbox"/> Leaflet support for parents from outside agencies. <input type="checkbox"/> Local offer on school website. <input type="checkbox"/> Pupil Passports to share and review targets. (parent s comments) <input type="checkbox"/> Parents evenings <input type="checkbox"/> Class learning journeys <input type="checkbox"/> Daily open door policy <input type="checkbox"/> Specific invitations to share success (assemblies) <input type="checkbox"/> Verbal reminders to encourage parental participation (with translators available) <input type="checkbox"/> SEND policy (on website)
<p>How do we know we are successful?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes and achievements of child/ren. <input type="checkbox"/> Measuring progress from starting point (tracking on-going each half term). <input type="checkbox"/> Children's well-being. <input type="checkbox"/> Readiness for learning. <input type="checkbox"/> Enjoyment and achievement. <input type="checkbox"/> Parents/children's views. <input type="checkbox"/> Quality first teaching (good/outstanding lesson observations) <input type="checkbox"/> Inclusive practice where ever possible. <input type="checkbox"/> Interventions when needed to ensure children reach expectations set. <input type="checkbox"/> Graduated response (informal/formal response - regular assessment and evaluation)

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	<ul style="list-style-type: none"> <input type="checkbox"/> Good attendance
<p>How does our setting contribute to positive outcomes?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a welcoming environment for all. <input type="checkbox"/> Seeing children as individuals. <input type="checkbox"/> Recognising and building on strengths.
	<ul style="list-style-type: none"> <input type="checkbox"/> Supporting areas of development. <input type="checkbox"/> Involving parents in the learning and development of their child. <input type="checkbox"/> Personalised Pupil Passports/EHC plans <input type="checkbox"/> Partnerships with outside agencies <input type="checkbox"/> Allocate TA support and 1:1 in classes where needed. <input type="checkbox"/> Learning mentor sessions with specific children. <input type="checkbox"/> Provide a nurture group for children who struggle with making relationships with others, communicating, following expectations of behaviour, challenges at home. <input type="checkbox"/> Tailored curriculum to include children's interests <input type="checkbox"/> SENCO oversees provision, reviews and evaluation <input type="checkbox"/> Differentiated planning to ensure children are successful <input type="checkbox"/> Respond and act upon parent questionnaires and voice <input type="checkbox"/> SEND appointed governor to liaise with SENCO <input type="checkbox"/> Offering bilingual support to parents and children <input type="checkbox"/> Make reasonable adjustments to routines and learning styles to accommodate specific needs
<p>How do we track data for SEND and vulnerable children?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tag children on Emag and analyse data half termly. <input type="checkbox"/> Questionnaires for class teachers to complete for children of concern to gain an insight into the feelings and needs.

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	<ul style="list-style-type: none"> <input type="checkbox"/> Pupil progress meetings. <input type="checkbox"/> SEND Support plan review meetings <input type="checkbox"/> Learning walks and book scrutiny
How do we identify 'early need'?	<ul style="list-style-type: none"> <input type="checkbox"/> Observation and assessment on entry against development matters ages and stages across all areas of curriculum, looking at prime areas first to ensure children are developing in these areas in order for children to be ready to learn (baseline). <input type="checkbox"/> Monitoring and tracking progress.
	<ul style="list-style-type: none"> <input type="checkbox"/> Background information about the child eg LAC, vulnerable children, previous settings, parents. <input type="checkbox"/> Acknowledge and act on parents concerns <input type="checkbox"/> Refer children to other services for assessment (CDC, SALT, Early help) <input type="checkbox"/> CPOMS
How do we evaluate progress based on starting point?	<ul style="list-style-type: none"> <input type="checkbox"/> Assess and track progress half termly. <input type="checkbox"/> Pupil progress meeting to analyse and evaluate data. <input type="checkbox"/> Identify gaps in children's development. <input type="checkbox"/> Put interventions in place where and when needed. <input type="checkbox"/> Differentiated planning and resources to match children's needs, challenges and style of learning. <input type="checkbox"/> Evaluate success of teaching and learning against assessment criteria. <input type="checkbox"/> Pupil Passport targets review <input type="checkbox"/> Nurture group assessments <input type="checkbox"/> Parent contributions to children's achievements and progress

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	<ul style="list-style-type: none"> <input type="checkbox"/> Feedback from outside agencies <input type="checkbox"/> Reports from LSS <input type="checkbox"/> Annual reviews (multi agency contributions and parents child's view) <input type="checkbox"/> Thoughts and feelings of the child from discussions
How are children safe guarded?	<ul style="list-style-type: none"> <input type="checkbox"/> Lead safeguarding officer in school with deputy if needed. <input type="checkbox"/> Records kept of incidents or comments said by children to adults on CPOMS <input type="checkbox"/> Confidentiality- information is on a need to know basis for adults working with vulnerable children. <input type="checkbox"/> Safe guarding training on-going <input type="checkbox"/> E-safety/PREVENT training <input type="checkbox"/> CPOMS training
What records do we	<ul style="list-style-type: none"> <input type="checkbox"/> Diary of intervention.
keep?	<ul style="list-style-type: none"> <input type="checkbox"/> Whole school provision map. <input type="checkbox"/> Minutes from review meetings. <input type="checkbox"/> Vulnerable children file. <input type="checkbox"/> Record of incidents CPOMS <input type="checkbox"/> Pupil Passports <input type="checkbox"/> Records of achievement. <input type="checkbox"/> Intervention records/timetables

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How do we address CPD?

- SLT discuss gaps in knowledge for staff working with specific children.
- Whole school annual updates and training provided within school and from outside agencies.

- TA's meetings
- Children's voice

- Close liaison with staff involved with SEND and vulnerable children
- Offer training according to children's identified needs
- SENCO drop ins