Ealing Learning Partnership
SEN support expectations

July 2019

Leaders know the educational outcomes of schools in the local area particularly well. They carry out a detailed analysis and identify those schools where outcomes are not good enough. This includes pupils' progress in writing, which by the end of key stage 2 is below that of reading and mathematics. Many schools have received reviews to check on the teaching, leadership and outcomes being achieved by children and young people with SEND. This is helping improve outcomes, including in writing.

Local Area Ofsted SEND Inspection 2019

Foreword

As leaders of SEND, one of our key roles is raising expectations: the expectations of the pupils that we teach, the expectations of our school staff and the expectations of the wider community that we serve. All children and young people should expect to receive an education that enables them to achieve the best possible educational and wider outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood.

- To achieve these goals ELP have four key priorities 2018-2020 driven and monitored by the SEN Executive board.
- To support schools/other educational settings to embed the highest expectations for children and young people/adults with SEND, reducing inequality
- To develop clear transitions and improve progression pathways through the curriculum to support better preparation for adulthood.
- To improve the quality and timeliness of the statutory assessment process, co-production of EHC plans and establish a new funding model for all children and young people with SEND.
- To ensure the local area offer is developed further to meet current and future needs of our children and young people.

The advice given in this document is relevant to all early years settings, schools, academies/free schools and further education providers. It sets out clear expectations of what should be provided from within school delegated funding for pupils at SEN support on top of the quality teaching that should be provided for all children and young people.

A child or young person is said to have SEN when their learning difficulty or disability calls for special educational provision to be made for them, namely provision that is different from or additional to that normally available for others of the same age. A small number of such children and young people will require an Education Health and Care (EHC) plan.

When considering children and young people in need of SEN support schools are expected to operate a **Graduated Response** resulting from careful identification, assessment, planning and reviewing. **It is expected that this approach will provide for most learners needs in their settings**. It will include the use of evidence-based interventions and proven strategies to promote positive development over time.

If the evidence demonstrates that a range of approaches have not worked effectively, then it may be necessary to undertake statutory assessment.

Our target is that by 2020 all schools will be judged at least good by Ofsted, with a high proportion judged to be outstanding. The gap between those identified for SEN support and their peers will be reduced.

Contents

Introduction

This guide is structured around four key areas. Section 1 will be essential reading for the leadership team, including SENCos and Inclusion Managers. Section 2 onwards will be relevant to teaching staff and SENCos.

Roles and Responsibilities

Section one focuses on roles and responsibilities. School leadership is regarded as a prominent factor in improving student outcomes. This has been firmly acknowledged in the field of SEND. Moreover, the importance of school leaders and their SLTs in demonstrating a firm commitment to developing an inclusive culture within a school has long been regarded to be as important as the systems, practices and policies that are implemented to improve outcomes.

Quality first teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching (CoP 2015).

SEN Support and interventions

Strategic resourcing and strategic thinking are closely linked (Robinson, 2011). As leaders of SEND, we should question and challenge assumptions about the links between resources and the needs they are intended to meet. We need to ask what conditions are required to ensure a resource works for the learners that are being targeted and what evidence there is to show that using a resource in a way will help to achieve the intended goal.

Useful resources

As leaders of SEND, we should commit to evidence. Section 4 provides links to further reading, research and resources that will support leaders to implement an effective SEND strategy for learners at SEN support.

DFE supported professional guidance is also made available through the SEND gateway (NASEN) where there are additional sources of information relating to the four broad areas of SEND:

- Cognition and learning
- Speech, language and communication
- Social, emotional and mental health
- Physical and sensory.

Section 1 Roles and responsibilities

Principles for all professionals working with children and young people who have SEND.

Alongside the expectations of all teachers identified within the DFE teacher standards, the DFE also sets out the following principles that will be observed by all professionals working with children and young people who have SEND. These include:

- Considering the views of children, young people and their families; ensuring that they are involved in discussions and decisions about their individual support (this is a must in the CoP para 1.3)
- Enabling children, young people and their parents to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adult life from the earliest possible age.
- SEN support should be evidence based, informed by effective practice and personalised to the students.

In all schools and settings teachers are:

- Responsible and accountable for the progress and development of all pupils in their class, including where support staff are involved
- Appropriately qualified and experienced
- Supported to gain skills and knowledge in areas that will improve their teaching and their support of child or young person with SEND
- Able to access support and guidance from the SENCo in school
- Supported to access advice and training where needed
- Responsible for differentiating the curriculum to accommodate the needs of all pupils and students in the class
- Equipped with the skills to implement the assess, plan, do and review cycle effectively.

All staff:

- Are aware of the needs of the pupil or student as necessary
- Have access and are familiar with planning documents, pupil passports, pupil profiles, learning plans
- Are clear about what is expected of them in relation to named pupils/students and groups of pupils/students
- Plan to implement a child or young person's individual targets into their teaching where the child or young person is in their teaching group.

Responsibilities of the governing body/board, trust or proprietor

All governing boards (GBs, trusts and proprietors) have legal duties under the Equality Act 2010, Children and Families Act 2014 and the SEND Code of Practice 2015 in relation to pupils with special educational needs and disabilities (SEND).

Under the SEND Regulations 2014, the GBs of maintained schools, maintained nursery schools and academies **must** publish information about their SEN provision, including:

- The arrangements for the identification of SEN and a report about the school's policy for learners with SEN- code of practice para 6.79:
  www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans. A summary of the plan should be readily accessible on the school website.
- Arrangements for learners looked after by the local authority and have SEN. This is regardless of whether the school or setting currently has looked after learners on roll.

There should be an individual on the board **or** a committee with specific oversight for the school's arrangements for SEND. In practice, the board can delegate these functions to a committee, an individual governor or the headteacher who may in turn delegate to a senior member of staff. T**he responsibility to ensure that the functions are carried out remains with the governing board itself.** (Governance handbook 2017)

Governing boards must:

- Co-operate with the local authority in reviewing the provision that is available locally and developing the Ealing local offer www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0
- Use their best endeavours and provide reasonable adjustments to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND. Through reviewing support plans, they should consider what reasonable adjustments have been made to ensure fair and equal access to the curriculum. This may include transport, staffing, timetable changes, adjustments to the physical environment, while also acknowledging that what matters most – and has the biggest impact – is quality first teaching.
- Work in partnership with the headteacher and school leaders to ensure the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation and accessibility requirements, including the treatment of disabled learners.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Ensure information is provided to parents when special educational provision for a child is made and that the provision made, is accurately recorded and kept up to date.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions
- Have a clear approach to identifying and responding to SEND
- Determine their approach to using their resources to support the progress of pupils with SEND

◈ Ensure that a member of staff is designated as the SENCO. The SENCO must be a qualified teacher working at the school. A newly appointed SENCO who has not previously been the SENCO at that or any other relevant school for a total period of more than twelve months must achieve the National Award in SEN Co-ordination within three years of appointment.

◈ Ensure that the SENCos key responsibilities are outlined and monitor how effectively they are carried out. (Paragraph 6.84 on page 108 of the SEND Code of Practice).
www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

◈ Ensure that the school's budgetary priorities reflect the needs of children with SEND, and they should assist staff in evaluating the strengths and weaknesses of SEND resourcing decisions within the school. Most children and young people with SEND will not require an Education Health and Care Plan (EHCP).

Key Questions

◈ How does the SEND governor in your school hold leaders to account to have a positive impact on learners at SEN support?
◈ Has the SEND governor attended appropriate training to do this?
◈ How do school leaders, including governors, ensure that the school has created a culture and ethos which actively welcomes learners with SEND?
◈ How do school leaders, including governors, ensure that the school has successfully includes parents and carers to support high quality outcomes?

In early years settings

All early year's providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to the 0-25 SEND code of practice.

Early years providers must have arrangements in place to support children with SEN or disabilities and to promote equality of opportunity for children in their care. These arrangements should include a clear approach to identifying and responding to SEN.

All early year's providers have duties under the Equality Act 2010. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

All early year's providers should also take steps to ensure that children with medical conditions get the support required to meet those needs. Early years providers and educational settings should have arrangements in place that include a clear approach to assessing SEN.

SEN support should include planning and preparing for transition, before a child moves into another setting or school.

The headteacher and school leaders

It is the role of the headteacher / principal to:

◈ Advise the governors on policies to meet their SEND and disability responsibilities.
◈ Work to agree the SEND strategy and to implement the agreed vision and strategy.
◈ Oversee all aspects of operational leadership and management.
◈ Ensure that the SENCo has enough time and resources to carry out their duties. The Code of Practice 2015 recommends that SENCo's are most effective when they are a member of the senior leadership team.

