

Herries Prep School

SEND Policy



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Introduction

This document is a statement of aims, principles and strategies for the identification and provision for children with special educational needs at Herries Preparatory School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential.

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance:

- Equality Act 2010: Advice for schools DfE Feb 2013
- Disability and Discrimination Act 1995
- Children and Families Act 2014
- National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Herries Philosophy

At Herries, we recognise:

- 'Every teacher is a Teacher of SEN'.
- All children have a right to a broad, balanced and relevant education.
- Good practice can help prevent some special educational needs arising at all and can minimise others.
- Special needs exist on a continuum and any children may experience a special need at any stage of their education.
- The early identification and assessment of children with special needs is vital.
- The responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the SENCO, Senior Leadership Team and Governing Body.
- The child's views are of paramount importance and should be taken into account.
- The parents and carers have a vital role to play in supporting their children's education.

Special Educational Provision

At Herries Preparatory School, we endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice:

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

(See Appendix 1 for Definitions of The Four Categories of SEN)

At Herries Preparatory School, we believe that a pupil has special educational needs if:

- They have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A learning difficulty or disability is identified if, he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

Herries Preparatory School recognises that high achieving children are recognised as having a 'special educational need' and provision will be made to meet these needs. (See More Able and Talented Pupil Policy).

Aims and Objectives

At Herries Preparatory School, we aim to:

- raise the expectations and achievements of all children.
- address special needs as soon as concerns are raised.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs.
- ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development and ongoing support.
- develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs.
- to create an environment that meets the special educational needs of each child to engage in activities alongside pupils who do not have SEN.
- to actively involve children in the planning and consultation process in the light of their age and understanding.
- to work in close partnership with parents and carers - valuing their opinions and contributions and supporting them as well as their child.
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Identification and Analysis of Needs

Early identification, assessment and intervention for children with SEN is vitally important. For some children, a SEN can be identified at an early age; for other children, these difficulties may only become apparent as they develop.

Ongoing processes of formative and summative assessment is an integral part of the teaching and learning process at Herries (see Teaching, Marking and Assessment Policy). It demonstrates what has to be learned, identifies successes and gaps in learning and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. Where current rates of progress for individual pupils are inadequate, arrangements for appropriate support will be made through the schools graduated approach to SEN.

Observational concerns may also be raised by parents/carers, external agencies and/or teachers. Herries has a standard form (Appendix 2 Cause for Concern Referral Form) to record these concerns.

A Graduated Approach to SEN

At Herries SEN support arises from a four part cycle, known as a Graduated Approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.




The four stages of the cycle are Assess, Plan, Do and Review and operate on a spiral through Herries' Tiers of SEN Support.

Quality First Teaching
Stage 1: Cause for Concern
Stage 2: Targeted Support
Stage 3: Specialist Support
Stage 4: EHC Plan

Unless children are new to the school they will go through the stages systematically. New children will be assessed and start the graduated and tiered approach at the stage considered most relevant.


Quality First Teaching

Herries promotes Quality First Teaching as the foundation in every classroom across every subject. This means that staff are confidently identifying and meeting the needs of all learners.

Quality First Teaching 	Assess	<p>Teachers:</p> <ul style="list-style-type: none"> take initial responsibility for the initial identification of the needs of all the children whom they teach by monitoring the progress of each child. <p>The teacher alongside the Head, Deputy Head and Assistant Head:</p> <ul style="list-style-type: none"> hold termly Pupil Progress Meetings: they discuss each child as a whole picture - coupling teacher assessment and knowledge of the pupil, with data on the pupil's progress, attainment and behaviour. During these meetings areas in which a child is not making expected progress can easily be identified.
	Plan	<p>Teachers:</p> <ul style="list-style-type: none"> plan and organise appropriately adapted work to meet each child's needs and aid progression. set suitable learning challenges, responding to pupil diverse learning styles.
	Do	<p>Teachers:</p> <ul style="list-style-type: none"> remain primarily responsible for working with the pupil and carrying out the adjustments / support for learning. <p>Support staff:</p> <ul style="list-style-type: none"> are made aware of the specific needs, necessary support and teaching strategies needed by a particular child, group of children or whole class.
	Review	<p>Teachers:</p> <ul style="list-style-type: none"> review lesson outcomes for each child at the end of each lesson, adjust future plans and support accordingly. monitor any pupils who are falling significantly outside the range of the academic achievement in line with predicted performance indicators. observe social, behavioural and other emotional difficulties. when concerns arise, fill in the Cause for Concern Referral Form (Appendix 2). report to parents / carers on this progress during parent consultation evenings and within the bi-annual pupil reports.

Stage 1: Cause for Concern


Where a Cause for Concern Referral Form has been completed:

Stage 1: Cause for Concern 	Assess	<p>The SENCO:</p> <ul style="list-style-type: none"> carries out an observation of the child in the context of the child's area/s of need. <p>The teacher, SENCO and Deputy Head Academic:</p> <ul style="list-style-type: none"> look at all the data (formative and summative) and discuss the area/s of need.
	Plan	<p>After meeting with the parent/ carers, subject teachers and discussions with the child:</p> <p>Strategies are agreed upon for support / catch up provision - in class and at home.</p> <p>These strategies together with targets and a timescale will be logged on teacher planning and by the SENCO on a Cause for Concern Log (Appendix 3).</p>
	Do	<p>The Teacher:</p> <ul style="list-style-type: none"> will continue to provide Quality First Teaching with additional strategies/adjustments put in place in light of the Cause for Concern. <p>The SENCO:</p> <ul style="list-style-type: none"> will support the subject teachers in the further assessment and advise on the implementation of support strategies.
	Review	<p>Where progress is sufficient the child is taken off the Stage 1: Cause for Concern Log.</p> <p>Where progress is not sufficient: The Assess stage of the four part cycle of this tier is activated again.</p>


Stage 2: Targeted Support

Where pupils are receiving high-quality first teaching provision and have been through two complete cycles of Stage 1 but their progress is still of concern then we move to Stage 2 of our Graduated Approach.

Targeted Support is provision that is additional to or different from that made for the majority of pupils in school. It is intended to be a short term provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when they have fallen behind their peers.

Stage 2: Targeted Support 	Assess	Teachers, the SENCO and the Deputy Head Academic make use of a range of assessment tools to 'drill down' effectively and identify any gaps in learning or areas for development.
	Plan	In consultation with the parents/carers and the pupil, adjustments to planning, interventions and specific, targeted support to be put in place will be agreed as well as the expected targets for progress / development alongside a review date. These may be one to one or in small groups run outside the classroom. Targets will be logged on the Termly School Provision Map (Appendix 4) and an Individual Provision Map (Appendix 5) will be given to parents/carers.
	Do	<p>The teacher retains the day-to-day responsibility for the learning and progress of ALL of their pupils. It is therefore important that they work closely with the LSAs / SENCO / Specialist staff to plan and assess the impact of targeted interventions.</p> <p>Even when interventions are out of class, work should be recorded somewhere where teachers can see what work has been done, recognise any emerging issues and help feed back into the planning process.</p> <p>It is the responsibility of the SENCO to support the teacher in the above. Ensuring that there is a high level of pedagogical discussion around how pupils' day-to-day learning is developing is crucial to moving the skills of teachers and support staff in a process of continual refinement and response to what is happening in the classroom.</p>
	Review	<p>The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly at pupil progress meetings and the impact of support is evaluated by the SENCO along with the views of the pupil and parents / carers.</p> <p>Where progress is sufficient and the gap is narrowing, the SENCO, Academic Head and Teacher may decide to either: continue with this level of Targeted Support or, drop support down to Stage 1 level.</p> <p>The Assess stage of the four part cycle is activated again.</p>

Stage 3: Specialised Support

Stage 3: Specialist Support 	Assess	<p>Where progress is less than expected and the Teacher and SENCO are concerned about the child's progress, we may suggest further screening, advice and/or support from outside professionals such as:</p> <ul style="list-style-type: none"> • Educational Psychologists • Speech and Language Therapists • Specialist Dyslexia Teachers • Specialist Sensory Advisory Teachers • Occupational Therapists • Physiotherapists • Psychotherapists / Counsellors <p>These suggestions will be made to parents and if agreed upon, any costs involved in the external assessments will be met by the parents. Depending upon the results of these assessments a child may or may not be placed on the SEN register by the SENCO.</p>
	Plan	<p>Specialist reports provide a useful in-depth analysis of the child's particular difficulties and will give guidance for the school in formulating an Individual Provision Map (Appendix 5), outlining in and out-of-class support with clearly defined SMART targets. The child will be actively involved in producing their own Pupil Passport (Appendix 6) and will be added to the school's SEN Register.</p> <p>Sometimes support sessions will be provided by external agencies / professionals. The costs of these will be met by the parents/carers.</p>
	Do	<p>The class teacher / subject teacher will maintain overall responsibility for the learning and progress of the child. However, as more and more individuals become involved in providing support, the SENCO will take a greater role in monitoring and coordinating support strategies.</p>
	Review	<p>The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly at pupil progress meetings and the impact of support is evaluated by the SENCO along with the views of the pupil and parents / carers.</p> <p>A decision will be made either to:</p> <ul style="list-style-type: none"> - Continue another cycle of the existing targeted support - Adjust the targeted support and begin the Stage 3 cycle again. - Make recommendations for the child to have further assessments, testing and /or a EHP referral.

Stage 4: EHC Plan

If a child has complex needs requiring complex arrangements and Herries has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, it may be appropriate to seek an Education, Health and Care assessment from the Local Authority.

Accordingly, where assessment determines that a pupil's individual needs may be best served by a statutory assessment for an EHC plan, the SENCO will inform parents and will assist them in the necessary preparations and application for such an assessment. The school will meet its duty to respond to any request from the local authority for information relating to a statutory assessment, within 6 weeks of receipt.

Where a pupil at the school has an EHC plan or statement, the school will ensure cooperation with the local authority:

- Undertaking the annual review of the plan, including the presentation of relevant information on the evaluation of learning and progress.
- Co-ordinating the specific provision needed to support individual children who have EHC plans, together with the monitoring and review of its efficiency.

We will be guided and liaised by the local authority.

Most Able and Talented Pupils

Most Able and Talented Pupils are classified as children with SEN and thus will be added to the SEN Register and provided for within Whole School Provision mapping.

As with other forms of SEN, it is the responsibility of the whole school (teachers) to ensure that their needs are catered for and this will be monitored by the SENCO.

See Most Able and Talented Pupils Policy.

Wellbeing

Herries support the emotional and social development of all our pupils, including those with SEN. Our staff are caring and have the wellbeing of all children as their top priority. Form teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education.

Extra support is offered through the ELSA and Nurture Group Programmes and are included in Whole School Provision Maps.

English as an Additional Language

Introduction

In our school the teaching and learning, achievements, attitudes and well being of all the children are important. All children are encouraged to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs.

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils from when they enter the Nursery to when they leave the school at the end of Year 6.

Aims

- To give all pupils for whom English is another language, the opportunity to overcome any barrier to learning and assessment.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To identify and make maximum use of opportunities for modelling fluent English.
- To encourage and enable parental support in improving children's attainment.

Strategies

- All staff and facilities need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.

Teaching and Learning

All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum in English, Maths and Science. All teachers and EYFS key persons will help pupils learning English as an additional language in a variety of ways:

- Show differentiated work in planning.
- Have high expectations; expect pupils to contribute and give more than one- word answers.
- EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- Recognise that EAL pupils need more time to process information and answers.
- Allow children to use their mother tongue to explore concepts.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- Use groups to ensure that EAL children hear good models of English.
- Use collaborative group activities.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.

- Ensure that there are many opportunities for talking with both adults and peers.

