



Special Educational Needs and Disability (SEND) Policy

Agreed by Governors: Autumn 2024

To be reviewed: Autumn 2025

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1. Introduction

Our school is designed to be welcoming, attractive and stimulating. We aim to create a safe, caring environment so that everyone can develop, learn and grow. We support all our learners, no matter what their needs might be. We value everyone in our school family and in our wider community and we know how important it is to provide our children with a broad and balanced curriculum.

At Dothill Primary School we celebrate our achievements, our gifts and our cultural diversity, irrespective of individual differences, within the protected categories of the Equality Act of 2010.

We take pride in making a positive contribution to our school and the wider community.

All our pupils, including those with SEND, have gifts that contribute to the growth and development of our school. We are an inclusive school, providing teaching that is tailored towards individual learning. We provide challenge and support, so that everyone can reach their full potential. We help children to develop 'life skills' and promote high expectations for everyone through activities which are fun and enjoyable.

We have an excellent team of qualified teachers and teaching assistants who work hard to make this happen. All our adults are trained to recognise when children might need additional help and take the steps needed to secure this as quickly as possible.

The school's SENDCo is responsible for ensuring that this support is put in place in the best possible way in all areas of the school.

Our school SENDCo is Miss Sherrell Brotherton.

2. What does SEND mean for my child?

The term 'SEND' is an abbreviation of:

**Special
Educational
Needs and / or
Disabilities**

The Children and Families Act 2014 explains that a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

"A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."

In our school, the SENDCo also supports children who are learning English as an additional language (EAL).

“Special educational provision means:

Educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the L.E.A.”

We firmly believe that **all** teachers are teachers of pupils with SEND. As a school, we adapt teaching and activities according to the needs of the children in our care.

We monitor all pupils’ progress as a school and identify those who are not making adequate progress. Early identification gives pupils the best support.

The Four Broad Areas of need

Children who struggle to make progress may present difficulties in one or more of these areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The SEND Code of Practice recognises these as the ‘four broad areas of need’. The Code of Practice can be found at [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551222/send_code_of_practice_0_to_25_years.pdf).

Equal opportunities

By law, the school must do everything in its power to meet the physical, emotional and intellectual needs of all children. Our policy for Equal Opportunities explains how we do this.

3. How does the school work with parents?

We want to work closely with parents to gain a better understanding of their child and involve them fully in their child’s education. We encourage you to discuss any issues and concerns you may have about your child’s progress with the class teacher, phase leader or the school’s SENDCo. This communication will help us to understand your child’s needs and give us a fuller picture of how those needs might be presented in different situations. From time to time, we may need to hold a more formal meeting to gather information to support referrals for further assessment and involvement.

We offer regular feedback on their child’s progress and try to support parents in terms of understanding SEND procedures and practices. We like to ensure that you are kept informed of any additional or different provision being given and we invite you to contribute to and attend review meetings about your child.

4. How does the school make provision?

Assessment Through day-to-day teacher assessment and more formal ‘snapshot’ assessments, teachers collect information about how their pupils are progressing in each subject. This data helps us to plan intervention programmes or obtain resources that can help your child in class.

Meeting your child's needs

Provision for pupils with SEND is a matter for the school as a whole. All teachers take account of the inclusion statement in National Curriculum 2014: Page 09.

1. *Setting suitable challenges*
2. *Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.*

Children will have their needs met in several ways, including:

- Adaptive teaching within lessons to offer support and challenge
- Small group support as part of lesson time to encourage group work and build their relationships with their peers
- Having access to additional equipment that supports them in their learning, such as chair bands, writing slopes, ergonomic pencils and pens, overlays, ear defenders and other suitable items
- Having access to resources that support them in communicating their needs or emotions to others
- Having access to breakout spaces, quiet areas or the school's two sensory spaces
- Being part of regular 1:1 or small group interventions designed to close gaps in existing learning or meet physical and sensory needs
- Receiving interventions or teaching strategies as recommended by visiting professionals who will have conducted assessments of their needs
- Having a written plan that supports their learning, known as an APDR (Assess-Plan-Do-Review) document

A variety of resources are available and small groups of children have access to quiet areas of the school at times if appropriate.

