

Firs Primary School

Updated: September 2021

At Firs Primary School we promote an inclusive approach to SEND in line with the SEND Code of Practice and the Derby City Graduated Response process.

The Graduated Response

There is a consistent whole school, graduated approach to the identification and assessment of pupils with SEND.

1. Initial staff concern raised with SENCo. Additional monitoring of child for up to 6 weeks.

2. Child no longer needs support **OR** more intense support required; provided and recorded on individual provision map (IPM).

3. Specialist support from external agencies e.g. Ed Psych. Multi-element plan (MEP) with specific targets and interventions created.



4. An Education Health and Care Plan (EHCP) application is made for children who require ongoing, significant alternative provision or support, to enable them to access the curriculum or meet their learning needs

Pupil Voice

Parental Engage-Pupils take an active role in the review Parents are invited to attend the plan, and target setting process. At three do, review meetings with teachers. points in the year they will meet with Their comments are recorded as part of the class teacher and SENCo to discuss the review process. the support they receive and their tar-

Parent questionnaires are also handed out during review meetings, so that we can get parent feedback about existing SEND practice within the school.

Plan

The Review Cycle

SEND reviews take place at least three times per year. These are usually in November, March and July.

Parents are invited to attend a meeting with the child's class teacher (and the SENCo if required). Current targets and provision are reviewed and new targets are set. External agencies may be invited if necessary.

Classroom Environ-

gets. Pupil profiles are completed in

July by pupils with SEND, and this infor-

mation is passed to their new teacher

as part of the transition process.

We ensure that learning environments are fully inclusive and meet the needs of all pupils in our school e.g. each classroom has a visual timetable and teachers use Communication in Print to support pupils with language needs.

Interventions

Interventions in school include: Colourful Semantics, Precision Teaching, pre and post teaching, RWI boosters, PECs, Toe by Toe, Peer Support, Lego Therapy, Speech and Language Link., Talk Boost, Peer Reading, Zone of Regulation

Monitoring and Report-

SEND pupil attainment and progress data is analysed termly and presented to Governors. Pupils with SEND are also discussed at termly Diminishing the Difference meetings between teachers and the senior leadership team.