BENTLEY ST PAUL'S C OF E PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

'Growing together in faith, love and trust, we will succeed.'

And we know that God causes everything to work together for the good of those who love God and are called according to his purpose for them. Romans 8 v28

At Bentley St Paul's, we encourage and support children in achieving their full intellectual, spiritual, physical, social and emotional potential. In a welcoming and caring community founded upon Christian values, we strive to develop happy, confident and independent children, inspiring them to be life-long learners.

Date: November 2026

Review date: November 2027

Special Educational Needs and Disabilities (SEND) Policy.

September 2026

The aim of this policy is to outline the nature of provision for children with Special Educational Needs and disabilities (SEND) at Bentley St. Paul's. Please also read 'Bentley St. Paul's Church of England Primary School Special Educational Needs and Disabilities information.' (Published on the school website), to access the following information:

- Contact details of the local authority and the 'Local Offer.'
- Children joining Bentley St. Paul's with SEND.
- Arrangements for consulting with parents.
- Information on the kinds of special educational needs provision within the school.
- Planning, monitoring and reporting for children with SEND.
- Other professionals involved with SEND.
- The governing body involvement with SEND.
- School arrangements for supporting children with SEND transferring between stages of education.

COMPLIANCE

This policy complies with the statutory requirement laid out in the 'Special Educational Needs and Disability' (SEND) Code of Practice: 0 to 25 years. (Published in June 2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- The Children and families Act (2014)
- Schools SEND information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- Teachers standards (2012)
- The National curriculum in England Key Stage 1 and 2 framework document (2013)

The policy is also written with consideration of the school 'Mission Statement,' (see below) and of other existing school polices on:
Safeguarding
Behaviour

Managing Bullying
Equal opportunities
Accessibility Plan
Teaching and learning

This policy was created by the school SENDCo in liaison with the, senior leadership team, SENTA and SEN governor and Governing Body.

Responsibility
The implementation of the policy is the responsibility of the Governing Body, head teacher and all teaching staff.

OUR BELIEFS AND VALUES

Our core values are expressed in our mission statement and apply to all children in our school.

Our Mission Statement:
At Bentley St Paul's, we encourage and support children in achieving their full intellectual, spiritual, physical, social and emotional potential. In a welcoming and caring community founded upon Christian values, we strive to develop happy, confident and independent children, inspiring them to be life-long learners.

Our Vision is:
"Growing together in faith, love and trust, we will succeed."

We believe that:

- Every teacher is a teacher of every child including those with SEND.
- Every adult within the school has a responsibility towards the support of children with SEND according to their role.
- Every child with SEND should feel welcomed, accepted and included and that necessary adaptations should be provided to make this possible.

OUR AIMS

- To raise the aspirations of and expectations for all pupils with SEND by focusing on the desired 'outcomes' for children and not just on their support or hours of provision.
- That every child with SEND, is able to access to a broad and balanced education that includes the National Curriculum**.**

OUR OBJECTIVES:

- Working within the guidance provided in the SEND code of Practice 2014
- Identifying pupils with SEND and additional needs as early as possible.
- Maintaining a register/provision plan of children with SEND.
- Providing appropriate and timely support through a variety of inventions or strategies and by using a 'whole child/ whole school' approach to the management and provision of support.
- Providing a structure of management for children with SEND, which facilitates communication and co-operation between those concerned – i.e. pupils, parents, teachers, learning support assistants (LSAs), education professionals and/or other professionals, the Special Educational Needs Coordinator (SENCo) and the head teacher.
- Providing support and advice for all staff working with special educational needs children.
- Providing high quality or 'first quality' teaching in our classrooms.
- Forging effective partnerships with parents of children with SEND in order to gain a better understanding of their child**,** involving them in all stages of their child's education. It will include providing information where required, on the understanding and nature of their child's SEND; the kind of support and learning strategies in place for their children **and** regular feedback on their child's progress. Parents will also be informed of any support available from the Local Authority through the 'Local Offer' or provided by other outside agencies, ensuring that both are optimized.
- Continuing to develop 'One Plans', which involve teachers, children and their parents in the planning and review of support at all levels.
- Continuing to develop practical and effective ways of representing all views of a child's special educational needs, including those of the child themselves.
- Continuing to facilitate effective planning and monitoring of pupils with difficulties, reducing barriers to learning across the whole curriculum and enhancing the teaching and learning for all pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

<u>The Definition of Special Educational Needs.</u>

The SEND Code of Practice 2014 states the following as a definition of 'Special Educational Needs and disabilities:

'A child of compulsory school age or a young person has a learning difficulty or disability 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 in mainstream schools or mainstream post-16 institutions.'

