

Primary SEN Support Plan - Case Study 2

Setting name: Colby Primary School

Special Educational Needs Coordinator (SENDCo): Hannah Everett
Case study completed: July 2023

Setting context:

Colby is a small, rural, local authority maintained primary school. The school currently has 142 pupils on roll, who are taught in mixed-age classes. There are five classes from Reception to Year 6. The proportion of pupils with English as an additional language (EAL) is below average, and those eligible for free school meals is broadly in line with the national average.

Our Special Educational Needs (SEN) profile for 2022-2023 shows that 19.7% of children in the school have been identified as having SEN (28 pupils out of 142). This consists of 16.2% at SEN Support and 3.5% with an Education Health & Care Plan (EHCP).

Below, we have outlined the percentage of pupils with SEN at Colby School who are identified with each of the four broad categories of need.

1. Cognition and Learning 57%
2. Communication and Interaction 22%
3. Social, Emotional and Mental Health 21%
4. Physical and/or Sensory 0%

43% of pupils on the SEN Register are girls, and 57% are boys.

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

SEN Support Plans (SSPs) are in place for all children with SEND. We call them 'Communication passports.' Plans are in place for children with EHCPs to show the short-term targets that will help children reach the longer-term outcomes identified in their EHCP. The plans are updated by teachers, reviewed by the SENCo and headteacher, and shared with parents termly.

We don't see our SSPs as 'paperwork'. They are the document that drives our SEN provision. If we keep this document updated, it guarantees that key aspects of our SEN provision are happening and evidenced. The termly updates ensure that:

- They capture the assess, plan, do, review cycle
- They are an up-to-date guide for all adults working with each child on SEN Support/EHCP

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- Pupil and parent input is gathered each term
- They provide the relevant evidence for any referrals or other support requests including Element 3 funding or EHCP needs assessment requests

As all plans are updated and reviewed by the SENCo and headteacher at the same times during the year, this provides opportunities for coordination of provision and the strategic deployment of resources. These processes are embedded in the SIR and SEN policy.

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

We have a termly 1:1 catch up with all pupils on the SEN register to gain their input on their support. This is written on their support plan in the form of an interview that is shared with parents. These interviews help to inform the support that is planned for the next term.

Parents are consulted every term about their child's provision. We seek input prior to each termly update of the support plan. We ask parents to sign off on the plan when it is shared each term.

We also have regular SEN surveys sent to parents. Parents can feed back anonymously if preferred on a range of SEND issues.

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

At each review point, the SENCo meets with class teachers to ensure that they are confident about the support that needs to be put in place to give children the best chance of achieving their targets. At this time, any concerns about capacity to deliver the support outlined in the plan are addressed. Do they have sufficient staff available with the relevant training? If not, the SENCo reviews options for additional support with the headteacher and the training plan is updated.

During the term, the SENCo has regular check-ins with class teachers about whether the support is being delivered as per the plans. The teacher has day-to-day responsibility for ensuring that support is given and raising any concerns with the SENCo.

Plans are shared with all relevant staff who work with the child. Staff are invited to share any concerns they have about their ability to deliver any aspects of support that they will be involved with (training, time etc).

At least half termly, teachers/support staff conduct a quick informal review of progress towards the termly targets to ensure that they are on track, adjusting the support as needed.

The SENCo conducts some observations during the year linked to SSPs. These will generally be linked to a theme. This year observations have been focussed on scaffolding and the SENCo monitored whether appropriate scaffolding was in place as outlined in plans to encourage increasing independence with learning.

At each review point, both the SENCo and the headteacher read all the SSPs. This allows for a whole school overview to ensure that targets are comparably ambitious across all

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classes. Having this overview also allows for strategic deployment of resources (e.g. where similar intervention work is needed for children in different classes – can they work together rather than 1:1).

Following each review point, the SENCo carries out an analysis of which targets were met/not met across the school. Trends are identified between classes/subject areas etc. Action points are identified (e.g. sharing of best practice where one class is using strategies that are proving particularly effective). Findings are shared at staff meetings, and with SEND governors.

What support and training do we provide?

A wide range of assessment tools are used to identify needs, and then teachers use the Provision Expected at SEN Support (PEaSS) document to help identify appropriate strategies to meet those needs. Teachers also consult with the SENCo about how they will support pupils.

