



# One Page Profiles

**A parent/carer guide**

## What is a One Page Profile (OPP) at Castle Newnham School?

A One Page Profile (OPP) captures all the important information about your child, showing under simple headings the following information:

- What is important to me
- What people appreciate about me
- What's important to me
- How best to support me

In addition, it will show any additional support your child may receive (called provisions), any exam or assessment access arrangements (if relevant) and any LSArgets your child is working towards.

## How can they help us to support your child better?

One Page Profiles are deceptively simple, and in this simplicity lies their strength. They help us to support your child better by:

- Helping us build better relationships by truly understanding what really matters to your child in their life
- Providing a record that can move with your child as they transition from school to school/college
- Being regularly reviewed (termly) and updated to reflect your child's changing circumstances and aspirations

## How are they used?

- One Page Profiles are written with your child and they are specific to your child's learning needs
- They may help your child academically or they may have targets that support your child's emotional development (which will then help them academically)
- An LSA will speak to your child, and your child's teacher, and they will write some targets for your child. These are then reviewed by the SENDCo.
- Targets are always SMART:
- Targets are reviewed each term, to see if your child is making progress, and a new target written if one has been achieved.

<b>S</b> PECIFIC 	Specific means that your goal is detailed and exact. It can answer the questions who, what, where, when, why, and which.
<b>M</b> EASURABLE 	Measurable means you can track your progress and know exactly when your goal is met. It usually involved numbers.
<b>A</b> TTAINABLE 	Attainable means that your goal is a reasonable one. It is not completely out of reach, or too easy for you.
<b>R</b> ELEVANT 	Relevant means that your goal is worthwhile. It is something that is actually important to you right now.
<b>T</b> IMELY 	Timely means that your goal will be accomplished in a set time frame, such as two weeks, three months, or one year.

## The Graduated Response

***The graduated approach covers all ages and sLSAges of education (nursery, school and post-16).***

### **What is meant by Special Educational Needs and Disabilities (SEND)?**

A child or young person has special educational needs/disability if they have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical ability is affected in a way that makes it difficult for them to learn.

### **What is SEN Support?**

SEN Support is the system by which we assess the needs of our children, and then provide appropriate support.

The system follows four stages, often referred to as a 'cycle': **Assess, Plan, Do, Review**. After the Review, a second or third cycle might start, each helping us to improve the support for your child.

#### **1) Assess**

The class teacher, working with the SENDCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. We also take seriously any concerns raised by parents. At Castle Newnham School, members of staff use a variety of sources to gain information about a child. For example: parent conversations, information from their teachers, feedback from colleagues from other agencies who may be involved with the child and previous settings if appropriate. These conversations, along with data and personalised assessments of the child, helps the Primary and Secondary SENDCOs and class teachers to determine the needs of pupils.

#### **2) Plan**

A plan of additional support is drawn up for your child, a record is kept and you, the parent or carer are informed (most commonly by email) - this is the OPP.

#### **3) Do**

The pupil is given extra support, undertaken under the supervision of the class teacher and often with the aid of a Learning Support Assistant or sometimes in an intervention group.

#### **4) Review**

We review the One Page Profile termly, checking whether your child is making progress. The OPP is reviewed with your child and your child's teachers. You will be sent a link to the new OPP and you can add your comments.

## The Graduated Response

### Who is involved?

Your child, your child's teachers and Learning Support Assistants as well as the SENDCo are all involved in supporting your child. As a school we can also bring in specialists at any time to advise us on assessing SEND, especially in the early stages, and to offer advice on what support to give. We use the Educational Psychology Service and Bedford Borough SEND team most frequently but also use other outside agencies where necessary, such as Autism Spectrum Disorder Team, Speech & Language Therapy Team, Child and Adolescent Mental Health Service, Hearing Impaired Team and the Visual Impaired Team. This may or may not affect your child.

If we do decide to involve outside agencies you, as parents/carers, will always be involved in any decision to involve specialists.

### Waves of Intervention

Local Authorities use a system known as 'Waves of Intervention'.

Additional support for children with special educational needs is expected to be delivered through these successive levels or 'waves'.

**Wave 1** is the expectation of 'Quality First' teaching, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - ie, it is part of the planning and beliefs of the school as a whole.

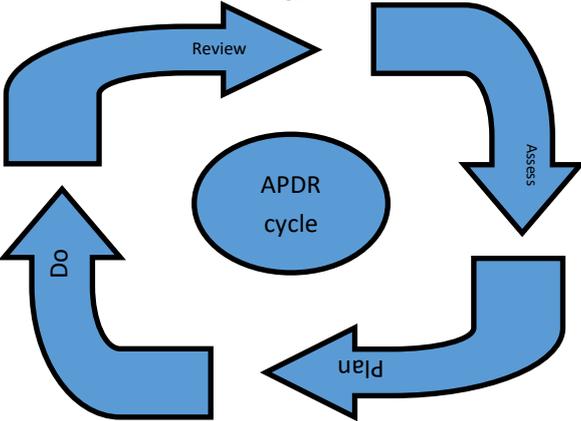
**Wave 2** is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.

**Wave 3** is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

**Wave 4** is when a child is issued an Education, Health and Care Plan (EHCP).

See the diagram for more detail of the Waves. Children can move up and down through the Waves, based on their level of need at any time.

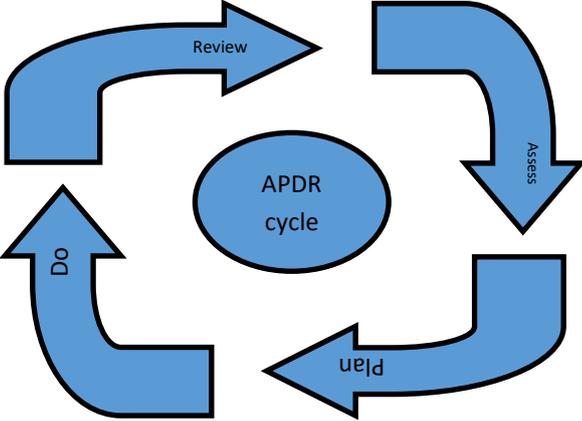
A need is identified



For most children this will be sufficient support

Quality First Teaching

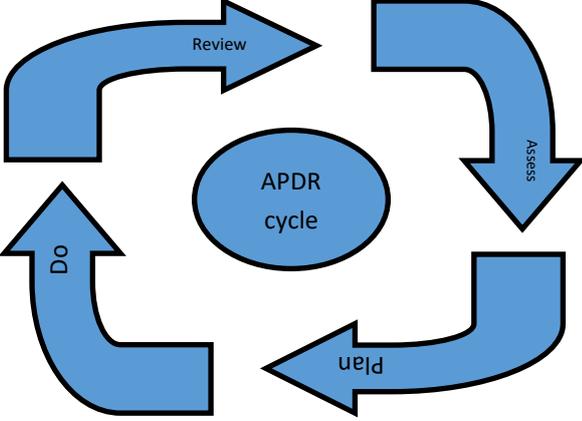
Requirement of further support



Specific Intervention LSA takes place  
OPP written

Wave 1 - LSA Targeted Support

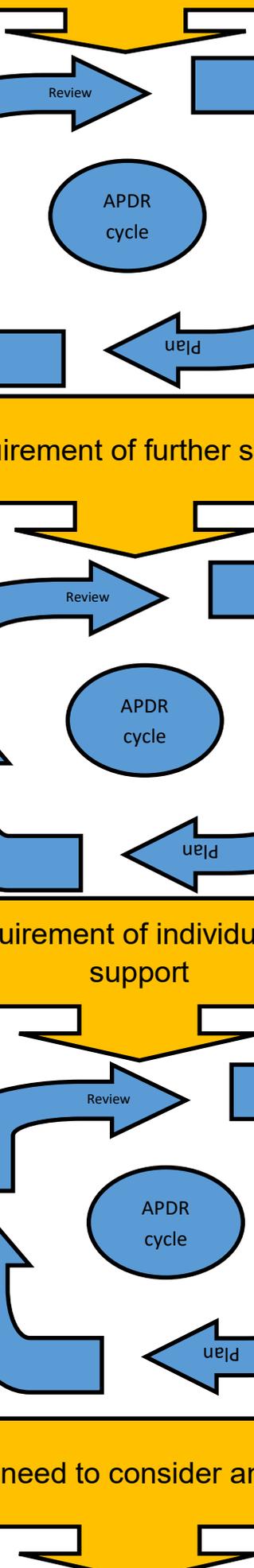
Requirement of individualised support



Individual support put in place  
Outside Agencies Involved

Wave 2 - personalised Support

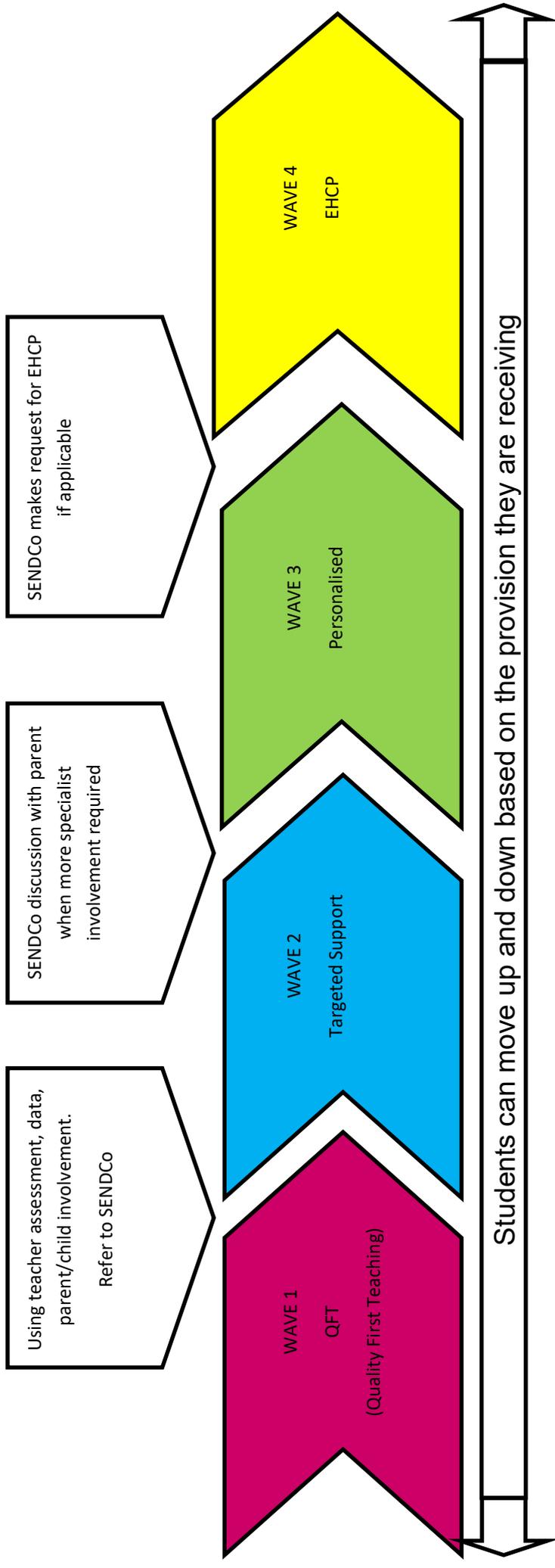
Do we need to consider an EHCP?



# The Graduated Approach



# Castle Newnham School SEN Model



- \*What every child receives
- \*All staff responsible for ensuring Wave 1 provision is delivered
- \*Teachers Standards
- \*Class teacher had implemented QFT classroom strategies (pupil profile) and follow cycle of Assess/Plan/Do/Review
- \*Reasonable adjustments are in place

- \*Not making expected progress despite reasonable adjustments at W1
- \*QFT and Short Term specific intervention required (specialist class or curriculum)
- \*Baseline assessments to be completed with recommendations

- \*In-depth assessment to establish area of need
- \*Ongoing, specific support to address child's SEND. Evidence based intervention monitored by SENDCo
- \*Young person will have individual learning plan (ILP), measurable targets, provision outlines
- \*Specialist support from outside agency
- \*SENDCo involved in coordinating provision, assessment, measuring impact and liaising with outside agency
- \*Student recorded as SEND support (K)

- \*Support over and above, additional and different
- \*Highly personalised and closely monitored specialist provision
- \*Specialist support from external services
- \*Student recorded as EHCP (E)