In early years settings

Those in group provision are expected to identify a SENCo. Childminders are encouraged to identify a person to act as SENCo and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The role of the SENCo:

◆ Ensuring all practitioners in the setting(s) understand their responsibilities to children with SEND and understand their setting's approach to identifying and meeting the needs of young children
◆ Ensuring there is an overview of all children who have SEND including their relevant stage of SEND support
◆ Make referrals to specialist professionals
◆ Ensuring the close and continuing involvement of parents, and that their views inform action taken by the setting
◆ Liaising with external professionals.

In maintained schools, nursery schools and academies

The SENCo should:

◆ Be a qualified teacher and meet the requirements for SENCo qualification where necessary (Code of Practice 2015 (6.87)
◆ Play an important role in the strategic development of SEN policy and provision in the school advising the leadership team of what is necessary regarding staff and resources.
◆ Have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
◆ Be allocated enough time and resources to carry out these functions
◆ Have access to appropriate levels of administrative support and time away from teaching to enable the fulfilment of responsibilities
◆ Support staff with guidance and direct assistance in the identification and assessment of learners considered for SEND Support.
◆ Provide advice and guidance on suitable interventions and strategies
◆ In colleges of further education and sixth form colleges

In line with the SEND Code of Practice most colleges:

◆ Identify a named person with oversight of SEND provision to ensure co-ordination of support. In many cases this is like the role of the SEN Coordinator (SENCo) in schools
◆ Are involved in transition planning between schools and college. All students should be given the opportunity, before or on entry, to declare if they have a learning need, disability or medical condition which will affect their learning. SEN Code of Practice para 7:22 (p10).
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education guide_to_the_0_to_25_SEND_code_of_practice.pdf

Key questions

◆ From their different starting points, and considering their individual academic and non-academic needs, how well do learners with SEND achieve at your school?
◆ How do you use internal and national data sets to evidence this?
◆ To what extent does the leadership team, including the headteacher and SENCO, work collaboratively to further develop your whole school strategy for SEND?
◆ To what extent do you and your leadership team, including the headteacher and SENCO, help ensure that all teachers are aware of their responsibilities to learners with additional needs?

Adults in the classroom

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' (0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54)

There is 'most impact on teaching and learning when teaching assistants clearly understood their role and knew exactly what they needed to do in order to help pupils make progress. Key to this is effective communication between teachers and TAs'. (Ofsted 2008). Recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning if they are trained and deployed carefully.

Adults support learning in the classroom by:

- Reducing children's anxieties, helping them to feel safe and secure in their classroom/school
- Being familiar with how the learner gains knowledge and by understanding the learners individualised targets
- Engaging and motivating learners to learn
- Assisting with pre-teaching, including on subject vocabulary, new concepts, early experience of practical activities
- Facilitating engagement and learning of learner in whole or small group learning activities
- Teaching daily programme of skills / concepts in fixed timetable periods, and monitored by teacher
- Classroom presence to refocus, encourage, explain, facilitate responses
- Supporting targeted subject areas, being prepared for what is to be taught and understanding the learning needs of the pupil/student
- Making sure transactional supports are consistently available e.g. Schedules, and within task check lists) this will help to increase independence and avoid over- reliance on adult support
- Monitoring the impact of any support provided.

Staff should be trained in the needs of the pupil / student and understand how to:

- Communicate instructions
- Communicate new knowledge and concepts
- Provide opportunities for skills reinforcement and practice
- Recognise when a child is using behaviour to communicate
- Deliver specific programmes / interventions.

Key questions

- To what extent are teaching assistants deployed strategically at the school?
- How have you ensured that the deployment of TAs and support staff is reviewed regularly and evaluated for impact?

Parents and carers

The Lamb Inquiry (2009) concluded that there was a lack of aspiration and focus on securing good outcomes in the school system for children with special educational needs and disabilities. It found that parents, children and young people's views were not properly listened to and acted on and highlighted the need for schools to communicate openly, honestly and frequently with families.

To address these issues, the Children and Families Act 2014 sought to put parental and learners' involvement at the heart of achieving better outcomes. This is then linked to ensuring better outcomes in the Department for Education's 2015 Code of Practice which recognises that effective engagement with parents and carers has a clear impact on children reaching their potential.

Embedding parental involvement is based on extensive but often ignored evidence that greater parental involvement has a dramatic impact on progression, attainment and wider outcomes as well as improved attendance and behaviour. This is especially relevant for children and young people with SEND who are already vulnerable learners.

The SENCO and key pastoral staff often act as a communications bridge between their school, colleagues and parents and carers. In the context of the Teachers' Standards and the Code of Practice, the Three-Wave Model is increasingly accepted and used as the basis for high-quality, universally differentiated provision in schools. This approach broadly entails:

- Wave 1: Inclusive quality first teaching for all
- Wave 2: Additional interventions
- Wave 3: Additional highly personalised interventions.

For it to work accurate and updated information from parents is an absolute pre-requisite. This is most effective in the context of a mutually trusting relationship between school and home.

To create the best partnerships there needs to be:

- A commitment to joint working and building the relationship between school staff and parents
- opportunities for parents to communicate with the key staff on a regular basis- open channels of communication, whether that is face-to-face, phone or email

There is strong evidence from schools that the structured conversation approach is having a significant impact on improving the engagement of parents with the education of their children and young people. Through structured conversations, many schools have been able to develop effective partnerships with parents, getting them more involved in their children's learning, developing effective learning targets and developing more individualized approaches to learning.

The following diagram shows the four stages of the framework:

EXPLORE

Active listening, paraphrasing, communicating, understanding

Identifying priorities, clarifying key issues

FOCUS

PLAN

Agreeing targets, planning, seeking outcomes, developing action plan

Summarising, clarifying next steps, arranging further communication

REVIEW
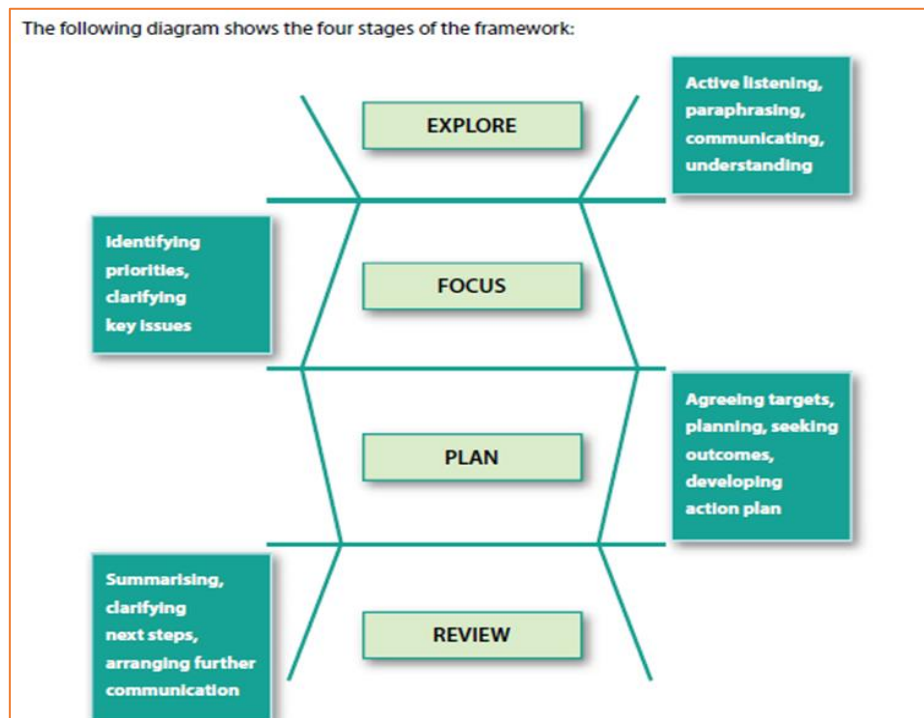
Key questions

◆ Do your school systems promote parent and carer contributions to maximise outcomes for learners with SEND?

◆ How have you and other school leaders created a culture and ethos that welcomes and engages parents and carers of learners with SEND?

Planning for adult life

The Children and Families Act introduced a model of transition to adult life and employment and affirmed the principle that high aspirations are crucial to success. An increased focus on outcomes for life, ultimately leading to employment and independence will raise aspirations for children and young people. At the heart of this is planning for smooth transitions across all phases of a child's education.

It is essential that all adults working with children and young people contribute to the fostering of good transition planning. Parents and carers should play an important part in the support of children and young people through the transitions and into adulthood.

Everyone working with children and young people who have SEN or disabilities should support them to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation. To support schools the DFE developed outcomes to be used when planning for adult life:

- Employment
- Independent living
- Community inclusion
- Health.
- www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf

Preparing for adulthood from the early years

Early years settings should support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another (for example, from nursery to primary school). Maintained nurseries and schools must ensure that, subject to certain conditions, pupils with SEN engage in the activities of the nursery or school together with those who do not have SEN and are encouraged to participate fully in the life of the nursery or school and in any wider community activity.

Preparing young people needing SEN Support for adulthood, further study and employment

Secondary settings should support children and young people by building discussions around aspirations and further study, this is often through the careers programme within schools. SENCO's can support students with SEN by:

- Reviews in Year 9 which help young people to develop knowledge of their own capabilities and strengths, not just in terms of GCSE attainment
- Access to information about different pathways in KS4 and KS5 providing additional advice and guidance in preparation
- Support for attending college interviews – and to ensure college choices are appropriate e.g. travel from home
- FE colleges should be involved in transition planning between schools and college.

16-19 study programmes

It is a principle of 16-19 education that each pupil has a programme of learning that allows them to attain the skills and qualifications that will help them achieve their aspirations. A 16-19 programme should be personalised. For students with SEND it is particularly important that their 16-19 study programme includes appropriate support to achieve their goals, and that where a young person transfers to a new post-16 provider, the provider has enough information to ensure this is managed.

Within schools, pupils on post-16 programmes with SEN support needs should continue to have their additional needs met, including where these involve learning aids. New and additional arrangements to support independent learning and study may be required. Heads of sixth form may need to work with SENCo to ensure they can meet these needs.

Local colleges have a range of programmes to help young people to access jobs. Study Programmes can include traineeships, apprenticeship opportunities and work experience as a core aim. Study Programmes can focus on work placements rather than qualifications to prepare young people for a job role or work within a sector. Colleges will usually offer work pathways for ages 16-19 and programmes ensure that students can develop appropriate skills and work behaviours in college. Additional needs can be supported in these programmes.

Funding of provision for SEN support

Early years SEN inclusion funding support
Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEND and disabled children.

To do this, local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children.

Early years providers should consider how best to use their resources to support the progress of children with SEND.

Early Years Pupil Premium can be used to support children in early years provision with SEND.

SEND funding for primary and high schools
Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school.

They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at groups, such as the pupil premium.

This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEND.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support, which costs up to a nationally prescribed threshold per pupil per year, normally £6000.

High needs block funding is high-need, low-incidence SEND that comes directly from the commissioning local authority into schools (this is often the LA where the child or young person lives or is legally responsible for the care of the child or young person). It is aimed mainly at pupils with Education Health and Care Plans (EHCPs).

Section 2 Quality first teaching

High quality teaching is the foundation for progress for all learners. It is believed that the difference between poor teaching and highly effective teaching equates to just under half a year's extra progress for most learners. The effects of high quality teaching are especially significant for learners from disadvantaged backgrounds: over a school year, these learners gain one and a half years' worth of learning with very effective teachers, compared with half a year's worth with poorly performing teachers (The Sutton Trust, 2011).

The Code of Practice recognises that, 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching' (Department for Education, 2014).

Quality first teaching in the early years

In assessing progress of children in the early years, practitioners can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design.

SEN support should include planning and preparing for transition, before a child moves into another setting or school.

The local authority services work across early years' settings, to ensure that there is:

- Expertise and experience amongst local early years settings to support children with SEND, including SEN Support where appropriate
- Guidance and advice available from an experienced practitioner
- High quality SEND related training available
- Impartial information for parents
- A strong link between health, education and social care
- Support for a clear and effective process of transition to full time education.

Identifying SEND

Appropriate intervention cannot be put in place if a learner's needs have not been correctly identified. It is important to take the time to reflect on a school's range of current screening and assessment tools and where necessary to engage with the relevant professionals to ensure precise identification. Schools sometimes use interventions based on their current or historic offer, or based on areas of staff expertise, rather than drilling down into the individual needs of the learner and then personalizing the intervention around them.

Children under two years

A child is considered to have a learning difficulty or disability if they are likely to need special educational provision when they reach school age.

If SEND is identified early, the needs of children are likely to be best met from locally available services. The health service and /or social care services provided under Section 17 of the Children Act 1989. The Local Offer sets out how agencies will work together to provide integrated support for young children with SEND, and how services will be planned and commissioned jointly to meet local needs.

Progress check at age two

When a child is aged between two and three, early years practitioners must review progress and provide parents with a short summary of their child's development, focusing on:

- communication and language,
- physical development
- personal, social and emotional development.

This progress check must identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEND or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, health visiting team, speech therapists.

The summary must highlight areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEND or disability).

It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.

Health visitors currently check children's physical development milestones between ages two and three as part of the universal Healthy Child Programme. www.gov.uk/government/publications/healthy-child-programme-review-of-children-aged-2

If concerns are then triggered by the health visitor, information should be shared with the setting that the child attends and a plan put in place to support the child.

Children 2-5 years

In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years. Settings using the Development Matters guidance www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf should monitor progress and achievement through the age bands.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. Parents and carers should be consulted and included at all stages and at any point of concern.

From within the setting practitioners should particularly consider information on a child's progress in

- communication and language
- physical development
- personal, social and emotional development.

Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether a child has SEND. All the information should be considered together with parents/carers observations.

Example: At the age of 38 months the child is functioning at or below 22-36 month age band in at least 3 skill areas (i.e. listening an attention/understanding/expressive/social communication/ speech sounds)

Or at age 42 months the child is functioning at 22-36 month stage in at least 1 skill area

Following the identification of concern, settings should follow the assess, plan, do, review cycle as part of a graduated approach and ensure that processes are in place to underpin:

- A targeted plan involving relevant professionals and parent/carers
- Interventions based on information about the child's learning and development, using stages of intervention tool
- Formal checks and practitioner observations
- Parents carers involvement
- EHAP, if appropriate.

For Individual children, there will be:

- Clearly identified outcomes in place using SMART targets
- Targeted observations, with evidence of actions from the collated information
- Regular discussions with parents to share ideas successes, concerns and next steps
- Involvement with the child's health visitor
- Referrals to SALT / other health professionals as appropriate
- Risk assessments and care plans, as appropriate.

Working with parents /carers towards:

- An inclusive ethos and commitment
- Regular two-way communication with families
- Opportunities to work together and share good practice
- Evidence of including children in their own decisions, preferences and choice-making.

Quality first teaching (QFT) for school aged learners

Quality first or high-quality teaching is embedded within the SEND code of practice and primarily focuses on the inclusion of all pupils in high quality, everyday teaching. It is a graduated approach that goes above the normal differentiation and learning arrangements provided within personalised teaching and ensures every pupil can access every lesson in a way they are able to achieve and progress.

Generic Principles of Quality First Teaching

- Lessons are highly focused with clear learning outcomes
- High expectations of learner engagement
- Opportunities are in place for learners to succeed as well as being challenged
- Opportunities for interactions for all learners
- An emphasis on learning through dialogue
- An expectation learner take responsibility for their own learning
- Regular use of praise to engage and motivate learners
- Keywords visible and referred to within lessons
- The use of Literacy Mats, Dictionaries and Thesauri encouraged
- A range of resources and strategies evident in planning and delivery-visual aids, concrete and visual resources, hands-on and experiential opportunities, use of symbols, pictures and colour
- note taking and study skills are specifically taught to enable learners to develop independence skills
- Clear, structured lessons enable classwork to be varied including independent, pair and group work to support with developing independence as well as group work skills.
- Knowledge and understanding are not assumed. Clarity regarding tasks and learning objectives need to be shared with the learner. Examples and models support learners accessing tasks.
- Minimise talking time, simplify language and optimise pupils' talking time
- Links to prior learning: start the lesson with revision, refer to previous work on the same topic, use of mind maps etc. to show links
- Regular revision and repetition: Think of it as a spiral of learning where you keep returning to a topic, with increasingly long periods in between each return; this is sometimes called spaced practice
- Break up learning tasks: build in movement from one task to another where possible, change pace, change activity, use breaks; new learning needs time to 'bed in' and breaks can help that process
- Use memory aids: for example, visual stimuli, songs and rhymes, whatever works.

The code of practice outlines the four broad areas of SEND:

- Cognition and learning
- Communication and learning (including SLCN)
- Social, emotional and mental health (SEMH)
- Physical and sensory.

Broad area of need: Cognition and learning

Description of what this group of learners might find difficult:

- Children and young people who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:
- moderate learning difficulties (MLD)
- severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication

Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Expectations of all settings:

The setting provides a welcoming and inclusive environment that promotes participation and achievement and prepares children and young people for learning

Clear processes in place to identify strengths and needs.

Strategies for the classroom teacher:

- De-clutter PowerPoints: mix words and text
- Provide copies of slides
- Explicitly teach key word vocabulary
- Know the difficulty (e.g. RA) of any text that you use
- Support short term memory by using mini whiteboards
- Alternative ways to demonstrate understanding - diagrams, voice recorder etc.
- Coloured background on slides and handouts
- Provide writing frames, sentence starters
- Teach sequencing as a skill - stories, alphabet, cartoon strips
- Links to prior learning explicitly made
- Prompts and headings provided to help with sequencing/recording of information.

Broad area of need: Communication and interaction

Description of what this group of learners might find difficult:

- Children and young people with communication and Interaction needs (SLCN) have difficulty in communicating with others. This may be because
- they have difficulty saying what they want to
- understanding what is being said to them
- they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

Expectations of all settings:

- Ealing SALT send weekly S&L messages…display staffroom CPD
- Colourful semantics – whole school and targeted
- Interventions in place delivered by trained staff

Strategies for the classroom teacher:

- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Have a comfortable space in your classroom or around school for quiet times to talk
- Label areas of your classroom or whole school with photographs, pictures or symbols
- Develop interactive displays to support communication
- Build in an opportunity for pupils to have structured conversations with you or other adults
- Introduce activities where pupils have structured opportunities to talk with their peers e.g. Partner talking
- Visual timetables and visual support for classroom routines/rules
- Model and teach students how to use their language for thinking and learning
- Pre-arranged cues for active listening - cue card, symbol, name etc.
- Instructions broken down into manageable chunks and given in the order that they are to be done
- Clear modelling of tasks – what a good one looks like (WAGOLL)
- Minimise use of abstract language
- Sentence starters
- Targeted questioning
- Thinking time before expecting a response
- Careful seating plan to avoid sensory overload - under lights? Near buzzing sounds? See the board?
- Carefully structured group work- clear roles.
- Access to quiet, distraction free area - possible time out
- Checklists, task lists - simple with visual clues.

Broad area of need: Social, emotional and mental health (SEMH)

Description of what this group of learners might find difficult:

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour
- Self-harming, substance misuse or eating disorders
- These behaviours may reflect underlying mental health difficulties such as:
- anxiety or depression
- unresolved trauma
- attachment disorder conduct disorders, such as Attention Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD)

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour.

Expectations of all settings:

- Clear, agreed strategies for behaviour management in class and throughout the school
- Whole school strategic approach to mental health
- All staff are consistent and relentless in their drive to build positive relationships with their pupils
- Lessons are interactive and differentiated to accommodate different learning styles and pace
- There are planned opportunities for learning social and emotional skills.

Strategies for the classroom teacher:

- Relational
- Plan individual time/activities with the child to enhance the teacher/child relationship
- Once a behavioural incident has been dealt with, give the child a 'fresh start'
- Use positive language and behaviour management strategies to encourage change
- Plan for TAs to build positive relationships and then use them flexibly to pre-empt difficulties
- Plan activities at success level for the child, to increase confidence and opportunities for success and positive reinforcement
- Give positive feedback/ non-verbal signs
- Build a relationship with the child's parents, giving both positive feedback as well as dealing with issues
- Self-help/independence
- Have a range of simple calming exercises/activities that pupil can use if in heightened state of anxiety

- Use visual timer to measure and extend time on task
- Use post-it's for questions and ideas rather than interruptions
- Provide to do lists and structured lesson steps
- Assign duties which require self-management
- Communication
- Make directions clear and concise
- Encourage positive reference to self
- Provide visual prompts/ scaffolding/ equipment
- Give the child 'take up time' after giving an instruction
- Managing/reducing difficulties
- Use bound choices eg 'You have a choice, you can do xxx now or yyy' to limit options
- Use delayed consequences to reduce conflict, eg 'Put the phone away now or I will need to speak to you at break time, thank you'
- Reduce transitions both within and in and out of the class/plan how you do this to minimise disruption
- Seat child where distractions are minimised
- Consider how sensory stimuli can be reduced if this is a trigger

Broad area of need: Sensory and physical needs

Description of what this group of learners might find difficult:

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Expectations of all settings:
- Ensure educational facilities, equipment is in place to allow pupils to access all opportunities available to their peers.
- Liaise with Ealing MD team

Strategies for the classroom teacher:
- Flexible teaching arrangements and differentiated curriculum where necessary
- Use of adapted implements e.g. pencils, scissors, cutlery
- Fine motor skills group
- Targeted handwriting - gross motor (1:1)
- Sit and move cushions
- Multi-sensory teaching methods
- Writing slopes -pencil grips, scissors, putty therapy
- Weighted jackets, ear defenders, sensory diets
- Use equipment recommended by specialists
- Ensure appropriate font and size of text
- Check oral information/instructions have been understood
- Keep background noise to a minimum
- Allow extra time to complete tasks
- Use environmental checklist

Key questions:

- Are the individual needs of learners with SEND communicated effectively and to what extent does this ensure teaching strategies are effective?
- How do you ensure that all teachers use assessment information on learners with SEND to plan and differentiate lessons?

Section 3 SEN Support Interventions and approaches

In this section the SENCo will find ideas, approaches and strategies to use when quality first teaching needs to be supplemented with something more to remove a barrier to learning or to ensure that progress towards agreed targets can be made by the child or young person.

The section begins by setting out, in detail the process of **assess, plan, do review** and goes on to organise information under the four broad areas of need.

Education Health Care Plan (ECHP)

An EHCP is a legal document that brings together the pupil's education, health and social care needs, and provisions required into one plan. EHCP were introduced in 2014 and replaced statements of special educational need.

Most children and young people with Special Educational Needs and Disabilities (SEND) will have their needs met through SEN support. For a small majority of children and young people with significant difficulties who may still not make expected progress, despite the provisions due to the complexity of their needs. These pupils may benefit from an EHCP. In this case the school in consultation with the pupil's parents/carers, as well as external agencies may apply for a statutory assessment of special educational needs.

In Ealing, the decision-making guidance (available early March 2019) will help to determine whether an EHCP is the right way forward. Evidence can be gathered from the assess, plan, do, review cycle (s) to assist with the statutory process.

Assess, plan, do, review cycle

SEND provision should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

Assess, Plan, Do, Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalized.

The graduated approach of assess, plan, do review should be used to remove barriers to learning and put effective provision in place:

Assess

Carry out observations, hold discussions with key staff and parents/ carers to identify and analyse needs. Note strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parent/ carer consent.

Identification of pupil and why they have been identified (why did the met the criteria) DB suggestion

Hold discussions and meetings with the family, colleagues or any specialists who are involved to plan the support to be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and

Review

Discuss the effectiveness of the support with others involved in line with the review date.
Check back against observations and planned outcomes.

Ask:

What progress has the pupil made?
What impact has the support/intervention had on progress?
What does the pupil think? What are the views of parents/carers/ professionals
what changes need to be made to targets or provision next term?

Plan

Identify the interventions and support required and the expected impact on progress, development and behaviour.

Set out what the high-quality class/subject teaching will look like
Set out any targeted provision
Ensure that planning is undertaken by all involved in working with the pupil
Explain why this provision is appropriate
Document in a clear and simple format
Set a clear date for review

Implementing the support plan will mean delivering high-quality teaching to the student in every lesson.
Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified in the SEN Passport.
Managing any teaching assistants who support students with SEN in lessons.
Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
Continually assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
Communicating regularly with the student their parents, the SENCO and any other staff involved to establish how things are going and whether any changes are required.

Do

Teachers gain a growing understanding of effective support. Staff, including the SENCo plan and assess the impact of targeted interventions. In practice, implementing the support plan will mean:

Delivering high-quality teaching to the student in every lesson.
Implementing any adjustments, specific strategies or approaches to classroom teaching
Managing any teaching assistants who are supporting students with SEN.
Implementing targeted interventions or specialist provision
Continually assess and monitor progress and making any necessary adjustments to planning and teaching.
Communicate regularly with parents/ carers other staff

Descriptors of SEN Support provision in the four broad areas of SEND

Cognition and learning			
Identified need	**Provision and strategies**	**Advice/consultation in Ealing**	**Resources**
Learning difficulties (MLD)	• Engage with settings to ensure positive transitions between all school phases and into the workplace • Make reasonable adjustments to the learning environment seating, ICT resources, work-stations, visual timetables.	• Educational psychologist; • Speech and language therapist; • Occupational therapist; • Specialist teacher	• Outreach support from Special schools in Ealing • training within schools from therapists • Training within Ealing • EPTSA SEND training package
Dyslexia	• Reduce and simplify the amount of reading required by summarising, or using text to speech software, or using diagrams etc. instead of text, bullet points, short paragraphs, colour, large font • Working from the known – e.g. using or making resources based on pupils' own experiences and that use familiar vocabulary • Develop vocabulary and understanding through modelling, questioning • A range of sequencing activities, such as pictorial activity or story sequences, word and sentence sequences • Limit copying tasks	• Educational psychologist • SPLD resource base at St Johns Primary	• SPLD resource base at St John's Primary • Driver Youth Trust Website • Dyslexia Action training courses www.dyslexiaaction.org.uk/
Dyscalculia	• Give concrete reference materials wherever possible eg a number square or calculator • Teach pupils to follow a given method with steps for problem solving • Allow extra time to complete a task • Encourage learners to make use of calculators when necessary • Make use of ICT as an aid to learning • Use headed columns for place value • Use arrows to explain direction of computation.	• Educational psychologist • Specialist teacher	• Outreach support from Special schools in Ealing • training within schools from therapists • training within Ealing • EPTSA SEND training package
Dyspraxia and developmental coordination disorder	• Give clear, simple instructions and constant reminders, both oral and written • Incorporate recommended motor coordination exercises by OT into a PE programme • Provide guide-lines to keep writing straight • Organise games and activities requiring cooperation and turn-taking	• Occupational Therapy Service Ealing	• Occupational therapy in school provision

Communication and interaction

Identified Need	Provision and strategies	Advice/consultation in Ealing	Resources
Speech and language impairment- • Attention and listening • inability to screen out what is unimportant • Lack of skill in controlling attention and therefore missing large chunks of information. • Phonology - Processing speech sounds and using them correctly, • Grammar - Organising words into sentences, using the correct grammatical structure • Word-finding Recalling the right word when they need to use it • Semantics Poor auditory memory skills –ultimately leading to an inability to express their own thoughts • Pragmatics using inappropriate language in different social situations.	• Daily personalised/small group learning targeting identified areas of need • Games to develop listening and attention skills • Circle time to encourage social interaction and communication skills • Use specific games and activities to develop social communication skills. • Regular therapy programme to address specific speech and language needs • Identify ICT programmes • Identify a 'buddy' for the child with speech difficulties, very often children can communicate better through each other • Questions giving pupils opportunities to use language, how? Why? If –then. Avoid closed questions with yes/no answers • Encourage word association activities to develop word-finding skills • Communication Friendly classroom • Use of visual timelines • Now/next boards to support structuring the school day	Speech and language therapist Ealing SPLD resource base at St. Johns Primary	• Outreach support from Special schools in Ealing • training within schools from therapists • training within Ealing • EPTSA SEND package of training • ELKLAN training level 2&3 (Teaching Assistants) • Talking Partners Intervention
Autism and ASC - autistic spectrum condition	• Use a daily visual timetable • Prepare the pupil well in advance for any changes in school routine • Deal with inappropriate behaviour calmly without raising your voice. • Use pupil's name to ensure that s/he knows the instructions apply to them. • Use social stories to support a learner in specific social situations. • Be consistent in the management of behaviour	• Educational psychologist • Speech and language therapist; • Occupational therapist • Specialist teacher	• Quantum Leap Mentoring • Springhallow outreach service (including AET Early years & Post 16 16) • Autism education trust website and training schools programme EPTSA

Social, emotional and mental health			
Identified need	Provision and strategies	Advice/consultation in Ealing	Resources
	• Consistent, calm and positive behaviour management • Individual Behaviour Plan • Frequent opportunities for small group and some individual work based on identified need • Additional support at times of need, eg outdoor areas and break times, or specific lessons • Proactive liaison with parents/carers to review and discuss their child's needs and agree actions that will take place in school and home • Simplify instructions/communication and check understanding • Increase opportunities for movement breaks	Advice from Ealing Primary Centre: • Educational Psychologist • CAMHS • Healthy Schools	Support from Ealing Primary Centre • Outreach support from Special schools in Ealing • Mental Health First Aiders/Champions/Leaders within schools • Clinical Psychology in Schools (CLIPS) • Early Intervention Project (EIP)

Sensory and physical needs			
Identified need	**Provision and strategies**	**Advice/consultation in Ealing**	**Resources**
	• Premises: Schools designed and built to fulfil the accessibility requirements of the Equality Act 2010. Provision should include: lift with low level control - disabled toilets - hand rails on stairs - child height handles on doors - wide doorways - clear signage - fully accessible outdoor/indoor space/showers • Sensory integration, could include, Sensory tent, toilet adaptations, OT LSA for individualised PoS, sensory circuit, sensory garden	Occupational Therapy - Physiotherapy - Sensory and Language Impairment Team (SLIT) to support children with visual and hearing impairments	Ongoing support from Ealing hearing and Visual impaired service
Hearing Impairment	• Visual cues and lip-reading • Use of hearing aids/fields • Use of sign language • Ensure the pupil is wearing his or her hearing aids. • Be aware of background noise and keep background noise to a minimum • Ensure the pupil is seated where she can see and hear the teacher clearly • Make sure that you have the pupil's attention before starting to talk. Eye contact is important • Face the child and maintain a distance between you of about 1 – 2 metres to allow for lip reading • Try not to cover your face or walk around while you are speaking • Avoid having your back to the window as it creates a shadow • Use facial expressions to convey clues to what you are saying		
Visually impaired - an eye problem or to reduced vision resulting from brain damage **Totally blind** - having no sight at all.	• Check that glasses are worn, and that they are clean! • Keep the classroom tidy to avoid accidents • Keep floors free of clutter and tell the pupil if there is a change to the layout - • Allow more time for hands-on experiences, verbal explanations and completing tasks • Use colour coding to encourage the pupil to locate or put away equipment • Provide the pupil with their own books rather than expecting them to share • Provide the pupil with their own copy of the text/power point slides with enlarged print (good contrast and layout are often important as the size of print). Usually font size 14 • Use enlarged text and inform exam boards/STA if special papers are required. • Read out writing on the board and draw attention to the spelling of new and unfamiliar words: an individual desk copy of board work may be needed (allow extra time for completing written work if appropriate) • Expect the same standards of behaviour but remember that these pupils may not see well enough to interpret the teacher's gestures or facial expressions. A 'look' may not be enough to correct their behaviour! • Put specific strategies given by external agency into practice in the classroom		

Section 4 Useful resources

Useful SEND links

SEND Directory
www.egfl.org.uk/SEND-directory

Special school and alternative provision offer
www.egfl.org.uk/services-children/special-educational-needs-and-disabilities-send-and-inclusion/outreach-support

Special educational needs and disability code of practice: 0 to 25 years, Department for Education
www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education
guide_to_the_0_to_25_SEND_code_of_practice.pdf

Ealing family directories www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0

SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges (DfE) www.sendgateway.org.uk/r/sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html

Evidence for impact www.evidence4impact.org.uk

Whole school SEND www.sendgateway.org.uk/whole-school-send/sencos-area/

Young Minds www.youngminds.org.uk/

Teaching and Learning

Autism education trust (AET) www.autismeducationtrust.org.uk/

National Autistic Society (NAS) www.autism.org.uk/

Differentiation (NASEN) www.egfl.org.uk/file/differentiation-nasenpdf

Teaching Assistants

Making best use of TAs (Education Endowment Foundation) www.maximisingtas.co.uk/resources/making-best-use-of-tas-eef-guidance.php

Dual and Multiple Exceptionality (NASEN)
www.egfl.org.uk/sites/default/files/Services_for_children/SEND/Dual%20and%20Multiple%20Exceptionality%20%28DME%29%20Nasen%20October%202018.pdf

Interventions for literacy www.thedyslexia-spldtrust.org.uk/4/resources/2/schools-and-local-authorities/280/interventions-for-literacy/

Dyslexia Action training courses www.dyslexiaaction.org.uk/

The Communication Trust – What Works www.thecommunicationtrust.org.uk/projects/what-works.aspx

SRA 'Spelling through Morphographs' www.mheducation.com

NASEN SpLD - www.nasen.org.uk/resources/resources.supporting-pupils-with-specific-learning-difficulties-spld.html

Primary Maths Interventions

What Works for Children with Mathematical Difficulties? (DfE)
https://webarchive.nationalarchives.gov.uk/20130323065803/https://www.education.gov.uk/publications/eOrderingDownload/00086-2009-maths_difficulties.pdf

Numicon: Making maths real impact study
https://global.oup.com/education/content/primary/series/numicon/impact/?region=uk

Catch-up Numeracy https://www.catchup.org/interventions/numeracy.php

Response to intervention (Rtl) www.dreambox.com/math-intervention

National centre for excellence in teaching mathematics (NCETM) www.ncetm.org.uk/resources/teaching-resources

Social Emotional and mental health needs

Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges

www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf

Education Endowment Foundations evidence summaries:

Behaviour Interventions

www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions

Social and emotional learning

www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/

Parental engagement

www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/

Girls with Autism

www.nasen.org.uk/resources/resources.girls-and-autism-flying-under-the-radar.html

Coventry Grid

www.m.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/virtualschool/processesandforms/resourcesandpublications/CoventryGrid.pdf

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What works in developing children's Emotional and Social Competence and Wellbeing?

www.webarchive.nationalarchives.gov.uk/20130402091008/

https://www.education.gov.uk/publications/eOrderingDownload/RR456.doc

Anna Freud Centre- free resource for parental engagement https://www.annafreud.org/engagingparents/

Special and alternative provision offer https://www.egfl.org.uk/services-children/special-educational-needs-and-disabilities-send-and-inclusion/outreach-support

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Organisations in working with parents, carers and families in Ealing include:

Ealing Parent Carer Forum http://www.epcf.org.uk/

I SAID! https://www.family-action.org.uk/what-we-do/children-families/send/isaid/

Contact a family www.contact.org.uk/ealing

PESTS (parents in Ealing self-help training scheme) www.pests-ealing.org.uk

Other sources of advice and examples of effective practice:

Education Endowment Foundation

Research and commentary on approaches to parental engagement – updated September 2018

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/

Review of best practice in parental engagement

A review of studies of interventions that support and improve parental engagement in the education of children aged 5 to 19 years old. (2011)

DfE Guidance and best practice

https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement.

Rowntree Report 2007- detailing barriers to engagement and inclusion

https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/barriers-inclusion-parents.pdf

Structured conversation template

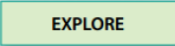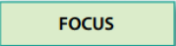Example kindly provided by Stanhope Primary School

Stanhope
Primary School

Name of child: Class: Date:

Parent:

EXPLORE
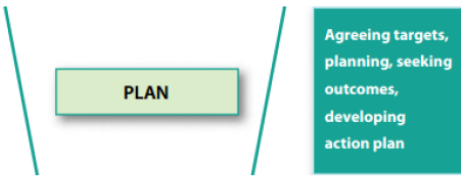
Active listening, paraphrasing, communicating, understanding

So what has being at this school meant for you as a family?
How are things going this year? Term?
Could you tell me a little more about...?
How do you think s/he's getting on?
What would you like to talk about first?
When your child does... what happens?
Does that worry you?
Yes I see what you mean. I understand how you feel.
That must feel... I think... I wonder... So sometimes it seems as if...? It sounds as if you're really concerned? Why?
Is there anything else that we should know about X to help him/her?
Have you got any questions?

Identifying priorities, clarifying key issues

FOCUS

Can I just check that I have understood everything so far?
We have talked about...
We have some areas that we have both identified as needing action, such as....
We talked about how you are concerned about...
Which of those topics do you think are most important?
What do you think we should work on first?
And how could things be different?
What would you like to see changing/improving?
What could be different?
What would you like X to be able to do? What are your hopes and dreams for X in the future?
THE MIRACLE QUESTION: If a miracle occurred overnight and you woke up your problem was solved, how would you know? How would things be different? What would you notice?
This is where I think we've got to go. Do you agree? What next?
Let's stay with the issue of...
There are 2/3 key points here. May I just double check that...?
I wonder which of these we should start with?
Can we just return to X and his/her learning. What I think you are saying is...?

ELP
Ealing Learning Partnership

Structured conversation template continued

Example kindly provided by Stanhope Primary School

PLAN

Agreeing targets, planning, seeking outcomes, developing action plan

So now we agree that...
Shall we talk about how we might help X move forward with this...?
Which topic/area would you like to take first?
Can I suggest we talk about X's goals for the coming year/term?
So what are we going to do?
And how much do we want this to happen??
At school, we could work to...? We will try...
What do you think you can do to support...?
Is there anything we can do to help you support X to...?
Perhaps we could suggest some strategies to help with...?
What would you like...? What do you think...?
Let's just make a note of.... Shall we set these as targets for the next term...? As regards to academic targets...
As regards to other targets... attendance, behaviour, bullying, developing positive relationships, increased participation in the life of the school and extra-curricular activities.
What about X's participation in clubs and other activities?
What can we do to help X become more involved in...?
So we are all agreed that....?

Summarising, clarifying next steps, arranging further communication

REVIEW

The key teacher could ask the parent:
• How well has the meeting gone?
• Is there anything else you want to add?
• Have we missed anything?
• Have we listened to you well enough and do you think we have understood and appreciated the issues?
• Can we summarise exactly what we decided?
• Can we agree when we are next meeting and ways to keep in touch in between?
An important part of the review stage is to establish a very clear line of subsequent communication
which should acknowledge at least three routes:
• regular parent–teacher meetings;
• a named person the parent can call to express immediate concerns or get information from;
• the next scheduled structured conversation (usually once each term, three a year).

ELP
Ealing Learning Partnership

Quality First Teaching checklist

Please place a copy in your planner

ASC/High Functioning Autism	ADHD-Attention Deficit Hyperactivity Dis	SEMH-Social, Emotional & Mental Health	HI – Hearing Impaired	MLD – Moderate Learning Difficulties
Ensure structured classroom environment	Make eye contact with pupil when speaking to them	Ensure a structured classroom environment	Teacher to be face on to the class	Use keywords – giving meaning and vocabulary (use visual reference)
Give photocopied handouts	Give simple brief instructions	Give direct, concise instructions	Good light, not stand in shadow	Teach spelling
Give visual task lists	Give one sentence instructions	Provide clear expectations	Use radio aid (if needed)	Check students understanding
Consider lighting – not too bright or dark	Give very specific praise often	Provide clear routines	Cue in by referring to pupil by name	Let students listen to others read
Consider noise – not too loud	Keep calm	Praise positive behaviour	Ensure students speak 1 at a time	Use highlighting
Teach one skill at a time	Deploy distraction techniques	Give time to process information	Rephrase, repeat instructions	Teach through games
Give positive feedback	Ensure a quiet time	Cue in, referring to pupil by name	Teacher to summarise pupils views	Give visual reinforcement
Be patient	Provide clear routines / simple rules	Seat student away from distractions	Group work: positive peer modelling	Use phonics
Cue in by referring to pupil by name	Give advanced warnings to change of activity	Be calm and speak quietly	Group work: quiet setting	Give definitions and examples
Give simple, brief instructions, in order	Give choices	Start with achievable tasks		Teach subject specific vocabulary
Ensure one direct instruction	Provide a variety of activities	Give pupils responsibility	**SLCN – Speech, Lang. & Communication**	Use Visual Task Lists
Use social stories	Start with achievable tasks	Provide a variety of activities	Ensure pupils look at you or in your directions	Deploy writing frames
Give visual reinforcement	Give text in large, well spaced format	Disapprove of behaviour not pupil	Break down activities into smaller tasks	Support with sentence structure
Use one sentence instructions	Use large lines/squares in book	**SPLD - Specific Learning Difficulty**	Cue in by referring to pupil by name	Support with paragraph structure
Teach jokes / puns / metaphors	Be calm and speak quietly		Teach rules and routines	Teach extended writing
Disapprove of behaviour NOT pupil	Give student checklist	Provide repetition and reinforcement	Teach how to sequence thoughts	Show writing for different purpose
Prepare pupil for changes in advance	Ask pupils to verbalise what they need to do before starting task	Give photocopied hand-outs	Refer to pictures when explaining	Provide text for different audiences
Group work: positive peer modelling	Reward positive behaviour	Highlight key words and phrases	Enable alternative recording methods	Teach creative writing
Group work: ground rules for interaction	Give student responsibilities	Use pastel backgrounds for handouts and iWB	Give pupils time to understand	Use PCQ
Use of computer for recording work	Sit student away from distractions	Allow students to take notes	Give pupils time to plan	Teach Buddy, Book, Boss
Ensure high expectations	Be calm and speak quietly	Allow alternative ways of recording	Use writing frames & sentence starters	Allow pupil to speak aloud
Be calm and speak quietly	Give movement breaks	Teach subject specific vocabulary	Explain concept mapping	Emphasise use of connectives
Use concrete apparatus	**PD – Physical Difficulties**	Give a clear lesson outline	Give direct and simple instructions	Ensure readability of text
Use visual prompts	Provide suitable classroom environment	Keep explanations and copying separate	Give sequential instructions	Provide guided reading
Keep calm, do not confront, address issue later	Ensure correct table height	Give time to process	Allow pupils time to talk around the word	Read out loud in class
MSI – Multi-Sensory Impairment	Ensure correct chair height	Use computer to record and access work	Work out explanations together	Read with expression
Provide suitable classroom environment	Use of ICT to record & provide work	Use visual reinforcement	Group work: positive peer modelling	Leave examples on the board/iWB
Break task down into smaller tasks	Student may need specific equipment	Write sentences in different colours	Group work: give ground rules for interaction	Allow and teach use of dictionary
Use of computer to record work	Give photocopied handouts	Use 'Text Help' to read from IT screen	Model good language	Allow and teach use of thesaurus
Use visual prompts	**Students with tics (additional info)**	Use writing frames	Praise 'tries'	Teach grammar
Give photocopied handouts	Try and ignore the tic	Provide large text, well-spaced format	Repeat and reinforce	Teach punctuation
VI – Visually Impaired	Give movement breaks	Encourage and deploy Mind Mapping	Give keywords and meanings	Teach parts of language
Seat pupils to access teacher and board	Give short tasks with breaks in between	Use visual prompts and task list	Give examples	Break tasks down into smaller parts
Provide modified work incl. larger font	Reassure student if anxious	Allow pupils to read out loud/listen to others read	Pupil to clearly access the board and teacher	Use simplified language
Differentiation for visual input	Do not ask student to stop movement	Use large diagrams	Leave examples on the board/iWB	Give time to process
Ensure good light, no shadows		Provide large lines / squares in books		

QUALITY FIRST TEACHING

Please place a copy of this sheet in your planner

ASC/Asperger's Syndrome	
Ensure structured classroom environment	
Give photocopied handouts	
Give visual task lists	
Consider lighting – not too bright or dark	
Consider noise – not too loud	
Teach one skill at a time	
Give positive feedback	
Be patient	
Cue in by referring to pupil by name	
Give simple, brief instructions, in order	
Ensure one direct instruction	
Use social stories	
Give visual reinforcement	
Use one sentence instructions	
Teach jokes / puns / metaphors	
Disapprove of behaviour NOT pupil	
Prepare pupil for changes in advance	
Group work: positive peer modelling	
Group work: ground rules for interaction	
Use of computer for recording work	
Ensure high expectations	
Be calm and speak quietly	
Use concrete apparatus	
Use visual prompts	
Keep calm, do not confront, address issue later	

ADHD-Attention Deficit Hyperactivity Dis	
Make eye contact with pupil when speaking to them	
Give simple brief instructions	
Give one sentence instructions	
Give very specific praise often	
Keep calm	
Deploy distraction techniques	
Ensure a quiet time	
Provide clear routines / simple rules	
Give advanced warnings to change of activity	
Give choices	
Provide a variety of activities	
Start with achievable tasks	
Give text in large, well spaced format	
Use large lines/squares in book	
Be calm and speak quietly	
Give student checklist	
Ask pupils to verbalise what they need to do before starting task	
Reward positive behaviour	
Give student responsibilities	
Sit student away from distractions	
Be calm and speak quietly	
Give movement breaks	

MLD – Moderate Learning Difficulties	
Use keywords – giving meaning and vocabulary (use visual reference)	
Teach spelling	
Check students understanding	
Let students listen to others read	
Use highlighting	
Teach through games	
Give visual reinforcement	
Use phonics	
Give definitions and examples	
Teach subject specific vocabulary	
Use Visual Task Lists	
Deploy writing frames	
Support with sentence structure	
Support with paragraph structure	
Teach extended writing	
Show writing for different purpose	
Provide text for different audiences	
Teach creative writing	
Use PCQ	
Teach Buddy, Book, Boss	
Allow pupil to speak aloud	
Emphasise use of connectives	
Ensure readability of text	
Provide guided reading	
Read out loud in class	
Read with expression	

MLD – Moderate Learning Difficulties Continued	
Leave examples on the board/iWB	
Allow and teach use of dictionary	
Allow and teach use of thesaurus	
Teach grammar	
Teach punctuation	
Teach parts of language	
Break tasks down into smaller parts	
Use simplified language	
Give time to process	

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MSI – Multi-Sensory Impairment

Provide suitable classroom environment	
Break task down into smaller tasks	
Use of computer to record work	
Use visual prompts	
Give photocopied handouts	

VI – Visually Impaired

Seat pupils to access teacher and board	
Provide modified work incl. larger font	
Differentiation for visual input	
Ensure good light, no shadows	

Students with tics (additional info)

Try and ignore the tic	
Give movement breaks	
Give short tasks with breaks in between	
Reassure student if anxious	
Do not ask student to stop movement	

PD – Physical Difficulties

Provide suitable classroom environment	
Ensure correct table height	
Ensure correct chair height	
Use of ICT to record & provide work	
Student may need specific equipment	
Give photocopied handouts	

HI – Hearing Impaired

Teacher to be face on to the class	
Good light, not stand in shadow	
Use radio aid (if needed)	
Cue in by referring to pupil by name	
Ensure students speak 1 at a time	
Rephrase, repeat instructions	
Teacher to summarise pupils views	
Group work: positive peer modelling	
Group work: quiet setting	

SPLD_- Specific Learning Difficulty

Use taped books/DVDs/ Video clips	
Provide repetition and reinforcement	
Give photocopied hand-outs	
Highlight key words and phrases	
Use pastel backgrounds for handouts and iWB	
Allow students to take notes	
Allow alternative ways of recording	
Teach subject specific vocabulary	
Give a clear lesson outline	
Keep explanations and copying separate	
Give time to process	
Use computer to record and access work	
Use visual reinforcement	
Write sentences in different colours	
Use 'Text Help' to read from IT screen	
Use writing frames	
Provide large text, well spaced format	
Encourage and deploy Mind Mapping	
Use visual prompts and task list	
Allow pupils to read out loud/listen to others read	
Use large diagrams	
Provide large lines / squares in books	

SLCN – Speech, Lang. & Communication

Ensure pupils look at you	
Break down activities into smaller tasks	
Cue in by referring to pupil by name	
Teach rules and routines	
Teach how to sequence thoughts	
Refer to pictures when explaining	
Enable alternative recording methods	
Give pupils time to understand	
Give pupils time to plan	
Use writing frames & sentence starters	
Explain concept mapping	
Give direct and simple instructions	
Give sequential instructions	
Allow pupils time to talk around the word	
Work out explanations together	
Group work: positive peer modelling	
Group work: give ground rules for interaction	
Model good language	
Praise 'tries'	
Repeat and reinforce	
Give keywords and meanings	
Give examples	
Pupil to clearly access the board and teacher	
Leave examples on the board/iWB	

SEMH-Social, Emotional & Mental Health

Ensure a structured classroom environment	
Give direct, concise instructions	
Provide clear expectations	
Provide clear routines	
Praise positive behaviour	
Give time to process information	
Cue in, referring to pupil by name	
Seat student away from distractions	
Be calm and speak quietly	
Start with achievable tasks	
Give pupils responsibility	
Provide a variety of activities	
Disapprove of behaviour not pupil	

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Speech and language checklist – Foundation and KS1

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NHS Trust

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Joint Environmental Checklist – Foundation Stage & Key Stage 1

A collaborative evaluation of the communication environment in the class-room aiming to enhance the participation of all children including those with speech, language and communication needs.

The checklist should be used jointly by a Speech and Language Therapist, Class Teacher and SENCo/senior staff member in order to identify areas or specific strategies to be developed in the class-room to enhance the overall communication environment.

Setting: _____   Date: _____

Area of Focus	Specific focus	Comments
	Child benefits from:	
Section A Adult strategies to support language and communication development	Language used at the right level for the child's stage of development	
	Gaining individual child's attention before speaking	
	Use of appropriate rate, varied intonation, volume and p	
	Tiered questions to support individual child's ability to respond	
	Use of communication strategies to support response to questions: - sentence completion - forced alternative - commenting - modelling sentences - extending child's sentences	
	Examples of sentences/ demonstration of activities before child does it	
	Getting down to child's level when interacting with them	
	Encouragement to participate by any means possible e.g. using objects, gestures, pictures, words, signing	
	Plenty of time to respond e.g., using strategy whereby child asked question and told to think and teacher will come back to them	
	Visual supports being used: - visual timetable - props - picture - symbols - story bags - Makaton	
	Non-verbal communication to engage child e.g. facial expression, natural gesture, Makaton sign	

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	Key words being defined at every opportunity and repeated often	
	Teacher providing support to SEN children, with TA supporting more able children in small group tasks	
	Moving children on at an appropriate pace depending on learning speed	
	Reduced questions and increased commenting Adult tuning into child's interests and making comments about what the child is interested in/ doing	
Section B – Environment B1 – Listening environment	Managed background noise levels where children and adults are able to hear one another with ease	
	Opportunities to actively develop listening skills through a range of activities which involve tuning into sounds, making sense of sounds, having fun with sounds and talking about sounds	
	Being taught 'good listening' rules- reinforced with visual cues	
	Effectively managed transition times so that noise levels are not excessive and children know what to expect next	

	Adults modelling good listening by:
	  - being at child's level
	  - giving the child time to speak
	  - responding to what the child says	

	Quiet areas being available where children can retreat to have 'down time' or engage in smaller group activities	
B2 – Language- Rich Environment	Resources, activities, objects etc labelled with pictures/ words to support independent access	
	Own work being displayed and labelled appropriately encouraging them to talk about their activities and interests	
	Displays that are clearly labelled, interactive and tactile and confined to areas- encouraging children to explore/use them	
	Key words for each topic displayed promoting access to the curriculum	

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	A book area that is: - inviting so that children use it - clearly sorted and labelled - Wide range of books available	
	Role play area available with a changing theme that links to classroom topics – providing opportunities for collaborative play and role talk	
	Opportunities to develop social skills e.g. – partner talk, small group discussion, small group practical/ problem activities	
	Opportunities for developing problem solving skills in small groups and independently e.g. sharing resources	
B3 – classroom layout	Children with SLCN are seated at the front of the class away from distractions and facing the front	
	Carpet Area allows the whole class to gather for story time, circle time and discussions	
Section C – Discussion points with Teaching staff	Child's communication skills and needs	
	The difference between a child with delayed language and a child learning EAL	
	SEN/ IEP targets	

Summary of observations and discussion
Discuss observations jointly and identify specific areas to be focused on. The SLT will complete an action plan based on these discussions and this will be reviewed at an agreed time.

References:
- McKiernan, A (March 2010) Supporting All Children's Communication Development, Ealing Quality Indicators
- Buttris J & Callander A, (2003), Handbook for Special Needs Coordinators, PFP Publishing Ltd
- Great Britain Department for Education and Employment. (1999) *The National Curriculum handbook for primary teachers in England key stages 1and 2,* London: The Stationery Office

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Speech and language checklist – KS2

Honesty / Equality / Accountability / Respect / Teamwork

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Joint Environmental Checklist – Key Stage 2

A collaborative evaluation of the communication environment in the class-room aiming to enhance the participation of children with speech, language and communication needs.

The checklist should be used jointly by a Speech and Language Therapist, Class Teacher and SENCo/senior staff member in order to identify areas or specific strategies to be developed in the class-room to enhance the overall communication environment.

Setting: _____   Date: _____

Area of Focus	Criteria	Comments
	Child benefits from:	
Section A Adult strategies to support language and communication development	Language used at the right level for the child's stage of development	
	Gaining individual student's attention before speaking	
	Use of appropriate rate, varied intonation, volume and pitch	
	Tiered questions to support individual student's ability to respond	
	Use of communication strategies to support response to questions: - sentence completion - forced alternative - commenting - modelling sentences - extending student's sentences	
	Examples of sentences/ demonstration of activities before student does it	
	Encouragement to participate by any means possible e.g. using objects, gestures, pictures, words, signing	
	Plenty of time to respond e.g., using strategy whereby student asked question and told to think and teacher will come back to them	
	Non-verbal communication to engage students e.g. facial expression, natural gesture, Makaton	
	Visual supports used: - visual timetable - props - picture - symbols - Makaton - Word mats - Story planner	
	Key words being defined at every opportunity and repeated often	

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Speech and language checklist – KS2 continued

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	In small group work, teacher continues to provide support to SEN students alongside the TA	
	Moving students on at an appropriate pace depending on learning speed and needs	
	Reduced questions and increased commenting Adult tuning into student's interests and making comments about what the student is interested in/ doing	

	Making "asking for help" acceptable in the classroom by modelling how to do it and praising students for doing so. Students ask for help by:
	  - putting hand up
	  - asking the teacher
	  - asking peer
	  - non-verbal indicator e.g. colour system red/green	

	Class-room rules being made explicit e.g.
	  - respecting others
	  - not talking when someone else is
	  - value everyone's contributions
	  - helping each other to achieve	

Section B – Environment B1 – Listening environment	Background noise levels are managed and students and adults are able to hear one another with ease	
	Rules of the classroom/ code of conduct displayed where all students can refer to it	
	Transition times are managed effectively so that noise levels are not excessive and students know what to expect next	
B2 – Language-Rich Environment	Cupboards/ drawers/ storage labelled with content	
	Student's own work is displayed and labelled appropriately encouraging them talk about their interests and recall information previously taught in the classroom.	
	Displays including questions to encourage students thinking skills e.g. to make predictions and inference	
	Key words for each topic being displayed in order to promote access to the curriculum e.g. through use of word wall	

	Book area being clearly defined and accessible
	Book collection includes:
	  - poetry to perform
	  - play scripts
	  - a range of modern fiction
	  - long-established children's fiction
	  - myths, legends and traditional stories
	  - topic related non-fiction	

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	Appropriate techniques used to promote social interaction between students e.g. - partner talk - small group discussion - group problem solving	
	Opportunities to develop higher level language skills e.g.: - Inferencing - Predicting - Verbal reasoning - Reporting - Evaluating	
	Support to facilitate their own learning by writing down key words they are unsure of in a vocabulary book/ on paper/ word mat	
B3 – classroom layout	Students with Speech, Language and Communication needs (SLCN) are seated at the front of the class away from distractions and facing the front.	
	Carpet Area allows the whole class to gather for class discussion/ whole class activities (years 3 &4 and where possible in years 5&6)	
	Tables arranged to facilitate collaborative work in pairs and small groups	
Section C – Discussion points with Teaching staff	Lesson plan content: - aims of lesson - role of TA for lesson - differentiated work for lower/ higher ability students	
	Student's communication skills and needs	
	The difference between a student with delayed language and a student learning EAL	
	Strategies for supporting students who are quiet or who need additional support developing communication	
	SEN targets/ IEPs	

Summary of observations and discussion:
Discuss observations jointly and identify specific areas to be focused on. The SLT will complete an action plan based on these discussions and this will be reviewed at an agreed time.

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Glossary of SEND terms

Abbreviation	Meaning
ASD/ASC	Autistic Spectrum Disorder - no longer used by some professional due to the connotations of disorder. Some professionals e.g. Speech and Language Therapist use Autistic Spectrum Condition.
ADD/ADHD	Attention deficit disorder / attention deficit hyperactivity disorder
CAF	Common assessment framework
CAMHS	Child and adolescent mental health services
CoP	Code of practice
CI	Communication and interaction
CL	Cognition and learning
CP	Child protection
DDA	Disability Discrimination Act
DME	Dual and multiple exceptionality Dual exceptionality (sometimes referred to as twice exceptionality or 2e) is the term used to describe a child who is not only exceptionally able but also has an additional learning difficulty or a disability. Multiple exceptionality is the term used to describe a child with high intellectual ability and more than one special need or difficulty. Put them together and the term used is dual or multiple exceptional or DME.
EAP	Ealing Alternative Provision
ECIRS	Ealing Children's Integrated Response Service
EHCP	Education and Health Care Plan. Replaced old statements (Statutory assessment of a child's special educational needs) and involves 3 agencies schools, health and social care.
EP	Education psychologist
EPC	Ealing Primary Centre outreach service
GLD	Global learning difficulties
Gross Motor	Large movements e.g. Running, jumping and climbing
HLTA	Higher level teaching assistant
LAC	Looked after children
HI	Hearing impaired
IEP	Individual education plan (no longer used by some schools following introduction of CoP 2015)
LD	Learning difficulties
LSA	Learning support assistant
MAC	More able child (child working a year above age-related expectations)
MLD	Moderate learning difficulties
ODD	Oppositional defiant disorder
OT	Occupational therapy/therapist
PEP	Personal education plan (for looked after children)
PD	Physical disability
P Levels	Type of assessment used for pupils working below level 1.
PMLD	Profound and multiple learning difficulties profound and multiple learning difficulties - Pupils with PMLD are those with severe and complex learning needs, usually a

Abbreviation	Meaning
	combination of learning difficulties and sensory impairments or medical conditions. They may only be able to communicate by gesture, eye movement and/or simple language. Often, they cannot manage their own personal care. PMLD pupils need a high level of adult support and sensory stimulation and they are usually educated in special schools or hospital units.
SAFE	Supportive action for families in Ealing
SaLT	Speech and language therapy
SEN(D)	Special educational needs (and disabilities)
SENCo	Special educational needs co-ordinator
K	SEND Support (replaces SA & SA+) As part of the graduated response this may include targeted or specialist support, when outside agencies become involved.
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
SM	Selective mutism (formerly known as elective mutism)
SpLD	Specific learning difficulties
SPDs	Sensory processing disorders
SPM	Sensory, physical, medical
TA	Teaching assistant
TAC	Team around the child
TAF	Team around the family (when CAF is about whole family)
VI	Visually impaired

Code for key stage assessment

Abbreviation	Meaning
BLW	Below the standard of the pre-key stage (assessed P1 – 4)
PK 1 - 6	Pre-key stage – growing development of the expected standard (NB – KS1 PK 1 – 4)
A	Absent for long periods or recently arrived
D	Disapplied from the national curriculum
L	Pupil has left the school
HNM	Has not met the expected standard
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at a greater depth within the expected standard
F	Pupil will complete the key stage in the future
P	Pupil completed the key stage in the past

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