

Local First Inclusion

Primary SEN Support Plan - Case Study 3

Setting name: Woodlands Primary School

Special Educational Needs Coordinator (SENDCo): Trudie Jowett
Case study completed: June 2023

Setting context:

Woodlands Primary School is a larger than average-sized primary school. We have children from nursery age to Year 6 and the school is two-form entry. We have approximately 466 children on roll (including nursery).

We became a sponsor-led academy in July 2013, then became part of the Creative Education Trust in March 2015.

Currently, we have 61 children on our Special Educational Needs and Disabilities (SEND) register. Our highest area of need is Speech and Language in the Early Years Foundation Stage (EYFS) / Key Stage 1 and Learning and Cognition in Key Stage 2.

Our Assess, Plan, Do, Review (APDR) process:

- We use Provision Map to map and manage our provision and to create the plans, which are called 'Learning Passports'
- The SENDCo creates the format of the plan and oversees the setting of dates for meetings
- All staff are involved by identifying 'keyworkers' and ensuring the responsibility of children with SEND is not seen as the SENDCos or teacher's responsibility – but everyone's
- Plans include informed assessment and input from any outside agencies
- Keyworkers arrange the planning meetings with parents in the time allocated to them
- Keyworkers have training to support them to create the plans and they do this in designated time where the SENDCo is available to support and advise
- The keyworker will begin populating the plan prior to the planning meeting with parents. During the meeting this will be discussed with the parent and adapted to reflect their views. It will be written in a child friendly format so the child knows their target too
- Reviews are timetabled at least once a term for all children on the SEND register
- If staff identify emerging concerns, they can complete an internal Inclusion Team referral form highlighting these, the child's strengths and weaknesses and what they have tried already. The school Inclusion Team will then identify any additional support that needs to take place

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- Some children are monitored with regard to emerging concerns and may be added to our 'Enhanced Support Tab' whilst collecting information. The child may have a 3 week 'initial concerns' plan which is co-created by the SENDCo, in discussion with the parent and the class teacher

How do we support coproduction in the SEN Support Plans (SSPs)?

- All staff are involved in the process through the keyworker approach
- Pupil interviews take place when setting new targets or reviewing existing targets
- We plan for children to have specific focus time on their plans
- Termly planning and review meetings take place with parents

How do we implement and monitor the SEN Support Plans (SSPs)?

- The SENDCo monitors plans and dip samples some review meetings and gives feedback to the keyworker
- The plan is used as a live document that is edited and refined throughout the term during 'monitoring' sessions with the child
- During the 'monitoring' sessions with the children, staff will record if the provisions are in place using a monitoring sheet and discussions with the class teacher will happen if they are not evident
- Senior Leaders will use the Learning Passport during their class drop-ins
- All staff will be able to access a paper copy in the class Learning Passport folder but it is also available online via Provision Map
- The plans will have the core reasonable adjustments highlighted in green to make it easier for adults to identify
- Supply staff will be pointed to the Learning Passport in their welcome letter/ pack
- The SENDCo will carry out more intensive monitoring as part of their monitoring schedule

What support and training do we provide?

- We dedicate time in staff meetings/Teaching Assistant (TA) meetings using a 'drip feed' approach to promote and embed change
- Training for all staff is provided on language to be used, how to use reports, completing Identification of needs descriptors in educational settings (INDES) and then using INDES and Provision Expected at SEN Support (PEaSS) to create plans
- Staff create the plans in designated time where the SENDCo is available to support and advise
- The SENDCo offers support during some Planning, Preparation and Assessment (PPA) sessions – on average one drop-in per half term
- Any individual training needs identified in reports are listed on the SEND register and staff trained in this area are recorded here
- Training will also be identified to reflect the needs of the cohort

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What do our plans include?

- Plans reflect the holistic needs of the child by covering education, health and social care needs
- They include the views of the child – their likes, dislikes, what is important to them and how they want to be supported and include longer term aspirations
- Plans list the provisions used to support the child from the school Provision Map so that support that is ‘additional to and different from’ ordinarily available provision is evident
- Targets are identified which will then be broken into a termly step towards that overall target
- Targets are SMART by first listing the broad area of need, then breaking this down to what needs to be worked on and breaking this down further with a termly step. It is then highlighted who is responsible for this and by when and what the success will look like under the ‘Do’ section

What do we want to develop about our support plans and why?

- Develop children’s ownership of their targets and ensure these are regularly discussed with them
- Recognise effort or achievement of their targets – this will be given verbally but also with some children receiving a certificate during our Awards assembly
- Support children to talk about their targets and because steps are broken-down, they should experience success. If no progress is made, it should make it very clear to us that additional support or change needs to happen
- Support parents to be fully involved in the setting/review of their child’s targets
- Ensure keyworkers have a better knowledge of the child using reports to help inform their plans

What will we do next?

Develop a more rigorous moderation process for plans by all staff, not just the SENDCo, creating a system where we hold each other accountable and ensure we are all advocates of SEND.

- This needs to be a whole-school process where all staff are supported to work together so it is a shared responsibility
- Ensure that the APDR process gives all stakeholders the opportunity to feedback to help the process develop further and become more efficient
- This will be a continuous process of improvement, and this is OK! Current plans and approaches will continue to develop over time in response to feedback from stakeholders
- Continue to develop pupil voice
- Continue to work with other schools/networks to share good practice

Woodlands Primary Academy SEN Support Plan template (adapted from format on Provision Map)

Learning Passport for **child's name**

SEND Stage:

DOB:	Gender:	Tutor group:	Year group:	House:
Teacher:	Start date:	Review Date:	Plan number:	
Gifted and talented: Y/N	First language:	Free school meals:	Medical needs: Y/N	In care: Y/N
Pupil Premium: Y/N	Armed forces: Y/N	Attendance:	Young carer: Y/N	

SEN needs:

All about me

Educational needs	Health needs	Social/care needs
<p>Summary of needs and current attainment</p> <p>High-quality adaptive teaching strategies and reasonable adjustments listed here</p>		

Pupil voice

Things adults can do to help me:	I like:	I dislike:
Things that are important to me:	By year 6, I would like to be able to:	When I'm an adult I would like:

Parent/carer comments

Review of education needs	Review of health needs	Review of social care needs
What's important as a young adult	What's important by the end of Year 6	Any other comments (optional)

Professional guidance/external agencies [include any updates since last review](#)

Education	Health	Social care

Key attainment data

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Plan and Do

Target number	Area of need	Desired outcome	Termly Steps towards desired outcome	Who's responsible?	Actions/strategies/provision	Evidence required to show success (what we will see)

Strategies at home

Look what I've achieved!

Steps I've met

When	Target

List of provisions (additional to and different from)

Provision	Area of need	Start date	End date	Frequency	Length

INDES

Speech and language	Social communication and interaction	Cognition and learning	Social, emotional and mental health	Deafness	Visual Impairment	Physical disability, physical and neurological impairment, medical, independence and sensory

Plan agreement:

Agreed and signed by

Pupil	Parent	Teacher