SEND training is provided to staff each year. Training needs are identified by:

- The Colby SEND Strategic Improvement Plan which includes one or more focus areas for SEND Continuous Professional Development (CPD) each year.
- The identified needs of individual children or cohorts. The Colby SEND training plan is dynamic and responsive to needs that are identified during the year. In addition to training linked to the improvement plan, additional courses are scheduled throughout the year when gaps are identified.

We deliver a mix of whole staff training and smaller groups or individuals. For example, we have one Teaching Assistant (TA) who is becoming a Speech, Language and Communication Needs (SLCN) Champion and she will then share best practice with colleagues. Training is delivered during assembly time, staff meeting time and/or support staff being paid overtime to complete relevant training.

A full list of SEND training undertaken by staff each year is detailed in the Colby SEN Information Report.

What do our plans include?

Our communication passports contain:

- Termly interviews with children about their strengths, areas of difficulty and what support they find most useful
- Pupil profile, outlining strengths and interests as well as needs

For each area of need identified, the plan provides:

- Termly summary of current picture
- Termly SMART target

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- Outline of strategies and provision to help the child meet their target (specific outline of length and frequency of interventions to allow provision to be costed). PEaSS is used to support this process
- Outline of how parents can support children to reach their targets

What do we want to develop about our Support Plans and why?

Things that are working well

- The plans are very structured and the termly updates ensure that we do what we say we are going to do in terms of our SEN provision (gathering pupil and parent voice, setting SMART targets etc)
- The plans are seen as a priority by senior leaders. SENDCo and headteacher check quality and consistency every term
- Plans provide good evidence for any referrals and we have had positive feedback from triage of support requests
- Parent surveys. Feb 23 survey – 100% of parents who responded know how to support children with targets at home. Nov 21 survey – 85% of parents described the plans as ‘helpful and easy to understand’

Next steps for development

Because they are comprehensive, they are also time consuming for teachers. Currently, teachers are given time to update plans, but this can be a bit ad hoc, and we feel a more structured timetable of release time to complete each termly review would be helpful.

Staff have received training and gained confidence completing Identification of needs descriptors in educational settings (INDES) this year. Next year we intend to conduct internal moderation of our SSPs, to make sure that they align with the needs identified in the INDES.

What will we do next?

Every September, our SSPs are updated as children transition to a new class. This year, we will include a session in the September inset days where teachers will be shown how the INDES for each child should be used as a starting point for planning so that plans are needed. The SENCo will deliver training and model the process using a worked example and staff will check that the SSP addresses all the areas of need identified and plan appropriate support to match. The SENCo and headteacher will check that the ‘Areas of Difficulty’ box aligns to the needs identified in the INDES. They will also ensure that the targets and support strategies outlined in the plan reflect the full range of needs identified.

Communication Passport (CP) - Blank template with guidance

Name:

Insert photo

D.O.B:

Year Group:

SEND stage: SEN Support/EHCP (choose one)

SEND support started: date

Area of support: Choose relevant area(s). See also 'Areas of Difficulty' section below.

Social, Emotional and Mental Health

Communication and Interaction

Cognition and Learning

Sensory and/or physical needs

WHAT AM I GOOD AT?

September 2022:

December 2022:

April 2023:

WHAT DO I FIND HARD?

September 2022:

December 2022:

April 2023:

WHAT SHOULD TEACHERS DO TO HELP ME?

September 2022:

December 2022:

April 2023:

(Also ask about their interests and extra curricular activities to help you fill in the 'Strengths and Interests' section.)

PERSONAL PROFILE

STRENGTHS AND INTERESTS

Personal qualities and interests. As well as talking about positive characteristics, you could mention clubs/activities they participate in (in and out of school). Do they have leadership roles/class responsibilities?

AREAS OF DIFFICULTY

Children may not be working at year group expectations, but why? What are their **barriers to learning**? Could their learning difficulties be caused by other underlying barriers? Is it a difficulty with language (receptive or expressive)? Or trouble with concentration and focus (SEMH)? Anxiety? Confidence? Working memory? etc.

Provide a brief bullet point summary here of their areas of difficulty.

When thinking about areas of difficulty, make sure you're thinking of the whole child and not just whether they are meeting curricular expectations. Schools have a duty to promote positive outcomes in the wider areas of personal and social development. From the earliest year, schools must help children gain the skills needed to make friends, gain independence and prepare for transition and adult life. Make sure your 'areas of difficulty' and 'strategies to support' reflect these aspects of development.