The unique child

- Ensure that all families feel included and are able to participate in their children's care and learning experiences.
- Keep children safe when they may not understand verbal instructions, with particular reference to fire drills and evacuation procedures.
- Make sure that names are correctly pronounced.
- Genuinely welcome all families and children without prejudice.

Equal Opportunities

We will provide equal opportunities to all our children, regardless of gender, race or disability. For more information about equal opportunities, please refer to our Equal Opportunities Policy.

It is vital that every member of the School community is valued and that the teaching that each child receives should respect and support the child in every way possible.

Exiting the SEN Register

Herries adopt a flexible approach to the SEND register. We evaluate pupil progress and analyse data on a regular basis and move pupils through the different stages of the register as befits their needs. If pupils successfully meet their targets set out on their Individual Provision Map or have secured the gaps in their learning so that they are able to function at a satisfactory level compared to their peers, they may no longer need to remain on the SEN register. This decision will be made within a collaborative meeting between the pupil, parent, teacher and SENCO.

Once removed, they will continue to be monitored closely and put on the Cause for Concern Log for an agreed period to ensure their continued progression.

Storage and Managing Information

The school will use the following documents to record the steps taken to meet the needs of individual pupils.

Document	Stage	Details included on document
Cause for Concern Referral Form	1	Name of child, class, area for concern with relevant observational notes and assessment data.
Cause for Concern Log	1	Name of Child, nature of concern, date logged, links to advice/strategies given to teachers, review date
Whole School Provision Map	2 +	List of: targeted and specialist support interventions across the school; when and defined time period; children involved, intervention CSMART targets, entry data / exit data, outcomes
Individual Provision Map	2+	Lifted from the Whole School Provision Map - showing the individual interventions / support provided for an individual child. Targets should be in addition to the normal learning targets and should be: ● CSMART – challenging; specific; measurable; achievable; realistic; time-bound. Dates for review to be included.
SEN Register	3+	Register of SENs across the school. Including: Names, Date of Birth, Type of SEN, Review Dates Link to reports by specialists, Provision Maps
Pupil Passport	3+	Information about the pupil and a photograph A description of the pupil in the pupil's own words (I would like you to know that...) More information in the pupil's own words to inform teachers (This means that...) Key areas that are difficult for the pupil, agreed after discussion (I find it difficult to...) Practical strategies and tips to support the identified areas of needs (It would help me if you could...) Agreed strategies and practical solutions for the pupil (I will help myself by...) Any additional support the pupil receives, for example teaching assistant support, speech and language therapy Access arrangements such as extra time, a reader/scribe

Pupil Observations, Logs of meetings/phone-calls, specialist reports and assessments* and intervention planning will also be stored on the school management system (ISAMS).

The SENCO is responsible for ensuring that records are kept and available when needed.

Roles and Responsibilities

‘Every teacher is a Teacher of SEN’

Headteacher

The Headteacher is responsible for the daily management of all aspects of the school’s work, including provision for SEN children. They will:

- Work with the SENCO and Governors to determine the strategic development of the SEN Policy and provision in the school.
- Keep the governing body fully informed about SEN/inclusion.
- Lead and develop a vision for inclusion within the school.
- Ensure SEN and inclusion features on key meeting agendas.

Special Needs Coordinator (SENCO)

The SENCO is responsible for coordinating SEN provision within Herries. They will:

- Have day-to-day responsibility for the operation of the school’s SEN policy.
- Compile and manage the SEN Register and Whole School Provision Map.
- Work alongside teachers, parents/carers and pupils to create Pupil Passports.
- Alongside the Headteacher and DeputyHead Academic, analyse assessment data.
- Have overall responsibility for the coordination of specific provision made to support individual pupils with SEN.
- Promote the school’s Graduated Approach to SEN.
- Provide professional guidance and training to colleagues and work with staff and parents/carers to ensure that pupils with SEN receive appropriate support.
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Annually review the SEN Policy and publish a SEN Report.
- Liaise with SLT, teachers, parents/carers, governors and external agencies regarding individual SEN and provision within the school.
- Liaise with the named co-ordinator for other schools, including secondary educational establishments to discuss transition.
- Contribute to the development of curriculum policies to ensure that the provision for pupils with SEN is considered.
- Monitor progress and provide additional support to SEN pupils working in class.

Teachers

Teachers are primarily responsible for the progress of all children they teach, including those with special educational needs. They will:

- Provide High Quality First Teaching.
- Be familiar with and follow the school’s SEND Policy, Current Provision Maps and Pupil Passports.
- Work closely with the SENCO and any other intervention providers to plan, implement and monitor strategies and progress.
- Discuss planning, targets and differentiation with LSAs in advance of lessons.
- Share SEN concerns, provision map targets and SEN support strategies with LSAs.

Teaching Assistants

Teaching Assistants will:

- Know all about the special needs of pupils they support.
- Provide a balance between intervention and encouragement of pupil independence.
- Know what the objectives for the lesson are and the teachers expected learning outcomes for pupils with SEN.
- Briefly record the nature and impact of support provided to pupils.
- Deliver targeted interventions with the support of teachers / SENCO

External Support Providers

Any teachers / support providers not directly employed by Herries but working regularly in the school will:

- Be asked to attend relevant Herries training sessions - eg. Safeguarding Training.
- Be DBS checked.
- Invoice parents/carers directly.
- Copy the school into any correspondence sent out to parents / carers.
- Send correspondence out
- Will be asked to:
 - assess children on entrance to their intervention
 - contribute to Target Setting Meetings on Individual Provision Maps
 - set up a means of communication, wherein teachers are aware what was covered in each session and learning outcomes
 - be monitored by SENCO
 - measure and report upon the effectiveness of their provision on a termly basis
 - provide a short report: before each Parents' Consultation Evening (Autumn 1 and Spring1) and for the Report to Parents (Autumn 2 and Summer 2).

Valuing Parents

Herries Preparatory School welcomes parental involvement and encourages parents to make an active contribution to their child's education. At all stages of the SEN process, the school keeps parents fully informed and involved. All discussions are dealt with in a confidential and sensitive manner.

Pupils' Views and Opinions

At Herries Preparatory School, the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents/carers. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

Admissions

Herries maintains an inclusive ethos. No candidate will be refused admission solely as a result of his or her disability, provided that the school has a reasonable ability to cater for that candidate's needs. If a candidate for admission is known to have a Specific Learning Difficulty or/and other disability, this should be indicated to the school on admission forms and accompanied with copies of educational psychologist and other medical reports.

Pupils with Educational and Health Care plans from their local authorities are welcome. If a pupil with an EHC plan requires their dedicated carer in school, this can be accommodated. The carer would need to have a DBS check and comply with school policies and be required to attend any safeguarding / child protection briefings / training required of members of staff working within the school. Pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to the child.

The school will take all reasonable steps to avoid putting a pupil at any disadvantage during the admissions process without justification. It is not the intention of the 2010 Equality Act that every school should plan to provide full access for the full range of pupils with special needs and Herries is not equipped, and the geography of its site may be unsuitable, for pupils with more severe physical difficulties. Under such circumstances it will be reasonable to advise parents that the school is unsuitable.

Disability Discrimination Act

Though we acknowledge that not all children with a disability have a special educational need, we have regard for the Disability Discrimination Act (1995) and will make reasonable adjustments to include all children and their families.

Pupils with Medical Conditions

Herries Preparatory School recognises that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education.

Other Considerations

When organising trips and carrying out disciplinary procedures the specific needs of pupils are always considered so that individual pupils can participate fully in the event. Risk assessments are written for all on and off site activities and the needs of children with SEND are taken into consideration when planning to ensure accessibility.

Complaints

Any complaint concerning the operation of the SEN Policy should be directed to the SENCO and Headteacher in the first instance, who will acknowledge receipt of such and carry out a thorough investigation.

Review and Change

The policy will be reviewed annually. The aim is that the school is up to date with current SEN policy and procedures.

Appendix 1

Definitions of The Four Categories of SEN

In the UK, Special Educational Needs and Disabilities (SEND) are categorized into four broad areas as outlined in the Special Educational Needs and Disability Code of Practice (2015). These categories help professionals identify and address the specific needs of children and young people with SEND. Here's a brief definition of each category:

1. Communication and Interaction

This category includes children and young people who experience difficulties with speech, language, and communication. It encompasses:

- **Speech, Language and Communication Needs (SLCN):** These individuals have difficulty understanding or making themselves understood through speech. This can include problems with forming sentences, understanding words, or interacting socially.
- **Autistic Spectrum Disorder (ASD):** This includes a range of conditions that affect social interaction, communication, and behavior. Children with ASD might struggle with understanding language, processing sensory information, or navigating social contexts.

2. Cognition and Learning

This category refers to difficulties with learning processes, which can manifest in a range of challenges:

- **Specific Learning Difficulties (SpLD):** This includes conditions like dyslexia (difficulties with reading), dyscalculia (difficulties with math), and dysgraphia (difficulties with writing).
- **Moderate Learning Difficulties (MLD):** Children with MLD might require additional support to grasp basic concepts in literacy, numeracy, and other subjects.
- **Severe Learning Difficulties (SLD):** These children often need significant support in all areas of the curriculum and may have associated mobility or communication issues.
- **Profound and Multiple Learning Difficulties (PMLD):** This category includes individuals with severe and complex learning difficulties, often accompanied by physical disabilities or sensory impairments.

3. Social, Emotional, and Mental Health (SEMH)

This category covers difficulties in managing emotions, behavior, and mental health, which can significantly impact a child's ability to learn. This includes:

- **Mental health conditions:** Such as anxiety, depression, or eating disorders.
- **Behavioral issues:** Children who display challenging, disruptive, or disturbing behaviors may fall under this category, especially if these behaviors stem from underlying mental health issues or emotional distress.

- **Attention Deficit Hyperactivity Disorder (ADHD):** Characterized by inattention, hyperactivity, and impulsiveness, ADHD can significantly affect a child's educational experience.

4. Sensory and/or Physical Needs

This category involves impairments that affect a child's access to the curriculum or school environment:

- **Visual Impairment (VI):** This includes blindness or partial sight that significantly affects learning and requires adaptations to teaching and learning materials.
- **Hearing Impairment (HI):** Children with partial or total hearing loss who need specialized support, such as hearing aids or sign language.
- **Multi-Sensory Impairment (MSI):** These children have combined visual and hearing difficulties, leading to complex needs in accessing the curriculum and communication.
- **Physical Disability (PD):** This includes a range of physical conditions that require adaptations to the environment, equipment, or support to participate fully in school life.

These categories help educators, parents, and professionals tailor educational support to the specific needs of each child, ensuring a more inclusive and effective learning experience.

Herries Preparatory School

Cause for Concern Form

Date:

Class/Year Group:

Completed by (Name and Role):

Child's Name:

Date of Birth:

Section 1: Reason for Concern

Please tick or highlight the area(s) of concern:

- Communication and Interaction
 - Cognition and Learning
 - Social, Emotional, and Mental Health
 - Sensory and/or Physical Needs
 - Other (please specify): _____
-

Section 2: Detailed Description of Concerns

Describe the specific concerns observed (provide examples and context):

Section 3: Previous Interventions or Strategies Tried

List any strategies or interventions that have already been implemented to support the child:

Were these interventions effective? (Please explain):

Section 4: Parent/Carer Involvement

Have you discussed these concerns with the child's parents/carers?

- Yes
- No

If yes, what was their response?

Section 5: Next Steps

Recommended actions (tick all that apply):

- Refer to SENCO for further assessment
 - Arrange a meeting with parents/carers
 - Implement additional classroom support
 - Monitor the child's progress for a set period
 - Referral to external agencies (e.g., educational psychologist, speech therapist)
 - Other (please specify): _____
-

