

Primary SEN Support Plan - Case Study 1

Setting name: Hingham Primary School

Special Educational Needs Coordinator (SENDCo): Louise Spencer
Case study completed: July 2023

Setting context:

Hingham Primary is a local authority maintained primary school in a rural location. From Reception to Year 6 there are approximately 150 pupils on roll and a high level of deprivation. At the time of writing (March 2023) the total percentage of students with Special Educational Needs (SEN) was 16.2% SEN Support and 5.2% with an Education Health & Care Plan (EHCP): SEN total 21.4%. This is significantly higher than Norfolk and national averages.

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

SEN Support Plans (SSPs) are in place for all children and young people (CYP) with SEND. SSPs are also in place for children with EHCP's, using the outcomes from the EHC Plan to feed into small steps on the SSP. The SENDCo creates the template and makes some initial suggestions, then class teachers complete the plans. The SENDCo moderates the quality of the plans and monitors their delivery throughout the year.

The APDR cycle happens at the end of each term, after assessments and parent's evenings. Pupil progress meetings take place mid-term. SSPs are tweaked following these meetings.

Forward planning for the cohort happens in July and current teachers update the existing plans for their class before transition. Support staff, training and interventions are planned for September based on this.

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

SSPs are shared with parents and carers at parents' evenings. Child and parent/carers are involved in the review of the plans. A little bit of parent and pupil voice is reflected in there following discussions, but this is not clear in the plan itself and is something we would like to develop further. Pupil and parent questionnaires are completed with a specific focus on SEND.

Local First Inclusion

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

SSPs are kept on a shared drive and can be accessed and updated by all staff. Plans are also shared via CPOMS. Support staff are encouraged to add, comment on, and annotate plans. Teachers implement the plan and the SENDCo monitors.

The SENDCo monitors provision through talking to pupils, classroom walks, staff meetings, training and talking to staff. Plans are monitored at least half termly.

What support and training do we provide?

Teachers are supported through conversations with the SENDCo and by talking to the previous teacher or teaching assistant (TA). The Provision Expected at SEN Support (PEaSS) document is shared with staff to support with planning provision. Staff meetings have a 'SEN nugget' each week to share updates but also one good piece of best practice is shared.

They may have more specific support or advice from specialists, such as an Educational Psychologist (EP), Autistic Spectrum Disorder (ASD) specialist support teacher, speech and language therapist (SaLT) or occupational therapist. They develop this further by talking to parents and by knowing the child to identify what works.

Staff training is organised by the SENDCo / senior leadership team by looking at the areas of need relevant to our current pupils. A staff questionnaire is completed at the start of the year to identify further training needs.

Provision mapping is a shared process (SENDCo and teachers) and helps to target provision for specific learners, term on term.

What do our plans include?

The plan looks at the whole child and reflects the stages in the APDR cycle. We have updated our template for September 2023 with an 'about me' section to show the child's likes/strengths. We also added the other professionals/services who are currently involved with the child on the SSPs and include some helpful additional pupil information e.g., year group if working out of chronological year group for age.

Provision is appropriate and it is clearly written under the column 'plan.' Improvements are needed in consistency around setting smart targets in order to demonstrate small, measurable steps of progress.

The parent questionnaire asked whether the SSPs were easy to read but the results were mixed. We need to work with families to see what we can do to further improve clarity/accessibility.

Our curriculum was written with the needs of our pupils in mind and with the intent of removing barriers to success in each subject area.

Local First Inclusion

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

- Include a photo of the child
- Reflect the holistic picture of the child; their strengths, interests, and a bit more about them as a person
- Reflect and record parent/carer views
- Review key information e.g., other professionals involved in supporting the child/year group/working out of chronological year group
- Develop SMART/measurable targets
- Make the plans more accessible, used more easily by all staff and ensure they are updated collaboratively with staff and parent/carers

What will we do next?

A review of the SSPs was held with staff in the summer term 2023. The SENDCo had pre-populated the 'autumn' section of the plan using the new template, just to give some initial ideas. In discussion with staff, it was decided that teachers would use the Identification of needs descriptors in educational settings (INDES) documents to help them fill in the 'Assess' column and then PEaSS documents when completing the green 'Do' section. Staff fed back that having the two supporting documents to use alongside the SSP was really useful.

The revised SSP will be introduced in September. We will continue to develop and review this with staff and ask for parent feedback at coffee mornings.

Pupil SEN Support Plan Hingham Primary (new template to be rolled out from Sept 2023)

Name.....

Date of birth:	Year group:	Correct for age?
Teacher:	Date of plan:	Date of review:
Areas of SEN needs:	SEN stage:	Diagnosis:



About me:

Strengths: Capture the views of teacher, child and parent

Other professionals/services who are involved in my care:

Autumn:

	Assess	Plan	Do	Review	
	Barriers to learning?	What next? (SMART Target which is achievable in a term to work towards removing the barriers to learning)	How to achieve this target? (Action that is additional to and different from quality first teaching – include all interventions and how child can be supported at home)	How did I get on with this target? (What impact has the target had on the child's learning - next steps will be the new targets on next plan)	1: Little progress made 2: Some progress made 3: Achieved
1					
2					
3					
4					
Child views How I feel I have got on:					Sign and Date:
Parent/ carer views How I feel my child has got on:					Sign and Date:

Spring:

	Assess	Plan	Do	Review	
	Barriers to learning?	What next? (SMART Target which is achievable in a term to work towards removing the barriers to learning)	How to achieve this target? (Action that is additional to and different from quality first teaching – include all interventions and how child can be supported at home)	How did I get on with this target? (What impact has the target had on the child's learning - next steps will be the new targets on next plan)	1: Little progress made 2: Some progress made 3: Achieved
1					
2					
3					
4					
Child views How I feel I have got on:					Sign and Date:
Parent/ carer views How I feel my child has got on:					Sign and Date:

Summer:

	Assess	Plan	Do	Review	
	Barriers to learning?	What next? (SMART Target which is achievable in a term to work towards removing the barriers to learning)	How to achieve this target? (Action that is additional to and different from quality first teaching – include all interventions and how child can be supported at home)	How did I get on with this target? (What impact has the target had on the child's learning - next steps will be the new targets on next plan)	1: Little progress made 2: Some progress made 3: Achieved
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