

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

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	<ul style="list-style-type: none"> <li>• Supporting areas of development.</li> <li>• Involving parents in the learning and development of their child.</li> <li>• Personalised IEPs/EHCplans</li> <li>• Partnerships with outside agencies</li> <li>• Allocate TA support and 1:1 in classes where needed.</li> <li>• Learning mentor sessions with specific children.</li> <li>• Provide a nurture group for children who struggle with making relationships with others, communicating, following expectations of behaviour, challenges at home.</li> <li>• Tailored curriculum to include children's interests</li> <li>• SENCO oversees provision, reviews and evaluation</li> <li>• Differentiated planning to ensure children are successful</li> <li>• Respond and act upon parent questionnaires and voice</li> <li>• SEND appointed governor to liaise with SENCO</li> <li>• Offering bilingual support to parents and children</li> <li>• Make reasonable adjustments to routines and learning styles to accommodate specific needs</li> </ul>
<p>How do we track data for SEND and vulnerable children?</p>	<ul style="list-style-type: none"> <li>• Tag children on Emag and analyse data half termly.</li> <li>• Questionnaires for class teachers to complete for children of concern to gain an insight into the feelings and needs.</li> <li>• Pupil progress meetings.</li> <li>• IEP review meetings</li> <li>• Pivats</li> <li>• Learning walks and book scrutiny across 3 schools</li> </ul>
<p>How do we identify 'early need'?</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Monitoring and tracking progress.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Background information about the child eg LAC, vulnerable children, previous settings, parents.</li> <li>• Acknowledge and act on parents concerns</li> <li>• Refer children to other services for assessment (CDC, SALT, Early help)</li> <li>• Diary of incidents</li> <li>• CPOMS</li> </ul>
How do we evaluate progress based on starting point?	<ul style="list-style-type: none"> <li>• Assess and track progress half termly.</li> <li>• Pupil progress meeting to analyse and evaluate data.</li> <li>• Identify gaps in children's development.</li> <li>• Put interventions in place where and when needed.</li> <li>• Differentiated planning and resources to match children's needs, challenges and style of learning.</li> <li>• Evaluate success of teaching and learning against assessment criteria.</li> <li>• IEP's</li> <li>• Nurture group assessments</li> <li>• Parent contributions to children's achievements and progress</li> <li>• Feedback from outside agencies</li> <li>• Reports from LSS</li> <li>• Annual reviews (multi agency contributions and parents child's view)</li> <li>• Thoughts and feelings of the child from discussions with learning mentor.</li> </ul>
How are children safe guarded?	<ul style="list-style-type: none"> <li>• Lead safeguarding officer in school with deputy if needed.</li> <li>• Identified TA for each class to communicate any concerns to lead officer about vulnerable children.</li> <li>• Records kept of incidents or comments said by children to adults on CPOMS</li> <li>• Confidentiality- information is on a need to know basis for adults working with vulnerable children.</li> <li>• Safe guarding training on-going</li> <li>• E-safety/PREVENT training</li> <li>• CPOMS training</li> </ul>
What records do we	<ul style="list-style-type: none"> <li>• Diary of intervention.</li> </ul>

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<p>keep?</p>	<ul style="list-style-type: none"> <li>• Whole school provision map.</li> <li>• Minutes from review meetings.</li> <li>• Vulnerable children file.</li> <li>• Record of incidents CPOMs</li> <li>• IEP's</li> <li>• Records of achievement.</li> <li>• Intervention records/timetables</li> <li>• Assessment for nurture group</li> </ul>
<p>How do we address CPD?</p>	<ul style="list-style-type: none"> <li>• SLT discuss gaps in knowledge for staff working with specific children.</li> <li>• Whole school annual updates and training provided within school and from outside agencies.</li> <li>• Cluster meetings.</li> <li>• TA's meetings</li> <li>• Children's voice</li> <li>• Nurture group training/meeting</li> <li>• Close liaison with staff involved with SEND and vulnerable children</li> <li>• Offer training according to children's identified needs</li> <li>• SENCO drop ins</li> </ul>