

HOLME VALLEY PRIMARY SCHOOL

SEN AND INCLUSION POLICY

Date adopted: Autumn term 2009

Next review: Autumn term 2011

1.Rationale

Holme Valley Primary School (HVPS) is committed to providing an appropriate and high quality education to all of our pupils. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

HVPS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress

- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

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.

At HVPS 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.

HVPS sees the inclusion of children identified as having special educational needs as an equal opportunities issues, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The SEN Coordinator is Arlene Meeson, who also takes the lead role in relation to inclusion, and as a member of the SMT, reports regularly to the headteacher.
The SEN and Inclusion Governor is Claire Robinson

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, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from a Statement, occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at **School Action** or **School Action Plus**.

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 literacy, numeracy 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.

Arrangements for coordinating SEN provision

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review targets set for individual children.
2. At other times, the SENCO will be alerted to newly arising concerns by the class teacher.
3. Where necessary, reviews will be held more frequently than twice a year for some children.
4. Targets in English and Maths will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The SENCO monitors planning for SEN and supports year group teams with curriculum planning.
6. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
7. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
8. Support staff, class teachers, SENCO and outside agencies liaise and share

developments in order to inform reviews and forward planning.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

This year's provision map is attached to this policy as Appendix 1.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's tracking system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

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| \$ | Baseline assessment results |
| \$ | Progress measured against the objectives in the National Literacy and Numeracy Strategies |
| \$ | National Curriculum descriptors for the end of a key stage |
| \$ | Progress measured against the P level descriptors |
| \$ | Standardised screening and assessment tools |
| \$ | Observations of behavioural, emotional and social development |
| \$ | An existing Statement of SEN |
| \$ | Assessments by a specialist service, such as educational psychology, identifying additional needs |
| \$ | Another school or LEA which has identified or has provided for additional needs |

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

1. Differentiated curriculum support within the class
2. Additional support through **School Action** provision
3. Additional support through **School Action Plus** provision

Our current criteria for **School Action** and **School Action Plus** are described in **Appendix 2**.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. 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 **School Action** level may need to be made.

School Action provision 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 literacy or numeracy 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 **School Action**.

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. As for all our pupils, those at **School Action** will have individual targets.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

Monitoring will be carried out on a weekly basis by the class teacher, recorded regularly using the school's assessment procedures e.g. classroom observations, Classroom Monitor, Maths Learning Ladders, by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Parents/carers and wherever possible, their child, will be invited to termly meetings where they will be encouraged to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

School Action Plus

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 contribute to the planning, monitoring and reviewing of the child's progress.

Statemented children will always have provision at School Action Plus. School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

\$	Continues to make little or no progress in the areas of concern
\$	Continues working at National Curriculum levels substantially below that expected of children of the same age
\$	Continues to have difficulty in developing literacy and numeracy 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

Monitoring will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

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

- § The SENCO attends regular 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 Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- § In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- § All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- § Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

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

- § The Educational Psychologist visits the school regularly, following discussion with the SENCO as to the purpose of each visit.
- § The LA Special Needs Support Service is available when the school requires specific information, or to share resources and provide in-service training.
- § Specialist, direct teaching from this service 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..
- § Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The

specialist teachers often work directly with children, particularly where this is indicated on a Statement.

§ The LA Inclusion Coordinator is available for specific or general school training needs.

§ The SENCO liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech and Language Service
6. Physiotherapy
7. Occupational Therapy

Parents/carers are informed 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. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

§ Information regarding parent support groups is available in the school entrance.

§ 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.

§ All children are set small, achievable targets to work towards, and parents/carers are always invited to contribute their views to the review process

§ Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.

§ A maths games loans library is available for parents/carers to support numeracy work at home.

§ Regular curriculum workshops are offered for parents/carers to attend.

- § Parents/carers= evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- § 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.

Links with other schools/Transfer arrangements

Foundation Stage staff meet with staff from pre-school providers prior to pupils starting school. Concerns about particular needs are brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. When children transfer from HVPS to new schools, details of particular needs and additional provision will be sent to the new school. The SENCO will discuss these children with other schools on request.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- § The school regularly consults health service professionals. Concerns are initially brought to the attention of the health services linked to school (School Nurse, Occupational Therapy, Speech and Language Service) by the SENCO, and referrals will be made as appropriate.
- § Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.
- § There are many voluntary organisations supporting SEN. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be displayed in the school entrance lobby.

Inclusion Principles

- § Staff at HVPS value pupils of different abilities and support inclusion.
- § Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- § Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- § Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also School Access Plan)

HVPS is a single site school. The school is built on one level with no stairs. Entrance to the building is through electronic doors into the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There are currently no shower, changing or laundry facilities. There is currently one fully accessible toilet for children or adults sited in the main admin corridor.

- § We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- § Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- § Details of our plans and targets on improving environmental access are contained in the Access Plan.

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 will 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 has 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 intentions 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.
- § Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

- § All children requiring information in formats other than print will have this provided.
- § We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- § We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- § HVPS uses a range of assessment procedures within lessons (such as role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- § Details of our plan to improve access to information, with targets, are contained

in the school's Access Plan.

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.
- § Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- § The PSHCE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- § 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.

Terminology, imagery and disability equality

- § 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.

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 disabled pupils and those identified with additional needs

HVPS encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

HVPS recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also have an induction loop system for hearing impaired parents and visitors at the school reception area.

Disability equality and trips or out of school activities

HVPS tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all year five and six children on annual residential visits, and provide additional TA support for individual children as required.

All children are welcome at our after school activities.

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

Every year, 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 also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming 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 attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,
- A reduction in behaviour incidents and exclusions

- X The SENCO provides information to the governing body on a termly basis as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements 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.

The on-line School Profile includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination

Act.

The SENCO will meet termly with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve Level 2 at the end of Key Stage 1 and Level 4 at the end of Key Stage 2. Targets are also set, for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve either Level 2 or Level 4 at the appropriate Key Stage, and become more ambitious from year to year. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at least Level 2.

- X The policy itself will be reviewed annually by the school's SMT.

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 SENCO, 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

Allocation of Resources to and amongst pupils for the year 2009 to 2010

Year	Differentiated curriculum provision	School Action and School Action Plus provision	Additional provision made at School Action Plus
Reception	<ul style="list-style-type: none"> • TA support for: Group work within literacy and numeracy hours. • Handwriting: Pencil grips, writing slopes, adapted seating • Phonics/reading Jolly Phonics alphabet/sound games/sheets • Oxford Reading Tree activities • Peer support and collaborative learning 		
Year 1/2	<ul style="list-style-type: none"> • TA support for: Early Literacy Support Programme FFT Wave 3 Y1, • Group work within literacy and numeracy hours using Jolly Phonics, Wave 3 Maths- • Peer support and collaborative learning • Peer support and collaborative learning 	<ul style="list-style-type: none"> • TA support for: • Specific 1:1 teaching to targets • Lexia • Individualised behaviour programme • ALP • LUCID assessment • TA/Teacher small group teaching to targets outside the literacy/ numeracy hours 	<ul style="list-style-type: none"> • Speech and Language Therapy 1:1/group work. • Input from specialist teachers from OT and Speech and Language Service • Ed Psych advice • Beat Dyslexia
Year 3/4	<ul style="list-style-type: none"> • TA support for: Additional Literacy Support Programme (ALS) • Springboard Maths 3 • Groupwork within 	<ul style="list-style-type: none"> • TA support for groups using • Lexia • CALL • RM Maths • TA follow-up work to S&L therapy provision 	<ul style="list-style-type: none"> • Speech and Language Therapy 1:1/group work • Beat Dyslexia • Ed Psych advice

	<p>the literacy/ numeracy hours</p> <ul style="list-style-type: none"> • Abacus Maths • Guided reading • Peer support and collaborative learning 	<ul style="list-style-type: none"> • LUCID assessment 	
Year 5/6	<ul style="list-style-type: none"> • TA groupwork within the literacy/numeracy hours, using: • Group literacy materials • Abacus Maths • Group topic materials • Guided reading • Peer support and collaborative learning 	<ul style="list-style-type: none"> • CALL • Lexia • SAM learning • ALP • Maths Booster group • RM Maths • LUCID assessment 	<ul style="list-style-type: none"> • EBD Lunchtime support • Pastoral Support Planning/action • Beat Dyslexia

APPENDIX 2

GUIDELINES FOR IDENTIFICATION OF SEN AT SCHOOL ACTION/SCHOOL ACTION PLUS

	Language and Literacy	Mathematics	Personal and Social Development (see attached descriptors for P levels)		
			Interacting & working with others	Independent & organisational skills	Attention
YR Term 1	Attainment on entry at or below 3 points for CLL	Attainment on entry at or below 3 points for MD	Less than level P5	Less than level P5	Less than level P6
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 Reading: <5y 3m on Carver WRaPS test (Y1) Writing: at or below P level 6 Speaking/expression: below P level 6 Listening/comprehension: below P level 6 	Number: below P level 6	Less than level P6 Less than level P6 Less than level P7 Behaviour that restricts access to the curriculum on a daily basis		
Y1 Term 3 Y2 Term 1	<ul style="list-style-type: none"> Reading: <6y 0m on NFER group reading test Writing: below level 1C Speaking/listening: below 1B 	Number: below level 1C	Less than level P7 Less than level P7 Less than level P8 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"> Reading: <7y 0m on NFER group reading test KS1 SATs - at or below level 1 for reading and writing Speaking/listening: below 1B 	KS1 SATs - at or below level 1	Less than level P8	Less than level P8	Less than level P9
Y3 Term 3 Y4 Y5	<ul style="list-style-type: none"> At any time if reading/spelling age is 18 months or more below 	<ul style="list-style-type: none"> At any time of working at more than one NC level below level 	Reaching final sanctions in school behaviour plan Behaviour that restricts own/others access to the curriculum on a daily		

Y6	chronological age <ul style="list-style-type: none"> • At any time if working at more than one NC level below level expected for year group 	expected for year group	basis <ul style="list-style-type: none"> • Requires adult support to organise self to complete familiar tasks • Unable to work without peer/adult support for more than 15 minutes
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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*.