Wheelchair users can access most of the main areas of the school site through adaptations that have been made to the fabric of the building.

Celebrating achievements

We recognise strengths as well as weaknesses and work hard to involve children in every aspect of school life. This year, we are introducing Sunshine Books: these are designed to help children with SEND to celebrate their accomplishments and offer opportunities for extra practice of key skills at home.

Reviewing provision

We know how important it is to offer the best possible provision. Teachers work together with the SENDCo to review the provision in place for their pupils. Where children have an APDR in place, this is also reviewed and adjusted to suit a child's needs and offer additional provision. We also contact parents to discuss how they feel their child is progressing. At any stage, we may move beyond classroom provision to look at further involvement.

External involvement

On occasions, we may decide that we need to involve other professionals. If we feel that your child needs a 1:1 assessment, we will contact you and ask for your signed consent for the professional to meet your child,

look at their work and carry out activities with them. These professionals may come from any of the following groups:

- Sensory Inclusion Services
- Educational Psychologists
- Learning Support Advisory Teachers
- Behaviour Support Advisory Teachers
- Speech and Language Therapists
- Occupational Therapists
- Therapeutic Play Practitioners

Other agencies may also be approached for support if we feel that your child needs it, such as:

- Support from Guide Dogs / RNIB for visually impaired pupils;
- Support from Pets as Therapy for children who require mental health-related support;
- Music and art therapists;
- Charities which support children who encounter bereavement.

We also work closely with community paediatrics teams to offer support with multi-agency referrals.

5. Roles and responsibilities

The SENDCo

The Special Educational Needs Co-ordinator (SENDCo) for our school is Miss Sherrell Brotherton. It is the SENDCo's responsibility to:

- Oversee the day-to-day operation of SEND policy and keeping it up to date
- Co-ordinate provision for children with SEND
- Support and communicate with parents, teachers and other professionals in respect of children with SEND
- Arrange for referrals to outside agencies
- Manage teaching assistants (TAs)
- Ensure that Assess, Plan, Do, Review documents (APDRs) are in place, and that relevant background information about children with SEND is collected, recorded and updated
- Review APDRs and children's progress generally with class teachers on a termly basis
- Organise liaison with outside agencies (listed below) as well as Annual Review meetings of children with Educational, Health and Care Plans (EHCPs)
- Ensure that external agencies have the information they need in order to assess needs
- Secure Additional Inclusion Funding where it is required to support children in accessing a mainstream school environment

- Remain up to date with best practice in supporting children with SEND and the adults who work with them
- Analyse pupil assessment data to inform action planning
- Liaise with other settings to ensure smooth transitions, for example, when children join us from nurseries or move on to secondary school
- Secure alternative provision for children who require support from specialist settings
- Undertake necessary training to support other staff

The Headteacher

The Headteacher is Mrs Jenny Thomas, who has overall responsibility for financial resources, staffing levels, staff deployment and in-service training.

The Role of the Governing Body

The Special Educational Needs governor for our school is Ms E Cheetham-Wilkinson.

The Governing Body should:

- Ensure that provision is made for pupils with SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, children with SEND
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the locality
- Ensure that a pupil with SEND joins in with all pupils in the activities of the school, so far as is reasonably practical without compromising:
 - the child's needs and SEND provision
 - the efficient education of the pupils with whom they are educated
 - the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEND
- Ensure that parents are notified of and included in the decision of any extra provision being made for their child

Governors are involved in developing and monitoring the policy. They are kept up to date and informed about the provision, deployment of funding, equipment and personnel resources required to offer the best possible support for the children.

Admissions

We welcome all children to our school and strive to ensure that appropriate provision is made to cater for their needs. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Pupils are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and if there are no reasonable steps that could be taken to prevent the incompatibility. This is done in accordance with Telford and Wrekin's Admissions Policy.

The school's SENDCo works closely with SENDCos in other schools to support children as they move on throughout their school journey. This involves visiting nurseries and secondary schools, alternative provisions, special schools and language classes.