It continues to explain that children may have special educational needs either throughout or at any time during their school career. These difficulties can be identified within the following broad areas of need:

- Learning Difficulties and Disabilities
- Social, emotional and mental health difficulties
- Autism and Social Communication Difficulties
- Speech, Language and Communication
- Physical and Neurological Impairment
- Sensory: Hearing, Visual and Multi-sensory impairment

The SEND Code of Practice (section 6.23) states that:

'*Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning or disability. Some learning difficulties and disabilities occur across a range of cognitive ability and if left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.'*

The following are not considered to be SEND but may impact on progress and attainment:

- Disability (alone) -The Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability and Equality legislation- these alone do not constitute SEN.
- Poor attendance and punctuality
- Health and Welfare
- Where children use English as another Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a 'Looked After Child
- Being a child of Service personnel
- Children with a behaviour issues unless the behaviour is in response to an underlying identified need.

IDENTIFYING SEN

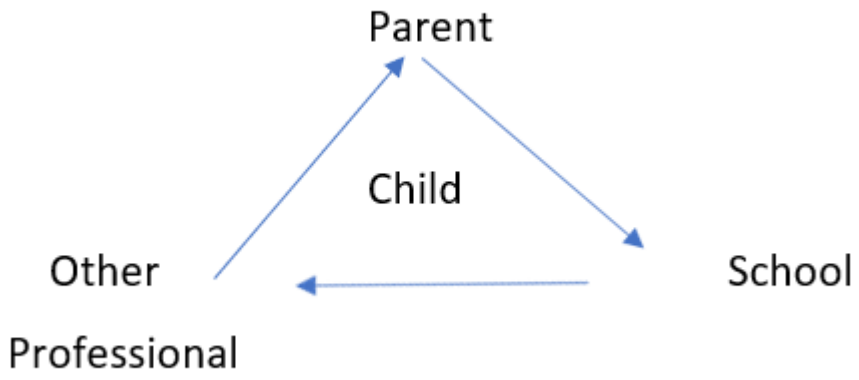
At Bentley we recognise the above criteria and consider whether a child may have SEND in the following circumstances:

- Where academic progress of a child is <u>significantly</u> slower than that of their peers starting from the same baseline.
- Where the attainment gap between a child and their peers is widening.
- Where the rate of a child's academic progress fails to match or better their previous rate over a prolonged period.
- Where a child is showing signs of disaffection, emotional or behavioural difficulties.

SEND may also be identified in areas other than attainment for instance:

- Where a pupil has more limited social development,
- Where their communication and social interaction skills are limited or not developing.
- Where their sensory and/or physical needs affect their learning.

SEND Triangle at Bentley



The child is always in the centre

There will be 3 stages of intervention at Bentley. (Parents should be informed at all stages.)

Stage 1 – Monitored Phase

- Children who have been identified as working slightly below their chronological Age-Related Expectation ARE
- Children whose attainment or progress is slowing down compared to previous years/ assessment periods.
- Children only have one or two needs and are not significantly behind their peers. These areas may be Spelling, handwriting, fine motor, gross motor, behaviour, social skills.
- Assessments to eliminate Dyslexia, Dyscalculia, Speech and Language difficulties may be carried out if appropriate – referrals may be made.
- Children identified in stage 1 are monitored closely with interventions in place.
- Children will not have a One plan but there interventions will be monitored through pupil progress meetings.
- Engagement and progress will be assessed half termly.