STRATEGIES TO SUPPORT

The sections below should match the 'areas of difficulty' outlined in the section above. Here is an example.

Area of difficulty 1. e.g. Literacy - Spelling

September 2022: Summary of current situation - level of attainment or current difficulties/behaviours. What **strategies** will you use to tackle the barriers to learning? See some examples here:

Link to PEaSS and other key docs on Google Drive

Target: e.g. To use visual strategies to spell 90% of the Y1 Common exception words (CEWs)

Specific, Measurable, Attainable, Realistic, Timely (SMART) targets.

Do not repeat the same target if previous target was not achieved.

School action: Bullet point list of support we will provide in order to help them reach their target. This could be a named intervention, but it could also be HQT strategies that you use during whole class teaching (e.g. for a child with expressive language as an 'area of difficulty' the strategy could be to allow the child time to discuss ideas with a talk partner before answering a question).

Be specific about how many sessions a week, how much TA time and whether that is 1:1, or in a group. We need to know how many children will be in the group to track costings accurately.

1. Lexia x 60 minutes per week (3 x 20-minute sessions)
2. One-to-one spelling intervention with teacher/TA trialling visual spelling strategies to support learning Y1 common exception words, using the Leiner system. (3 x 10 minutes per week 1:1).

Home action:

Bullet point list of how we would like parents to support this at home.

Use Spelling Shed at home 3 x 10 minutes per week.

To put up flashcards of 5 target words around the house each week and do regular mini quizzes.

Resources sent home

List of materials sent home to support 'Home Action'. E.g. flashcards of 5 target words to practice each week.

Area of difficulty 2

As above.

School action**Home action****Resources sent home****Area of difficulty 3**

As above.

School action**Home action****Resources sent home****PARENT CONTACT (you should outline all your contacts with families - below should be the minimum)**

September catch up: Record any relevant notes from your informal check in with parents after the summer holidays and make a note of any concerns. This can help inform the support you put in place this term.

Parents' evening 1 - October: see below. Please email a copy of your summary of parents' evening to parents as well as recording it here in the CP. This will include their feedback on the September version of their Communication Passport.

December catch up: Record any relevant notes from your informal check in with parents about term 1. Are they happy with the support so far? Make a note of any concerns.

Parents' evening 2 - February: see below. Please email a copy of your summary of parents' evening to parents as well as recording it here in the CP.

End of March catch up: Record any notes from your informal check in with parents about the second term. Are they happy with the support so far? Make a note of any concerns.

Early July: Give a copy of the final CP to parents and ask them to make a written comment below:

PARENT COMMENTS: JULY 2023.

At Parents' Evenings, please consider the following:

- Pupil progress at home and at school. Curricular and personal targets (SEMH, organisational, life skills).
- Has the school implemented all the planned support?
- Has the planned support been given at home?
- What is working/not working? What impact have the interventions/differentiation/home support had? Before and after assessments.
- Is the support helping them reach their long-term goals?
- What is important to the child now?
- Overall, are parents happy with progress/support?

Date Communication Passport discussed & agreed with parent: [Date and sign each time CP is discussed.](#)

Class teacher signature:

Parent signature:

Child signature:

Date Communication Passport discussed & agreed with parent: [Date and sign each time CP is discussed.](#)

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Date Communication Passport discussed & agreed with parent: [Date and sign each time CP is discussed.](#)

Class teacher signature:

Parent signature:

Child signature:

Communication Passport – Example completed plan

Name: XXXX

D.O.B:

Year Group:

SEND stage: SEN Support

SEND support started:

Area of support:

Communication and Interaction

Cognition and Learning

WHAT AM I GOOD AT?

September 2022: I do writing at home.

December 2022:

April 2023:

WHAT DO I FIND HARD?

September 2022: Computers is hard. Doing a job is good though.

December 2022:

April 2023:

WHAT SHOULD TEACHERS DO TO HELP ME?

September 2022: If I get hurt they can put a plaster on me. They can help me write.

December 2022:

April 2023:

PERSONAL PROFILE

XXXX is a happy, kind and caring boy. He enjoys playing with other children, particularly outdoor play. He has a small group of friends, and one friend who he is particularly attached to. XXXX is beginning to look after his own belongings such as his glasses and is becoming more independent at school. He is able to follow the daily routine and is increasingly able to take part in adult-led activities in a quiet environment, although concentration remains an area that is challenging for XXXX. XXXX is confident to ask the adults who look after him for help if he needs it.

XXXX likes structure and routine and can find it challenging if plans change. He can be emotionally sensitive and can use movement to help regulate his emotions.

STRENGTHS AND INTERESTS

XXXX likes playing with cars and can recognise the makes and models of cars. He enjoys engaging in active games with his friends. He also likes using the chinks on the playground and going on the scooters. He particularly enjoys role-play games (often involving being a builder, window fitter or mechanic) and loves to dress up and immerse himself within his imagination. He will often pretend to fix things. XXXX loves spending time in the garden and being outside. XXXX has recently shown a love of gardening, including using a spade or fork to dig in our raised beds. XXXX learns best when working one-to-one or in a small group, engaging in practical and play-based learning activities.

AREAS OF DIFFICULTY

Receptive and expressive language: XXXX needs support when listening to, understanding and following instructions and explanations, particularly in a whole class setting. He does not always pick up on grammatical differences between words. XXXX can have difficulty with word finding, vocabulary and some speech sounds.

Reading: XXXX needs support with reading and phonics. Following intervention work in Year 1, XXXX was able to recognise s/a/t/p/i/n but can not yet consistently recognise other letter/sound links, and some of the Year 1 learning is no longer secure.

Writing: XXXX needs support forming letters and can not yet write independently.

Number: XXXX has difficulties with counting, forming numbers and understanding that numbers represent a fixed amount.

Concentration: XXXX can find it difficult to maintain attention for longer periods.

Sensory processing and social communication needs.

Delayed non-verbal skills which might be indicative of more general learning needs.

STRATEGIES TO SUPPORT

Area of difficulty 1: Receptive and expressive language

September 2022: XXXX made good progress with the Nuffield Early Language Intervention (NELI) last year. As well as seeing progress in the NELI sessions, we also noticed an improvement in the classroom, both with XXXX's focus and communication skills. However, XXXX still finds it difficult to follow instructions and maintain focus on what the teacher is saying, particularly in a whole class setting. Some of XXXX's speech sounds are still unclear.

September target - receptive language: When given a CVC word, XXXX will be able to identify the correct rhyming word when given 3 options, with 80% accuracy.

September target - expressive language: Given a category, XXXX will be able to name 3-5 items in that category (e.g. school items, home items, clothing, animals, colours, toys, etc.) with 80% accuracy, on 4 out of 5 occasions.

School action:

XXXX will take part in a targeted small group speech and language intervention programme, following activities approved by the Norfolk & Waveney Speech & Language Therapy Service **(3 x 20 minutes per week, 4:1)**.

In addition, XXXX will take part in adult-led, hands on, play-based language activities, often working outside. Adults will model language and also extend XXXX's language by modelling his sentences with additional vocabulary **(5 x 30 minutes per week, 2:1)**.

XXXX will continue to be taught the NELI 'listening rules' and these will be reinforced at the start of sessions.

XXXX will be supported with his use of emotional language to support emotional regulation **(2 x 30 minutes per week, 3:1)**

Additional thinking time when answering questions.

Careful seating arrangements will allow XXXX to clearly face the teacher in class to support his communication and focus.

A range of strategies will be used to ensure XXXX is paying attention. e.g. the adult will say his name before giving an instruction.

Use a 'Now and Next' visual timetable to show XXXX what is happening next in order to support with his concentration when following instructions when needed.

XXXX will be asked to repeat back instructions in a clear way after modelling language and pronunciation of words.

XXXX will be given extra opportunities to develop confidence in his expressive language skills e.g. delivering messages around the school. He will also receive additional supervision at break and lunchtimes to support his social interactions and encourage communication with his peers **(2.5 hours per week 2:1)**.

Home action:

During regular reading to XXXX, ask him to answer questions about the story and explain the meaning of any words that he does not appear to understand.

Watch Cbeebies bedtime programme and discuss the story with XXXX, focussing on simple vocabulary.

Area of difficulty 2: Reading

September 2022: XXXX is not yet able to decode words for reading. He can focus for short periods on sharing a book with an adult and is aware that books are fun and have stories in them. XXXX made progress last year with the s/a/t/p/i/n phonemes and his next step is to be able to isolate these as initial sounds in CVC words. XXXX will benefit from an individualised curriculum for literacy.