Specialisms

School staff have experience in supporting children with a wide range of needs, including but not limited to attention deficit hyperactivity disorder (ADHD), speech and language difficulties, dyslexia, dyspraxia and Autistic Spectrum Disorder (ASD). The school's SENDCo holds the statutory NASENCO qualification, having studied inclusive practice, evidence-based research and the co-ordination of SEND provision.

Learning Mentor

Some children need some support in their social or emotional development. These needs can then be addressed through small group interaction and structured activities in a calm and comfortable setting.

Our school learning mentor is also a trained Emotional Literacy Support assistant (ELSA) and supports children facing challenges such as; bereavement, anger management, self-esteem issues. Our ELSA is supported by our link Educational Psychologist to provide appropriate support and intervention for example; social stories, therapeutic stories, counselling skills such as solution focused and friendship.







6. Our Graduated Approach to SEND

Our school's graduated response is carefully rooted in the SEND Code of Practice and is in line with the Local Authority SEND Offer. The Code of Practice can be found at [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and the Local Authority SEND Offer at <https://www.telfordsend.org.uk>.

Quality First Teaching

- a) Pupils who are not making adequate progress are closely monitored. Teachers will discuss their concerns with the SENDCo.
- b) The SENDCo will work closely with teachers, carrying out observations of the pupil, talking to the pupil and looking at their work.
- c) Teachers will adapt their teaching and the activities available to help pupils make more progress. They may identify interventions to support the pupil during this time.
- d) Pupils who continue to make minimal progress will be added to the school's SEND register and an APDR cycle will begin.

The Dothill Graduated Response

1	 Quality First Teaching
2	 SENDCo involvement
3	 Interventions
4	 SEND Support
5	 Education, Health and Care Needs Assessment (EHCNA)
6	 Education, Health and Care Plan (EHCP)

e) Parents are informed fully of how the school intends to support their child. They are encouraged to share information and knowledge with the school.

f) On some occasions, children may not need to remain on the SEND register. If it is considered appropriate to remove them from the register, they will continue to be monitored and parents will be informed about this in writing.

What is an APDR?

An APDR document is a termly plan that aims to:

- **Assess** – what can the child do now and what do they need to achieve next?
- **Plan** – what targets can be set to help the child make progress?
- **Do** – how will the school support the child in overcoming barriers?
- **Review** – how effective was the provision and what should happen next?

This is an ongoing process that grows and develops alongside the child. It allows teachers to identify different ways to support the child. It sets out any arrangements that are additional to and/or different from the usual curriculum. The teacher liaises with the SENDCo and with the child's family to arrange interventions, strategies, programmes and additional support. The APDR is shared with the child and reviewed each term, or as appropriate.

Further advice and professional support can be sought at any stage of the process. In some cases, outside professionals from Health, Social Services, Support Services or the Education Psychological Service may be involved with the child. Professional reports will then be used to plan provision.

EHCNA and EHCP

In some cases, the school may consider a statutory assessment using Local Authority guidance. This period of assessment takes 20 weeks to complete as evidence is gathered from different sources.

If the child's needs are considered to be severe and complex, the Local Authority may then issue an Education, Health and Care Plan (EHCP).

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

The SENDCo ensures that all the appropriate records are centrally kept and available when needed. These are always available for parents and carers to see and can be a source of invaluable information for receiving teachers.

Procedures for Concerns

We endeavour to do our best for all children but if there are any concerns, we encourage those concerned to approach the class teacher in the first instance, the SENDCo or the Head Teacher and a response will be made as soon as possible.

7. Partnerships

Professional development for staff

All staff and the SENDCo are to be involved with further training in line with the priorities identified in the School Development Plan.

SEND issues may be discussed during our regular staff meetings. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation.

The SENDCo attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

Support services available

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND Support Services, Health Services, Social Services, etc.

Advice and support from outside agencies can be purchased if a need is identified.

The various Support Services available are listed in appendix 2. There are also various voluntary agencies that the school can contact which provide support for parents, if applicable.

Partnership with parents

The school is committed to involving parents/carers in their child's education. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in home/school record books if appropriate. APDR's (Assess, Plan, Do, Review documentation) encourages parents to give their view and set appropriate targets in liaison with the class teacher. These are sent home termly and kept in the class teachers SEND file which is accessible to staff working in the class.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Parents/carers are encouraged to use the Parent Partnership Service (see appendix 2) for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

We promote a culture of co-operation between parents, schools, Local Authority and others. This is important in enabling anyone with SEND to achieve their full potential.

We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Pupil voice

Children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.

Pupils participate where possible, in all the decision-making processes, including setting targets and contributing to their APDRs (Assess, Plan, Do, Review cycle), discussing their choices, assessment of needs

and in the review procedures. APDRs (Assess, Plan, Do, Review) are shared with pupils and the interventions or support put in place to help meet the child's needs are explained by their class teacher.

Transfer arrangements

We have procedures in place to ensure that transfer arrangements with all other educational establishments take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

When a pupil changes school all records are sent to the receiving educational establishment for their attention. The SENDCo endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Transition from nursery to school is planned and prepared for by visits and professionals' meetings to ensure a settled start and the identification of any needs. Transition to secondary school for children with EHCPs is planned and prepared for over the summer term or earlier if required, with necessary arrangements made to suit the needs of the individuals

8. Arrangements to Monitor and Review the Policy

The SEND Policy is evaluated and reviewed annually.

The SEND Policy should be read alongside the Behaviour, Equal Opportunities and More Able Policy as they are directly linked.

The governing body will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.

APPENDICES

1. Differentiation models
2. Resources
3. APDR examples
4. Examples of communication with parents
5. Parent Voice form example
6. Staff voice form example

APPENDIX 1

Differentiation Models

1. **Differentiation by task:** Children either as individuals or groups, will be given different tasks based on prior attainment.
2. **Differentiation by outcome:** Children will be working on the same task following a common stimulus, but the teacher will have a range of expectations based on previous learning and will make individual comments to children based on the outcomes for that activity.
3. **Differentiation by support:** Children will work on a common task but a group or an individual will receive additional support from the class teacher or another adult who may use a variety of techniques to aid the children in that task.
4. **Differentiation by resources:** Children will be set a common task but will be given different resources that may extend or support them.
5. **Differentiation by input:** Children will be given a particular task but whereas some children are set directly to the task, others have it broken down into small manageable steps.
6. **Differentiation by grouping:** Children will have a common task to complete but some or all are grouped in a way that would enable them to achieve success.
7. **Differentiation by extension:** Children will be set a common task, but a group or individual will receive an additional challenge by way of an extension to the task.
8. **Differentiation by information:** Children will be set a common task but will be given different information or different amounts of information which may extend or support them.
9. **Differentiation by role:** Children will undertake a joint task, but individuals will be given separate roles in achieving the task.
10. **Differentiation by recording:** Children will be set a common task but there will be different recording demands according to the prior attainment of children.
11. **Differentiation by pace:** Children will be given a common task, but the time allocated for completion of the task is based on prior attainment.

APPENDIX 2

Resources



In school we offer a range of resources and interventions. If your child receives outside agency support, we will always follow their recommendations and implement any new or different resources to better meet the need of the child.

- Range of reading schemes
- Read Write Inc programme and reading books
- Fresh Start phonics programme (KS2)
- Progression in Phonics activities
- Precision teaching (after assessment and baselines obtained)
- Social Narratives (written for a specific child by trained staff)
- Roll and Write
- Cool kids
- OT resource pack (for assessment of need and interventions)
- Speed up handwriting scheme
- Spelling dictionaries
- Word Workshop activities
- Dyscalculia and dyslexia screening (as part of the graduated response carried out by LSAT)
- Rapid maths
- Numicon
- Breaking barriers (Numicon)
- Access to Laptop and iPad
- Use of Electronic Library (Bug Club)
- Range of pen, pencil grips, holds and scissors
- Writing slopes
- Wobble cushions and fiddle toys
- Sensory room
- Learning mentor and ELSA intervention
- Toe by Toe dyslexia intervention
- Coloured overlays and rulers
- Access to information and books on many areas of need
- Visual timetables and now, next, then boards
- Safe spaces around school that children can use when/if they become overwhelmed in class.
- Wellbeing areas in classes
- Wide range of games/activities in classrooms