Stage 2 – Identified Phase

- Children who have already been monitored and are not making sufficient progress even after initial interventions.
- Children who are working notably or significantly below there ARE
- Children who have barriers to learning including S&L difficulties, Dyslexia, Dyscalculia, ADHD and ASD
- Children will all have a one plan with clear SMART targets:

One Plans will be updated each term.

1. November
2. March
3. July

- Children will be monitored half termly and discussed at pupil progress meetings.
- Education Psychologist may be requested to make an assessment to support appropriate interventions – referrals may be made following assessment.
- Outside agencies and Specialist Teachers may be requested where specialist support is required, or specialist advice needs to be sought.
- Children at this stage will be placed on the Schools SEND register

Stage 3 – Actioned Phase

- Children who have an EHCP or children in process of an EHCP
- Children who have progressed through Stage 1 and or 2.
- Children with specific needs, these could be many different things that need specific help and support.
- Support given will depend on outcomes in EHCP – these will be detailed and broken down in One Plan.
- Interventions and workshops will be specific and involve activities that develop child's specific needs.
- Staffing allocation for support will depend on both the EHCP outcomes and the needs of the child – an EHCP does not signify 1 to 1 support, additional adult support is carefully allocated so as not to restrict a child's progress or restrict inclusion.
- One Plans are monitored regularly and are updated each midterm point.
- EHCPs are reviewed annually.
- Support from outside agencies and specialist teacher's is sought regularly.

Interventions at Bentley

Children who need interventions are children who find learning challenging. This can be for many different reasons. Very often they will have an alternative way of learning or will need to experience things in several ways before they will understand or commit it to memory. As a result, some interventions need to be more than simply 'more of the same'. We have several different workshops which will enable the children to explore different skills in different ways.

In the school there is an established cycle of:

Assessment → Planning → Doing →Reviewing and reporting→

that continues through the whole school life of all pupils from the time they first enter the school.

Assessment

The following assessment practices are established to ascertain academic progress for all children in the school:

- Children are assessed by their current skills and levels of attainment on entry, which builds on information from previous settings and key stages where appropriate.
- Regular routine assessments both written and observed by class teachers.
- The marking by teachers and the monitoring system by senior leadership.
- By the SENDCo doing more detailed assessments where there is a slowing or lack of progress.
    - These may include:
        - Dyslexia screening
        - Dyscalculia screening
        - Speech and Language assessments
        - Reading age assessments
        - Spelling age assessments
        - Assessments of fine and gross motor skills

By recording individual progress on 'Target Tracker' which can be analysed against different criteria (including national expectations), pupils making less than expected progress can be identified.

Where a SEND may not be academic:

- By observation of a child's behaviour in different situations around the school by different school staff and other professionals.
- By consulting with parents.

Planning (and where necessary the provision of SEND support)

In line with the Code of Practice, which states that schools should have a 'graduated' response to a child's difficulties, the first response to a lack of, or delayed progress is in making sure that there is effective 'quality first teaching' targeted at areas of weakness shown by the child. This means that not only should there be teaching of a high quality for all pupils but that there are also adjustments made for children exhibiting difficulties.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. This is evidenced through teachers weekly planning. (Senior leadership are responsible for reviewing and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils.)

If 'quality first teaching' is in place and this is not making enough of a difference to progress, Pupils may need extra or differentiated teaching or other specific interventions designed to secure better progress. At Bentley, children may have a One Plan, this details:

- What the desired 'long term' outcomes are for the child, what strategies or support are to be used.
- The short-term outcomes to support the child in working towards the long term outcomes.
- What a parent can do to support their child.
- What the child can try to do for themselves to achieve the outcomes.

These plans are shared with the parents and the child who is encouraged, according to their age, to engage with them.

Copies of plans are kept in a class file and by the SENDCo. The class file is given to the child's next teacher at the beginning of each school year or plans are passed onto secondary schools when children leave.

Doing

Once a plan is made it will become a 'working document,' the class teacher will be responsible for making sure that children are being taught strategies or receiving the planned support. The nature of the support given to each child will vary according to their level of need and the resources available across the school. It may be daily or weekly through proven 'interventions' or it may be on an 'as needed' basis. Support may be delivered by the class teacher, a learning support assistant or the SENTA. It may be through small groups or individual teaching.

Reviewing and reporting.

One Plans are reviewed at around mid-term by teachers and support staff and information on progress is shared with parents. Parents are invited to add their written comments and/or discuss their child's progress. When a child has made sufficient progress, the plan discontinues. If there are still areas to work on a new plan is written. Parents can also monitor progress through the 'Target tracker' profile that is sent home each term.

At this stage, children who have One Plans are recorded on the 'Special Needs Provision' register for each term as having ***'Additional needs.'*** In terms of the criteria in the 'Code of Practice' they are **not** considered to have an SEND although they may later be identified as such (see below). The register is kept to inform senior management, the school governing body and the local authority of how and where SEN resources are being deployed. Children's names are removed from the register if and when they make progress.

Where it is noted that a child has persistent difficulties these are then termed as 'High needs.' The level of support may be increased and external advice from the specialist teacher team or other professionals (see below), for delivering more effective strategies may be sought. However, beyond this, support is restricted by the school's delegated 'notional' budget and the number of children needing increased support across the school.

Referral to other professionals.

During the process of supporting a child, it may be considered beneficial to refer a child to other professionals for further advice or assessment. (Other professionals might be an educational

psychologist, a speech and language therapist, a specialist teacher or a pediatrician.) Referral will only take place after consultation with the child's parents or carers; where the role of the professional and the reasons for referral have been fully explained and where written permission has been given.

Educational Health and Care plans (EHC plan)

The EHC plan is a legal document that has been created to replace what was referred to as an 'Educational Statement' in the past.
The EHC plan states the health and education provision needed by the child. It can be put in place from the time of birth and until the age of 25.

The local authority expects that most children's needs will be met within the budgetary allowance for the school. However, where the school considers that this is not possible, a request for 'Statutory assessment' by the local authority can be made. Through this process, all schools must show evidence that everything has been done (including asking for and acting upon external advice), over a significant period to ensure a child's progress. The evidence is examined by a panel who consider whether the evidence is strong enough to be considered beyond the financial capability of the school to manage within its own budget. Following this consideration, the local authority may or may not allow a statutory assessment to be made. Parents and the school are contacted regarding their decision. The assessment process takes up to twenty weeks during which time further evidence may be gathered. A decision is then made as to whether to issue an 'Educational, Health and Care plan' (EHC plan). This will only happen if the local authority consider that the child's needs are significant; lifelong or likely to be 'pro-longed;' complex (i. e with more than one area of disability –see below)) and that cannot be financially met by the school. An EHC plan will be written collating all the evidence form all professionals involved with the child and their parents. The nature of the SEND will be stated with the necessary provision the child should receive, within the four main areas of need:

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

Following the issue of an EHC plan, increased funding will allow for additional support to be provided in school and/ or elsewhere according to parental wishes. However, it is still expected that the school will be responsible for the first £6000 of that support.
(Advice and information about EHC plans is available from the local authority website www.essex.gov.uk and titled as 'Local Offer.')

The Annual review of an EHC Plan.

Once issued the EHC plan will be monitored by the SENDCo and SENTA and reviewed with the child, the child's parents, class teachers, support staff and other professionals annually. The

annual review will focus on what the child has achieved; the long- and short-term desired outcomes of the child and their parents and the provision/ actions that are working well. (It is therefore intended that it should be 'person/child centred and not driven by the demand of paperwork.) If there are barriers to progress or provision or actions that are not working so well, these will be discussed with a view to removing or changing them.
Those present at the review, also must consider whether any amendments need to be made to the description of the child's needs or to the provision specified in the EHC plan. (This kind of planning is also referred to by the LA as 'One planning.')

At Bentley, a questionnaire is given to parents and teachers before the review so that they can consider their thoughts prior to the meeting. The thoughts of the child about their own progress and their desires and aspirations in the future are also recorded. At the review meeting, the SENDCo will gather the views of everyone and co-ordinate the planning of effective and targeted provision for the child. It is the intention of the school that planning for children is as 'bespoke' and personal as possible for the child and that reasonable adjustments are made to their support to make it so. In line with the Code of Practice, SEND support will be provided to achieve 'outcomes' and not be defined by a number of hours as was previously the case.

Once the planning is complete a copy is given to parents and school staff and sent to the local authority for their records.

Although the EHC plan or statement is reviewed annually, shorter or smaller interim reviews take place through parent open evenings or other meetings as appropriate to the needs of the child and their parents.

THE MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS

Roles and responsibilities

It is recognized that all school staff will be responsive to the needs of each child be they educational, emotional or social, according to their (the adults) role and responsibilities within the school. All staff are therefore responsible for children with SEND but are supported and advised by the Special Educational Needs Coordinator (SENCo) specialist teachers, educational psychologists and other outside agencies where appropriate.

The role of the SENDCo.

At the time of writing the Special Educational Needs and Disability Co-ordinator at Bentley St. Paul's is the Headteacher, Mrs Louise Putt or Deputy Head Teacher Mrs Natalie Head, in her absence will fulfil the role.

The SEND Coordinator (SENDCo) responsibilities at Bentley include:

- Overseeing the day-to-day operation of the school's SEND policy
- Maintaining a register of children receiving additional provision.
- Coordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers to ensure effective high quality teaching
- Managing interventions and support provided by LSAs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Delivering 'discrete teaching' to individual or small groups of children.
- Liaising with external agencies including the local authority's educational and psychology services; health and social services, and voluntary bodies.
- Taking a lead role in the recruitment of learning support assistants and their induction once employed.
- Reporting to the school's governor for special educational needs and to governing body as required.

The role of the Assistant SENDCo.

At Bentley we have an assistant SENDCo, Mrs Natalie Head. Mrs Head is also our Deputy Head teacher.
Her role is:

- To support the SENDCo in the preparation of documentation for EHCPs and statutory assessments
- To update and monitor children's One Plans and objectives
- To carry out assessments and screenings with individual children
- To liaise and meet with parents where appropriate and necessary
- To oversee interventions and workshops
- To liaise with support staff and support their training needs
- To report back to SENDCo on training and resource needs

In order to fulfill these roles, it is necessary for the SENDCo and Assistant SENDCo to have allotted time to:

Maintain appropriate individual and whole school records of children with Education, Health and Care Plans (EHCPs).

- Plan and manage annual review meetings for children with Statements and EHC plans and complete the necessary paperwork required by the local authority.
- Write reports for outside agencies including health and social services.
- Complete paperwork for the local authority where a request for Statutory Assessment is necessary.

- Meet with parents, advisors and outside agencies.
- Meet with teachers for planning and monitoring of provision for children with, Additional needs, High needs or with EHCP
- Observe children in their class or on the playground.
- Complete detailed assessments for children who may require 'Additional' support (ie. beyond 'quality first teaching')
- Teach
- Support LSAs through specific training and adequate resourcing in order for them to deliver appropriate and effective interventions.
- To support performance management cycle for class teachers and LSAs through analysis of SEND progress and attainment.
- Attend local 'cluster' and SENCo update meetings, plus any required training.

The role of the SEND governor and the governing body.

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEND. It is responsible for overseeing the implementation of the SEND policy and for the review of the policy every three years (or sooner if required).

The governing body, does its best to secure the necessary provision for any pupil identified as having SEND. The governing body has an elected member who has specific oversight of the school's provision for pupils with SEND. This governor meets with the SENCo and the head teacher to discuss matters pertaining to SEND at regular intervals or at other times when required. The SENCo may also report directly to the governing body when required to do so.

The head teacher and SEND governor ensure that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Admission arrangements

(For a child with an EHCP.)

Under paragraph 3 Schedule 27 to the education act of 1996, the LEA has a duty to comply with the preference of a school made by parents. On receipt of the EHCP the school governing body (or by delegation, the head teacher) must consider the needs of the child and can only refuse placement where it is considered that:

- The school would be unsuitable (i.e. by not being able to meet the needs of the child set out in part two of the statement).
- The child's placement would be prejudicial to the efficient education of other pupils in the school.

The school **can not** contest the placement just on the grounds of it being full.

In cases where parents would like to name Bentley on an EHCP, the head teacher and SENCo will invite parents into the school to discuss their child's needs and the suitability of the school in being able or unable to meet them. After the meeting the head teacher will pass on their recommendations to the governing body. The governing body will make a decision to either offer

a placement or if the school is thought unsuitable, send the necessary representations, to the LA within the prescribed time limit.

For a child with SEND but without an EHCP.

The same admission arrangements outlined in the school's 'admission policy' will operate for children with SEND. The SENDCo will collate and summarise all information sent from other schools and outside agencies when a child is admitted. The SENCo will meet with parents and make an assessment of the child's needs. The SENDCo will write a One Plan with the class teacher with a review date of not more than three months to be arranged with the child's class teacher and parents.

The inclusion of children with SEND.

As part of the whole school ethos, it is recognised that all children should feel valued and esteemed. To achieve this, the school will ensure that:

- Children have their efforts and strengths 'celebrated' in different ways to promote a positive self- image.
- Staff are sensitive to children with SEND and place them in groups where they can work happily and effectively i.e. sometimes grouping them socially as well as in ability.
- Children will have access to and be included in, a broad and balanced curriculum.
- All efforts will be made to allow those pupils with SEND to join in the activities of the school and with other children, so far as is reasonably practical and compatible with the child's needs, and the efficient education of other children. Suitable adaptations and adjustments will be made to accommodate children with SEND in consultation with parents, support staff and where necessary specialist advice.
- While planning consistent programs of teaching, there are flexible arrangements for periods of withdrawn group or individual teaching.
- Children with SEND are encouraged to participate in some of the decision-making processes and contribute to their personal learning plans.
- Children take part in their annual or interim review meetings and later in the transition processes to secondary school.

Pathways: Inclusion Base

This academic year (2026/7) we have opened an Inclusion Base. This base has been developed to support children with the most complex needs within the school. Pathways runs it's own timetable and curriculum and is centered around the children within it. Focus is given to the children's EHCP targets and activities are planned with these in mind.

Typically, all children within Pathways Inclusion Base have an EHCP with banding 5 or 6. Children need to gain admission to the school before they can be considered for the base through the regular admissions procedures. Pathways has a limited capacity to between 4 and 6 children. Further details for admission to Pathways can be found in the Appendices.

The transition arrangements for secondary school.

When children with SEND transfer to the secondary school, the SENDCo sends information, reports and support plans to the SENDCo of the receiving school. In most cases the SENDCo will meet with the SENDCo at the secondary school and plan extra visits if required for a child to ensure a smooth transfer. The SENDCo/SENTA will also spend some time with children in their last term preparing them for their new school.

Staff training.

The SENDCo and SENTA will identify any training needs throughout each year. The need for training is also questioned within individual performance management meetings with staff or when a new child with SEND joins the school. The level of provision for training will vary depending upon the level of need and the budget available. Training could therefore be delivered in any of the following ways:

- INSET – delivered by another professional to an identified group of staff.
- INSET- delivered to staff in staff meetings by SENDCo.
- INSET – delivered by SENDCo to LSAs
- INSET – delivered one to one with SENDCo
- Training courses provided by recognised professionals.

The arrangements for the management of complaints.

Complaints by parents are treated seriously, respectfully and with sensitivity by all staff.
Parents are encouraged to meet with the head teacher or SENDCo to discuss any problems of children with SEND. They will consider what action needs to be taken and respond promptly to parents (the same day if possible), to inform them of any action. A written record of the complaint is logged. A review date and time is arranged, or parents will be asked to contact the school again if a problem persists. The head teacher will inform the governing body of the most serious complaints.

Parents may also make formal representations to the governing body and or the Local authority.

Monitoring and evaluating the policy.

The Headteacher/SENDCo, Assistant SENDCo, Senior Leadership Team and Governing body monitor, review and evaluate the policy annually.

Appendix 1:

	Pupils who are considered appropriate for The Inclusion Base, will: • be able to interact positively with supporting adult/s; • be able to express a range of emotions and respond to calming strategies of others; • accept being with others; and • respond to experiences that are brought to their attention, including sounds.	Pupils are likely to be working towards: • being able to interact positively with peers; • being able to seek support through co-regulation of emotions and practical help; • being able to separate from close carers and co-explore new situations; • engaging in positive routines for entering school; • engaging in interactive play, using everyday materials and/or toys to explore, understand and represent their world, ideas and interests; • being able to take instruction and engage in exploring concepts of interest; and • be able to identify a choice, showing growing sense of self through asserting their likes, dislikes, choices, decisions and ideas.	Pupils will not be appropriately placed in The Alternative Provision if they can do the following: • able to manage own basic hygiene needs and maintain good physical health, including diet; • able to be integrated into a mainstream classroom room for the majority of lessons, with adaptations in place; and • able to communicate and use language within with the 3 and 4 year-olds learning outcomes from Development Matters (see Appendix A) and are therefore not significantly behind age related expectations.

	Relationships	Wellbeing	Attending	Participating	Achieving	Moving-on
7	Demonstrates empathy by adjusting their own behaviours in support of others	Has the confidence to speak out about emotional wellbeing, physical & mental health	Sustains good levels of attendance and/or able to re-engage after period/s of reduced attendance	Actively seeks out opportunities to take on new challenges	Confident at decision making and able to reflect and evaluate own learning	Engages with work experience and enterprise opportunities which raise aspiration and allows informed choices to be taken, including opportunities to actively engage in voluntary work.
6	Able to sustain mutually respectful friendships, fully recognising that some actions can harm others.	Demonstrates self- awareness and displays positive self-esteem	Able to access support, or safe space, to sustain or improve attendance	Able to tackle projects confidently, demonstrating resilience, and perseverance in the face of challenge	Able to improvise and deliver outcomes imaginatively	Engages with exposure through the curriculum to career/ education/ life IAG. Has opportunity for interaction with inspiring role models, including those in the local community
5	Able to form positive attachments to adults and friendships with peers	Able to manage own basic hygiene needs and maintain good physical health, including diet	Engages in leisure and/or outdoor activities as part of the school community and/or outside of school	Shows awareness of the similarities and differences between themselves and others	Able to formulate and question information, ideas and arguments and take on board the opinions of others	Shows initiative when solving problems, analyses options and accepts that there can be more than one solution to a problem
4	Able to work and play co-operatively, share and take turns with others	Has an awareness of stressors and how to self-regulate when experiencing stress	Regularly feels positive about attending school and participating in learning experiences	Engages in group activities Able to share their own needs, wants, interests and opinions with others, in a familiar group	Able to understand the consequences of a decision and review a decision	Able to solve a problem independently, persevering until it is solved and approaching it in different ways
3	Shows sensitivity to their own and others' feelings	Able to seek support through co-regulation of emotions and practical help	Engages in positive routines for entering school	Shows willingness to try new activities, undertake new ventures and begin to show independence	Has the confidence to do things differently and try new things, recognising that some life skills (for example, reading) are important and engages positively	Shows willingness to develop skills that enable independence and safety in the community
2	Able to interact positively with peers	Begins to recognise danger and seeks support of significant adults to keep physically safe, including road safety	Able to separate from close carers and co-explore new situations	Engages in interactive play, using everyday materials and/or toys to explore, understand and represent their world, ideas and interests	Expresses interests and uses special interests to engage positively in appropriate provision	Accepts change in familiar situations, recognises a problem and makes choices that lead to successful transitions
1	Able to interact positively with supporting adult/s	Able to express a range of emotions and respond to calming strategies of others	Accepts being with others	Will respond to experiences that are brought to their attention, including sounds	Able to take instruction and engage in exploring concepts of interest	Able to identify a choice. Shows growing sense of self through asserting their likes, dislikes, choices, decisions and ideas