September target 2022: To be able to recognise the initial sound in CVC words accurately 4 out of 5 times. [Words beginning with s/a/t/p/i/n phonemes and m].

School action:

- XXXX will have a daily targeted 1:1 literacy intervention working on recognising the s/a/t/p/i/n phonemes as initial sounds. Adults will use concrete resources, modelling and scaffolding throughout tasks. Once secure, XXXX will move on to learning/recognising the initial sound /m/. After half term, we will monitor progress towards this target using a precision teaching approach **(5 x 10 minutes per week 1:1)**.
- XXXX will be encouraged to engage in his target literacy activities during garden time (2 mornings per week), during language and cross curricular intervention times (outline above and below) and in the classroom (e.g. being prompted for the initial sound of classroom vocabulary e.g. pen, tap etc).
- Daily Phase 2 phonics group **(5 x 30 minutes per week)**.

Home action:

- XXXX to play 'Monkey Game' with an adult.
- Adult to gather together 'real' objects beginning with /m/ (marble, toy monkey, toy motorbike, mat, meatball, milk, mirror, mum etc) and practice saying the words with XXXX repeating afterwards.
- Practice writing m letter shape in shaving foam, mud, wet sand, crayons, Play-Doh, rice etc.

Resources sent home:

Monkey game.

Area of difficulty 3: Writing

September 2022: XXXX needs support when independently forming letters. XXXX will benefit from an individualised curriculum for literacy.

September target: To independently write his name.

School action:

- Supported and 'ghost' writing sessions **(at least 2 x 10 mins per week 5:1)**.
- Use a pencil grip when writing.
- Whiteboard marker, tracing over his name every morning **(5 minutes 1:1 with a TA daily)**

- Early morning work - orange book to have s/a/t/p/i/n/m for XXXX to trace over (**5 minutes 1:1 with a TA daily**).

Home action:

Supporting XXXX to write his name.

Resources sent home:

Name card

Area of difficulty 4: Number

September 2022: XXXX cannot yet reliably and accurately count past 3 independently and does not have 1:1 finger correspondence when counting real objects. XXXX will benefit from an individualised curriculum for maths.

September target: To count to 5 accurately 80% of the time by the end of term.

School action:

- XXXX will have daily targeted numeracy intervention focusing on 1:1 correspondence and counting up to 5. He will work 1:1 with an adult using concrete resources, modelling, and scaffolding throughout tasks. After half term, we will monitor progress using a precision teaching approach (**5 x 10 minutes per week 1:1**).

- XXXX will be encouraged to engage in his target number activities during garden time (2 mornings per week), during language and cross curricular intervention times (outline above and below) and in the classroom (e.g. counting 5 children in the line, counting 5 coats, counting 5 chairs etc).

Home action:

XXXX to have lots of counting opportunities (e.g. counting up to 5 as you walk upstairs with XXXX, counting out 5 forks, 5 spoons, counting 5 bath toys, 5 shoes, 5 cars in the street etc).

Wider curricular support.

In addition to the areas outlined above, XXXX's learning for subjects such as history, geography, and science will be adapted to his individual needs and delivered in practical ways (**4 hours per week 2:1**).

PARENT CONTACT

Date Communication Passport discussed with parent: Various contacts over the summer holidays.

The SENCo was in touch with Mum over the summer to arrange a referral for XXXX to see an Educational Psychologist from CEPP.

Class teacher signature:

Parent signature:

Child signature:

Date Communication Passport discussed with parent: 7 September

SENCo catch up with Mum after the summer. Mum and Dad also attended a meeting with the CEPP Educational Psychologist in school to discuss XXXX's development.

Class teacher signature:

Parent signature:

Child signature:

Date Communication Passport discussed with parent: 23 September

Email to confirm that I had been contacted by Norfolk and Waveney Speech and Language department to arrange an appointment to do XXXX's SALT assessment next month. Mum confirmed that she is happy for assessment to go ahead and for information to be shared with the therapist.

Class teacher signature:

Parent signature:

Child signature:

Date Communication Passport discussed with parent:

Class teacher signature:

Parent signature:

Child signature:

Date Communication Passport discussed with parent:

Class teacher signature:

Parent signature:

Child signature: