



Special Educational Needs Policy

Policy Creation & Review	
Author(s)	Janice Owen-Amadasun
Last review date	February 2014
Ratified by Governing Body	April 2018
Previous Review Date(s)	January 2012 January 2009
Next Review Date	April 2021

Ellen Wilkinson Primary School Policy for Special Educational Needs

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential including the use of additional provision if appropriate.

The Inclusion & Access Leader takes the lead role in relation to inclusion and is a member of the leadership group.

There is a designated SEN Governor who also has an Equal Opportunities/Educational Inclusion brief.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, Inclusion and Access Leader, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN Support
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of English, Mathematics and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

(*Except where disapplication, arising from an Educational Health Care Plan (EHCP)

occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

Arrangements for coordinating SEN provision

1. Support Plans are reviewed termly. The Inclusion & Access Leader meets with each class teacher to review Support Plans to evaluate pupil progress and to ensure provision is appropriate and necessary. This will include children who have High Needs Funding and EHCPs.
2. The Inclusion & Access Leader meets quarterly with each year group team to discuss additional needs concerns. Other review meetings are held with each class teacher as and when the need arises.
3. At other times, the Inclusion & Access Leader will be alerted to newly arising concerns through the SEN Initial concern form.
4. The Inclusion & Access Leader will discuss issues arising from referral forms with the class teacher within one week of receiving the form.
5. Where necessary, reviews will be held more frequently than once a term for some pupils.
6. Targets arising from review meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
7. The Inclusion & Access Leader monitors planning for SEN and is available to support year group teams with curriculum planning.
8. The Inclusion & Access Leader, together with the leadership group, monitors the quality and effectiveness of provision for pupils with SEN through assessment data, classroom observation and through the monitoring of planning, SEN B tracker, SEN Action Planning grids and SEN files.
9. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional in class support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the Inclusion & Access Leader, and the leadership team, in line with current pupil needs, educational initiatives such as English and Mathematics strategies, and the budget. Additional support is funded through individual allocations from the Local Authority (e.g. for children who meet the threshold for High Needs Funding) and through the proxy measures formula.
10. Support staff, class teachers, Inclusion & Access Leader and outside agencies liaise and share developments in order to inform reviews and forward planning. This is done through the SEN file, regular reports from outside agencies and meetings where appropriate.

Specialised Provision

This is provided by a number of specialist Local Authority and NHS which operate within Newham. All staff and outside agencies contribute to the record keeping in the SEN files for the pupils they work with.

Allocation of Resources

Each year we map our provision to show how we allocate resources and calculate the cost of the whole of our SEN provision. Additional in-class support (TAs) is allocated to pupils with Significant SEN Support Need and High Needs Funding allocation. Advice & support is also provided by the Inclusion & Access Leader and outside agencies as appropriate.

The allocation of TAs to year groups is reviewed termly after all support plan reviews have been completed and the school's SEN profile has been updated.

Identification and Assessment Arrangements, Monitoring and Review Procedures

We use a number of procedures for assessing children. These are also used to identify pupils who are not progressing satisfactorily and who may have additional needs

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Progress measured against the Interim pre- key stage 1 and 2 for children working below the test standard
- Standardised screening and assessment tools (Star Renaissance)
- Observations of behavioural, emotional and social development
- An existing Educational Health Care Plan (EHCP) SEN and HNF
- Another school or LA or other agency which has already identified or provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion & Access Leader and parent, the child may be recorded as needing either:

- A. Differentiated curriculum support within the class
- B. Additional support through **SEN SUPPORT** provision
- C. Additional support through **High Needs Funding** provision

A. Differentiated Curriculum Provision

In order to make progress a child may only require teaching plans for the class to be differentiated appropriately. The differentiation may involve modifying learning

objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN SUPPORT** level may need to be made. At this point and SEN referral is made.

B. SEN SUPPORT

Provision at school action would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop English or Mathematics skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **SEN SUPPORT**.

1. Children, who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. This will be reflected in the Support Plans for these pupils who may be very similar. However, some of these pupils may also have targets which are quite individual.

Such groups will be mainly taught by the class teacher, but may have additional TA support where they are working towards similar targets to **HNF** pupils in the class. Provision will run concurrently with differentiated curriculum support.

Pupils in the second group may sometimes have a small amount of targeted TA support or Inclusion & Access Leader monitoring in order to assess whether they need to be moved to **HNF**. Such pupils may also receive Learning Mentor support.

The responsibility for planning for all pupils with SEN remains with the class teacher, in consultation with the Inclusion & Access Leader.

A child receiving support at **SEN SUPPORT** will have a SEN Support plan.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Monitoring will be carried out by all adults working with the pupil. Significant achievements and difficulties will be recorded in the SEN file. At SEN SUPPORT, most of the monitoring of progress is done by the class teacher and is recorded on the A4 sheet behind the pupil's SSPLAN. However TAs other adults who include the pupil in their work with other pupils, plus the Learning Mentor may also make pertinent observations about the pupil which should be recorded in the same way. The Inclusion & Access Leader will look at the SEN file on a half-termly basis and make adjustments to the provision for the child, if appropriate.

SEN SUPPORT Plans will be reviewed termly, although some pupils may need more frequent reviews. Class teachers are responsible for reviewing SEN Support plans and should ensure parents/carers and wherever possible, pupils, are invited to contribute and will be consulted about any further action.

As part of the review process, the Inclusion and Access Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme of support through careful targeting (e.g. up to one year), the child continues to have significant needs which are not being met by current interventions. In such cases there may be evidence that the pupil:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum Age expectations which are substantially below that expected of children of the same age
- Continues to have difficulty in developing English and Mathematics skills
- Has emotional, behavioural or social needs which regularly and significantly

- interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Where this is the case a decision may be made to make provision at the **SEN SUPPORT plus** needing **High needs Funding HNF**

C. SEN SUPPORT Plus HNF

Provision at this level includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

High Needs funded children and children who have a Pastoral Support Programme (PSP) will always have provision at this stage. A Pastoral Support Programme usually replaces and Support Plan for the duration of the PSP (usually one term).

Where the school has evidence of pupils transferring to EWPS mid –phase who had been receiving support at SSP they transfer on to the EWPS SEN profile at SSP at least until their termly review. It may not always be possible to allocate the same type or level of support as they were receiving at their previous school and parents will be informed of this at the admission interview. It may not always be possible to allocate them the same level of support as other SSP pupils when they first arrive, but they will be included in the termly review of resource allocation.

A child receiving support at SEN SUPPORT Plus /HNF will have a Support Plan **Monitoring** will take place as for SEN Support but the responsibility for recording progress is shared between all the adults working with the child, particularly TAs. Class teachers monitor the SEN file weekly and sign it. This is an important method of communicating with support staff about effectiveness of provision. Reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

Educational Health Care Plans /High Needs Funding

For a child who is not making adequate progress, despite a period of support, and in agreement with the parents/carers/carers, the school completes a specific profile assessment. This is based on the child's specific need using LEA approved forms to apply for High Needs Funding.

The school is required to submit evidence to the termly LEA Cluster meetings. This is a peer moderation group which decides which pupils should be submitted to the Special Needs Panel. The panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This

judgment will be made using the Local Authority's current Criteria for allocating High Needs Funding.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. Parents still have the right to request a statutory assessment if they or the school feels an EHCP would benefit the child, e.g. if the child is likely to be educated outside Newham.

A child who has an EHCP will have additional support that is provided using the funds made available through HNF.

There will be an Annual Review, chaired by the Inclusion and Access Leader, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Year 5 Annual Reviews will include discussion of secondary transfer with an LA SEN representative present. Transition statements are issued in February of Year 6, based on the outcome of the Year 5 review.

Pastoral Support Programmes

PSPs are drawn up if a pupil has been excluded (including lunchtime exclusions) or are in danger of exclusion. The head teacher and/or Inclusion and Access Manager calls the parents to a meeting at the school to discuss what we can put in place to improve behaviour and prevent further exclusions

The programme is reviewed every 6 weeks and runs for a minimum of twelve weeks, and finally, after twelve weeks, if further support is needed, BSS will be involved in supporting the pupil and their family.

A Pastoral Support Plan is used by adults working with the pupil to record targets and strategies. This is reviewed fortnightly by the class teacher and adjusted if appropriate, (the Inclusion and Access Manager supports this process).

Pastoral Support Programmes replace any existing SEN Support Plans for the duration of the plan. PSP support is classed as School Action Plus. Some support time should be allocated to the pupil and TA time can be used to support the PSP. If the class teacher feels Learning Mentor time would support PSP targets, they need to refer the pupil to the Learning Mentor.

If a pupil has not yet been excluded but the class teacher or other member of staff feels they are in danger of exclusion, they should speak to the Inclusion and Access Manager and if appropriate the child may be put on a PSP.

Once the initial meeting has taken place, three areas of focus will be suggested. Class teachers will then draw up a plan for the pupil. Activities which have been used in recent PSPs are included in the appendices to help teachers when drawing up a PSP.

The School's Arrangements for SEN and Inclusion In-Service Training

- The Inclusion and Access Leader attends cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets. This includes teaching and non-teaching staff.
- Staff are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level or through the annual SEN skills audit. This will depend on funding available although every effort will be made to respond according to level of need.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist Complex Needs and Dyslexia Specialist teacher, Speech Therapists all visit the school, following discussion with the Inclusion and Access Leader as to the purpose of each visit.
- Specialist, direct teaching from support services is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties, speech and language disorders; profound and multiple needs. Specialist staff work directly with children where this is indicated on an EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to SEN Support reviews.
- The Inclusion and Access Leader liaises frequently with a number of other outside agencies.
- Where appropriate, pupils with emotional and behavioural difficulties are referred to RIET where they attend part time for at least one term. Placements can also be sought through the 'Community Links' project (Year 6) or for Eleanor Smith Special School (through BSS also including a request for placement to the LA).
- Parents/carers permission is always required if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. This is generally done through parent consultation evenings. If a parent is unable to attend a parent consultation evening, they are offered another time to meet to discuss their child's Support Plan. The Inclusion and Access Leader attends meetings with parents if needed or if requested.

- We make sure that all parents/carers are given information about our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs. We also pass on any other information about support groups or organizations who can offer help and advice.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- SEN Support Plan (SSP) targets can include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. It is not always possible for parents to be present when SSPs are reviewed, but copies are sent to parents and if a parent wishes to suggest changes, the school will always give them the opportunity to do so.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Class teachers ensure homework is appropriately differentiated for SEN pupils.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There are two nursery sessions (a.m. and p.m.) and two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Where a Health Visitor has been involved with a family, they make contact with the foundation stage leader if pupils with SEN are due to start at the school. Close links are made with parents/carers of pupils with SEN before the child starts at nursery or reception.
- Pupils are admitted to Reception in September. Admission to reception is on a part-time basis for the two few weeks. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with an Educational Health Care Plan(EHCP) or with additional needs identified by the family or health professionals will be invited to discuss the provision that can be made to meet their child's identified needs.

Additional admissions/Transfer arrangements

- Additional admissions: A member of the leadership group will contact the school of any child on the waiting list to check if there are any SEN. The Inclusion Leader and Senior Learning Mentor interview all parents/carers of mid-phase admission pupils. Class teachers of children joining from other schools will receive information from the previous school as soon as it arrives.
- Pupils transferring to other schools from EWPS will have their SEN records sent to the new school's Inclusion and Access Leader, including information on the type of provision the child has received. The Inclusion and Access Leader will discuss these children with other schools on request.
- Every effort will be made to meet with the Inclusion and Access Leader of secondary schools our SEN pupils are transferring to in order to ensure continuity of provision. (Year 6/7 SEN Transition meetings are arranged by the borough in May annually)

Access, disability and equality issues

Access to the Environment (see also School Access Plan Appendix 6)

- EWPS is a single site, single storey school. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. The school is semi open plan with classrooms accessed through shared areas which are wheelchair accessible. Each classroom can also be directly accessed from the outside via double doors which are at the same level inside and out and therefore wheelchair accessible.
- There is one shower which is located in the hygiene room. This is totally wheelchair accessible. Laundry facilities are available in the nursery. There are two accessible toilets for children or adults in the school. Individual needs for a younger pupil e.g. through use of frames or additional railings is assessed through the Local Authority's medical needs team.
- We do not currently have any severely visually impaired pupils but the school has good lighting and does not have steps which could prove hazardous. Our classrooms are carpeted and contain quiet areas which could help minimize the effects on pupils with hearing difficulties if we needed to provide for them. We are aware that pupils with autistic spectrum disorders are extremely noise sensitive and special arrangements are in place to ease points of stress (e.g. in the dinner hall).
- Children requiring equipment due to an impairment are assessed by the Local Authority's specialist teams in order to gain the support that they require e.g. hoist, changing facilities, rails in toilets
- See Local Authority's Access Audit Summary (Appendix 8) for details of Local Authority's audit – no additional action requested as a result. However the school and its governing body will consider potential future needs when planning changes and improvements to the building and site.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy will have an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning Foci are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Incorporating disability issues into the curriculum

- The new PSHE curriculum will include issues of disability, difference and valuing diversity.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- Signalong is used at EWPS: training for staff is incorporated into whole school INSET. Training is also available for whole classes and this is allocated according to need (e.g. priority is given to classes where SEN pupils are learning to use Signalong.)
- Opportunities to teach the children Sign - along signs e.g. for assembly greetings and using symbols on displays and around the class are optimized.
- PECs is used in the school for children with language and communication difficulties.

Terminology, imagery and disability equality

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to pupils with disability and those identified with additional needs

- We encourage the inclusion of all children in the School Council and other consultation groups. We teach PSHE throughout the school which supports the

Learning Mentors works alongside the teachers in classes for specific cases. Children are included in their target setting and take active part in their annual reviews, through preparation, and making the information and meeting itself accessible and welcoming. Annual Reviews are pupil centered with the child taking a lead on presenting a video that highlights their development throughout the school.

Working with parents and carers with disability

We recognise that there will be a number of parents/carers with disability of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. When a child starts at the school we ask the parents/carers about their access needs to ensure we use the most helpful form of communication.

Disability equality and trips or out of school activities

- We make all trips inclusive by planning in advance and using accessible places.
- We provide additional TA support for individual children as required.
- All children are welcome at our afterschool activities.

Evaluating the success of the School' s SEN and Inclusion Policy

We analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. We set targets for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs making good progress compared to their peers in similar contexts
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body. The GB reports to parents/carers through the Governors' Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The Inclusion and Access Leader will provide information termly to the governing body as to the numbers of pupils receiving special educational provision through SEN SUPPORT, EHCP and High Needs Funding as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes in the Head teacher's report.

The Inclusion and Access Leader will meet with the SEN Governor termly to discuss Inclusion and current SEN concerns. The policy will be continually reviewed as national and local updates are received. The Governing Body will review and ratify every three years if there are no significant changes before.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion and Access Leader, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's **Complaints Policy**. This is available, on request, from the school office.

APPENDIX 1

GUIDELINES FOR IDENTIFICATION OF SEN Support and assessment are line with Local Authority considerations and recommendations from the Rochford Review 2017

	English (Language and Literacy)	Mathematics	Personal and Social Development: <ul style="list-style-type: none"> • Interacting & working with others • Independent & organisation skills • Attention
YR Term 1	Baseline assessment at or below Stage 3 for Language, Reading or Writing	Baseline assessment at or below Stage 3 for Mathematics	Behaviour that restricts access to the curriculum on a daily basis
YR Term 3 Y1 Term 1	<ul style="list-style-type: none"> • Less than 10 high frequency words • Less than 10 sounds to symbol knowledge • Writing: at or below P level 6 • Speaking/expression: below P level 6 • Listening/comprehension: below P level 6 	Number: below P level 6	Behaviour that restricts access to the curriculum on a daily basis
Y1 Term 3 Y2 Term 1	<ul style="list-style-type: none"> • Reading and Writing: below age expected • Speaking/listening: below age expected 	Number: below level age expected	Reaching final sanctions in school behaviour plan. Behaviour that restricts own/others access to the curriculum on a daily basis.
Y2 Term 3 Y3 Term 1	<ul style="list-style-type: none"> • KS1 SATs - at or below age expected for reading and writing • Speaking/listening: below age expected 	KS1 SATs - at or below age expected	
Y3 Term 3 Y4 Y5 Y6	<ul style="list-style-type: none"> • At any time if working at more than two years below age expected for year group 	At any time if working at more than two years below age expected for year group	Reaching final sanctions in school behaviour plan Behaviour that restricts own/others access to the curriculum on a daily basis Requires adult support to organise self to complete familiar tasks Unable to work without peer/adult support for more than 10- 15 minutes (age appropriate)

The criteria map is a guide, for the purpose of making clear to parents/carers, children and school staff, about the levels at which children might be considered for extra help. The actual decisions, however, will depend on assessment of the child's rate of progress, as set out in the *Code of Practice*.