APPENDIX 3

Assess, plan, do, review

Below is an example of an APDR for a child **with** an EHCP:

 <p style="text-align: center;">Assess- Plan- Do- Review</p> <p>Name: _____ Year: _____ Teacher: _____</p> <p>Term: Autumn term Primary Need: (refer to criteria) Level of support: EHCP</p> <table border="1"> <thead> <tr> <th colspan="2">Assessment (What can the child do now?)</th> </tr> <tr> <th>Attainment</th> <th>Linked Reports (inc. external agency involvement)</th> </tr> </thead> <tbody> <tr> <td>Reading age:</td> <td></td> </tr> <tr> <td>Writing:</td> <td></td> </tr> <tr> <td>Maths:</td> <td></td> </tr> <tr> <td colspan="2">Long-Term Outcomes (by end of Key Stage - directly from the EHCP)</td> </tr> <tr> <td colspan="2">1.</td> </tr> <tr> <td colspan="2">2.</td> </tr> <tr> <td colspan="2">3.</td> </tr> <tr> <td colspan="2">4.</td> </tr> <tr> <td colspan="2">5.</td> </tr> <tr> <td colspan="2">All interventions below are subject to change depending on needs</td> </tr> <tr> <td colspan="2">Plan (These should come from the Short-Term Outcomes in the EHCP)</td> </tr> <tr> <td colspan="2">1.</td> </tr> </tbody> </table>	Assessment (What can the child do now?)		Attainment	Linked Reports (inc. external agency involvement)	Reading age:		Writing:		Maths:		Long-Term Outcomes (by end of Key Stage - directly from the EHCP)		1.		2.		3.		4.		5.		All interventions below are subject to change depending on needs		Plan (These should come from the Short-Term Outcomes in the EHCP)		1.		<p>2.</p> <p>3.</p> <p>4.</p> <hr/> <p style="text-align: center;">Do (Interventions)</p> <p>1.</p> <p>2.</p> <p>3.</p> <hr/> <p style="text-align: center;">Review (To be completed at the end of term with parents/carers)</p> <p>End of term review of outcomes and next steps</p> <p>1.</p> <p>2.</p> <p>3.</p> <hr/> <p>End of term Assessment:</p> <p>Reading:</p> <p>Writing:</p> <p>Maths:</p>	<p>Key Questions:</p> <p>What has gone well this term?</p> <p>What could have gone better?</p> <p>What would your main target for next term be?</p> <p>Parent view:</p> <p>Date:</p> <p>Pupil view:</p> <p>Date:</p> <p>School view:</p> <p>Date:</p> <p style="text-align: center;">Assess, Plan, Do, Review Cycle</p>  <p>Assess <small>Can you identify what the child can do now? What are the outcomes that you are aiming for? What are the outcomes that you are aiming for? What are the outcomes that you are aiming for?</small></p> <p>Plan <small>What are the outcomes that you are aiming for? What are the outcomes that you are aiming for? What are the outcomes that you are aiming for?</small></p> <p>Do <small>What are the outcomes that you are aiming for? What are the outcomes that you are aiming for? What are the outcomes that you are aiming for?</small></p> <p>Review <small>What are the outcomes that you are aiming for? What are the outcomes that you are aiming for? What are the outcomes that you are aiming for?</small></p>
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Below is an example of an APDR for a child **without** an EHCP:

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APPENDIX 4

Communication with parents



DOTHILL PRIMARY SCHOOL

Severn Drive, Wellington, Telford, Shropshire, TF1 3JB
Telephone 01952 386870

Head Teacher: Mrs J Thomas

Dear [Parent],

As you will be aware, [your child] has been placed on our school SEND register in order to receive the best possible support with [his/her] learning.

With this letter, I am enclosing a printed copy of [his/her] latest APDR (Assess, Plan, Do, Review) document for this term. Please sign and return the reply slip at the bottom of this letter to school as soon as possible. If you have any queries regarding the APDR document, or about any other aspect of [your child]'s needs, please do not hesitate to contact me.

