

Ashton Vale Primary School
Special Educational Needs and Inclusion Policy
Reviewed: Autumn 2011/12/13/14/15/16/17
Review period: Annual
Next review: Autumn 2018

Rationale:

Ashton vale Primary School is committed to providing an appropriate and high quality education to all the children who attend the school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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

Ashton Vale Primary School is committed to inclusion. Part of the school's on going ethos is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

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

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

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

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

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

At Ashton Vale Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Ashton Vale Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are moving from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children. This may involve multi agency liaison.

The development and monitoring of the school's work on Inclusion will be undertaken by the Curriculum and Standards Committee which meets termly, and includes a parent governor, teaching and non-teaching staff.

The SEN Coordinator is Mrs. Louisa Baxter, who also takes the lead role in relation to inclusion, and as a member of the SLT, reports regularly to the group on this area.

The SEN Governors are Jenny Smith and Richard Higgs.

Objectives

1. To ensure the SEN and Disability Act, The Children and Families Bill 2013 and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.
(*Except where disapplication, arising from a Statement/EHC occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEN are perceived positively by all members of the

school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENCO will be alerted to newly arising concerns by class teachers or parents/carers.
2. The SENCO will discuss newly arising concerns within a week of being alerted.
3. Reviews will be held at least three times a year for children with an IEP.
4. These are organised by the SENCO and parents and pupils are invited to attend.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO monitors planning for SEN provision and supports year group teams with curriculum planning.
7. The SENCO, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained learning support assistants (LSAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed at least annually, by the SENCO, and the leadership team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

There are no special educational needs classes or groups at Ashton Vale Primary School.

LSAs are trained to support children with SEN.

Allocation of Resources to and amongst Pupils

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

This years provision map is attached to this policy as Appendix 1.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- X The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.
- X The school's system includes reference to information provided by:

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

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

1. Differentiated curriculum support within the class
2. Additional support through **group** provision
3. Additional support through **individual** provision

Differentiated Curriculum Provision (Action Plan Level)

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

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

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

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

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

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

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision may need to be made.

Extra provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Additional support is required to develop literacy or numeracy skills

Additional support is required for emotional, behavioural or social development

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded.

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

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the plan for each child to have an **individual target/s**.

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

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

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

A child receiving support will have an Individual Education Plan, including a cover document.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child=s additional needs and action taken to meet them, including any advice sought from outside agencies. We use the LEA model with minor adaptations for this purpose.

Monitoring will be carried out on a weekly basis using the school=s standard proforma by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

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

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

\$	Continues to make little or no progress in the areas of concern
\$	Continues working at National Curriculum levels substantially below that expected of children of the same age
\$	Continues to have difficulty in developing literacy and numeracy skills
\$	Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or other learning
\$	Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
\$	Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving this support will have an Individual Education Plan. **Monitoring** will take place at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for an Education and Health Care Plan

For a child who is not making adequate progress, and in agreement with the parents/carers, the school may request the LA to make an assessment in order to determine whether it is necessary to make a EHC.

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

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

Education Health Care Plan

A child who had an EHC will continue to have arrangements as SEN support and additional support that is provided using the funds made available through the EHC.

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

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

- \$ The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- \$ Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- \$ In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- \$ All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- \$ Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

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

- \$ The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.
- \$ Specialist, direct teaching from The ASD team, The Behaviour and Learning Support Services is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.
- \$ Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements/EHC, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement/EHC. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.
- \$ The LA Inclusion Coordinator works with the school through the Inclusion Steering Group and Steering Group for the satellite provision.
- \$ Parents/carers are informed if any outside agency is involved.
- \$ The SENCO liaises frequently with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service
 3. School Nurse
 4. Community Paediatrician
 5. Speech Therapy
 6. Physiotherapy
 7. Occupational Therapy

Arrangements for partnership with parents/carers

- \$ Staff and parents/carers will work together to support pupils identified as having additional needs.
- \$ Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- \$ At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- \$ IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- \$ Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- \$ A parental reading group is established and reading volunteers work with children during the school day. Resources and support for mathematics is always available to enable parents/carers to support numeracy work at home.
- \$ Regular curriculum workshops are offered for parents/carers to attend.
- \$ Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- \$ Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- X Reception staff will meet with staff from partner nursery schools prior to pupils

starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

- X Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from Ashton Vale School to a new school will have their records passed on promptly and email/phone conversations to inform the new school of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

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

- \$ The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.
- \$ Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.
- \$ There are many voluntary organisations supporting SEN. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers' notice board.

Inclusion Principles

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

needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also School Access Plan)

- X Ashton Vale Primary School is a single site school, with Key Stage 1 and Key Stage 2 departments joined by a central corridor. The school is built on one level but has a small flight of stairs. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There is currently a shower and changing facilities plus laundry facilities.

There is currently one accessible toilet for children in the office area.

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

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

- \$ The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programs of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- \$ Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- \$ Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- \$ Schemes of work and policies for each area of the curriculum are in place and

are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

- \$ Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- \$ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- \$ The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.
- \$ Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

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

Admission arrangements

- \$ Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- \$ Children identified, prior to joining our school, as having additional needs will be matched to each class to ensure a balance of both provision and opportunity.

- \$ Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.
- \$ Prior to starting school, parents/carers of children with a Statement/EHC or EHC pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- \$ The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled Peoples' organisations on appropriate resources.
- \$ Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- \$ The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- \$ Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.

Terminology, imagery and disability equality

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

Listening to disabled pupils and those identified with additional needs

- X Ashton Vale Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time

- throughout the school.
- X We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.
 - X The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- X Ashton Vale Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall that is accessible, and offer BSL interpreters to any deaf parent.
- X When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

Disability equality and trips or out of school activities

- X Ashton Vale Primary School makes all trips inclusive by planning in advance and using accessible places. We aim to take all year five children to a local camp, and provide additional TA support for individual children as required.
- X All children are welcome at our afterschool activities.

Related Documents

- Whole School Provision Map
- Individual Provision maps
- Accessibility Plan
- Equal Opportunities Policy
- Child Protection Policy
- Behaviour Policy

Evaluating the success of the Schools SEN and Inclusion Policy

- X Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - X A reduction in the percentage of children with very low attainment,
 - X An increase in the percentage of children recorded as having special

- educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,
- X A reduction in behaviour incidents and exclusions
- X The Headteacher will provide information to the governing body as part of the Head's Report as to the numbers of pupils receiving special educational provision and Statements/EHC as well as any pupils for whom a EHC has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- X SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.
- X The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- X Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be included in the governors' annual report to parents/carers and at the subsequent governors' meeting with parents/carers.
- X Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- X Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve Level 2 at the end of Key Stage 1 and Level 4 at the end of Key Stage 2. Targets are also set, within the Basic Skills Policy for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve either Level 2 or Level 4 at the appropriate Key Stage, and become more ambitious from year to year. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at least Level 2. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report in November.
- X The policy itself will be reviewed annually by the school=s Inclusion Steering Group.

Dealing with complaints

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

APPENDIX 2

GUIDELINES FOR IDENTIFICATION OF SEN

	Language and Literacy		Mathematics	Personal and Social Development (see attached descriptors for P levels)		
				Interacting & working with others	Independent & organisatio n skills	Attention
YR Term 1	Baseline assessment at or below Stage 3 for Language, Reading or Writing		Baseline assessment at or below Stage 3 for Mathematics	Less than level P5	Less than level P5	Less than level P6
YR Term 3	X	Less than 10 high frequency words	Number: below P level 6	Less than level P6 Less than level P6Less than level P7		
Y1 Term 1	X	Less than 10 sounds to symbol knowledge		Behaviour that restricts access to the curriculum on a daily basis		
	X	Reading: <5y 3m on Carver WRaPS test (Y1)				
	X	Writing: at or below P level 6				
	X	Speaking/expre ssion: below P level 6				
	X	Listening/compr ehension: below P level 6				
Y1 Term 3	X	Reading: <6y 0m on Carver WRaPS test	Number: below level 1C	Less than level P7 Less than level P7 Less than level P8		
Y2 Term 1	X	Writing: below level 1C		Reaching final sanctions in school behaviour plan. Behaviour that restricts own/others access to the curriculum on a daily basis.		
	X	Speaking/listeni ng: below 1B				
Y2 Term 3	X	Reading: <7y 0m on Carver WRaPS test	KS1 SATs - at or below level 1	Less than level P8	Less than level P8	Less than level P9
Y3 Term 1	X	KS1 SATs - at or below level 1 for reading and writing				
	X	Speaking/listeni ng: below 1B				
Y3 Term 3	X	At any time if reading/spelling	X At any time of working at more	Reaching final sanctions in school behaviour plan		

Y4 Y5 Y6	X	age is 18 months or more below chronological age At any time if working at more than one NC level below level expected for year group	than one NC level below level expected for year group	Behaviour that restricts own/others access to the curriculum on a daily basis Requires adult support to organise self to complete familiar tasks Unable to work without peer/adult support for more than 15 minutes
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The criteria map is a guide, for the purpose of making clear to parents/carers, children and school staff, about the levels at which children might be considered for extra help. The actual decisions, however, will depend on assessment of the child's rate of progress, as set out in the *Code of Practice*.