Thank you for your support in helping [your child] to achieve [his/her] best at school.

Yours sincerely,




Miss S. A. Brotherton
Assistant Headteacher and SENDCO





E-mail: a3368@telford.gov.uk Website: www.dothillprimaryschool.co.uk



DOTHILL PRIMARY SCHOOL

Severn Drive, Wellington, Telford, Shropshire, TF1 3JB
Telephone 01952 386870


Head Teacher: Mrs J Thomas

Dear [Parent],




We are now within the time frame required to review [your child]'s EHCP. For this reason, I am inviting you to an Annual Review meeting here at school on [date] at [time]. Please let me know if you are unable to attend so that we can reschedule the appointment.

I would be grateful if you could complete the enclosed form to share your opinions on how you feel [your child] is progressing. Please return it to me by [date - 1 week] so that your views can be included in the review.

Yours sincerely,



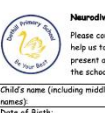
Miss S. A. Brotherton
Assistant Headteacher and SENDCO

E-mail: a3368@telford.gov.uk Website: www.dothillprimaryschool.co.uk

APPENDIX 5

Parent voice form example



Neurodivergent Support Referral Form - Parent Voice

Please complete the form with as much detail as possible. This will help us to build a fuller picture of your child's needs and how they present at home. The information you give us will be used alongside the school's own observation records.


Child's name (including middle name):	
Date of Birth:	
Gender:	
Address (including postcode):	
NHS number:	
Who does the child live with?	
Ethnicity:	
Do you need an interpreter?	
Details of parent with responsibility for the child:	
Telephone number:	
Email address:	
Who else has parental responsibility for the child? Please include address if this is different from the parent named above.	
Telephone number:	
Email address:	

Details of child's GP:	
Name of GP (if a named GP is available)	
Surgery address:	
Surgery phone number and email address:	
Difficulties at home: Please provide examples.	
Social communication difficulties (e.g. differences with using or understanding non-verbal communication such as eye contact, facial expression and gesture; difficulties with back-and-forth conversation)	
Interaction difficulties that impact upon functioning (e.g. difficulties making and maintaining friendships with peers; understanding others' emotions; Difficulties adapting behaviour/communication to different settings)	
Restrictive patterns of behaviour (such as adherence to routine; difficulties with transitions or change; Difficulties considering alternative perspectives)	

Intense interests and hyper-focus on interests that impacts upon functioning (e.g. finding it difficult to move on from interests or to engage in activities / topics that are not related to interests)		Have there been any difficulties with speech or language?	
Sensory sensitivities or sensory seeking that make everyday activities difficult		Have there been any difficulties with hearing?	
Repetitive play, behaviour, movements or language/sounds		Have there been any difficulties with eyesight?	
Hyperactivity, e.g. acting before thinking of consequences; difficulty maintaining attention for any period on a task; jumping from one activity to another; having difficulty with organization and time management; poor sleep		Have there been any serious illness, allergies or accidents?	
Impulsivity, e.g. Restlessness (inability to sit still, fidgeting, etc); Undertaking risky behaviours; Tendency to interrupt others' conversations; Inability to wait own turn/queue/put hand up prior to calling out		Is there a family history or family members with neurodivergent conditions, specific learning difficulties, learning disabilities or mental health conditions?	
Inattention, e.g. Easily distracted; Thoughts drifting/day dreaming; Inability to complete work or tasks; Difficulties with listening		Is there any history or ongoing concerns in regards to abuse, neglect or trauma?	
Were there any complications during pregnancy and/or birth?			
Were there any delays in hitting early milestones, such as crawling, walking, talking?			

APPENDIX 6

Staff voice form example



Staff voice for Annual Review

Please type to complete and return to SENDCo at least 1 week before the Annual Review date. Boxes will expand as you type.

Name of child:

Year group:

Date of Annual Review:

Please comment on the progress the child is making towards each of the long-term and short-term outcomes as identified in the child's EHCP.

Long-term outcome 1:

Short-term outcomes:

Long-term outcome 2:

Short-term outcomes:

Long-term outcome 3:

Short-term outcomes:

Any other comments: