



HILDEN GRANGE SCHOOL

Special Educational Needs and Disability ('SEND') Policy

Policy Reviewed by: J. Golland and R Sievewright

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Reviewer's Signature: J. Golland and R. Sievewright

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SECTION 1

Vision/Mission Statement

It is the policy of Hilden Grange School to nurture every child: each pupil should have an equal opportunity to make the best possible progress in their academic work, creative and physical development. We value and encourage the contribution of all pupils to the life of the school, whether in the classroom, on the sports' field, in the choir or orchestra, or within the community in general.

Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Their needs will be identified as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and/or sensory

National figures indicate that around 15.9% of young people of school age will be affected by some type of special educational need. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential.

Legal framework

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs and disabilities (SEND). These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- Equality Act 2010
- Mental Capacity Act 2005

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a **learning difficulty or disability**, which calls for **special educational provision** to be made for them because they:

- Have a significantly greater difficulty in learning than the majority of children of the same age,
- Have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age.

A pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our EAL policy).

We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SENDCo – Special Educational Needs and Disability Coordinator
- LSA – Learning Support Assistant
- EHCP – Education, Health and Care Plan
- ILP – Individual Learning Plan
- AfL – Assessment for Learning
- DSL – Designated Safeguarding Lead

Admissions policy in relation to SEND

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require.

Before a place is offered at the school (and preferably prior to application):

- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.

- Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started at the school, we will endeavour to continue to support the child as long as:

- a) We have the appropriate resources and facilities to provide them with the support they require, and,
- b) We believe it is in the best interest of the child and of the school community for them to remain at the school.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

Principles and aims

We aim to:

- Raise the aspirations of and expectations for all pupils with SEND, by providing a focus on outcomes and not simply hours of provision or support
- Ensure that all pupils have access to a broad and balanced curriculum
- Provide learning which is differentiated according to the needs and abilities of the individual
- Promote sensitivity and responsiveness to SEND throughout the school
- Encourage pupils with SEND to take as full a part as possible in all school activities
- Educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum
- Provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- Stimulate and maintain curiosity, interest and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

Procedural Objectives

To fulfil our aims, our objectives are:

1. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo), who will work with the SEND Inclusion Policy and be responsible for co-ordinating and overseeing the SEND provision within the educational environment.
2. To identify and provide for pupils who have special educational needs and additional needs and/or disability as early as possible.
3. To work within the guidance provided in the SEND Code of Practice, 2015.
4. To provide for children using the graduated approach defined in the Code of Practice for SEND, and for children with an EHCP, if the school is considered to be a suitable placement.
5. From SEND Support onwards, to plan and implement an appropriate Individual Learning Plan (ILP).
6. To make any changes to an ILP in the light of each successive review.
7. Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality.
8. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs and disability.
9. To provide pastoral care and support, in conjunction with the pastoral leader, for the children with SEND, so that they may develop in all areas and build a strong sense of self-esteem.
10. To provide support and advice for all staff working with special educational needs and disabled pupils.
11. The SENDCo, teachers, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained.
12. To monitor provision and progress and reviewed regularly.
13. To involve outside agencies when appropriate.
14. To manage resources to ensure such needs can be appropriately met.
15. To provide appropriate training for staff and volunteers.
16. To endeavour to ensure that each child with SEND progresses to a suitable secondary school, where his/her current needs will be communicated and continue to be met.
17. To ensure that suitable exam access arrangements are made. This may include concessions for children sitting the 11+ or specific entrance exams required by public schools and CE.

Concessions may include 25% extra time, the use of a C-Reader Pen, a scribe, reader, laptop, rest breaks, enlarged scripts, medication needs, wheelchair access etc. This may require parents / guardians / Ed.Psychs / OTs / GPs to submit evidence for the SENDCo to review.

18. To store and manage all SEND related documents (e.g. Learning Support Register, Monitoring Register, Quick Reference Register, ILPs, reviews, specialist reports) in a secure manner - electronically through use of secure passwords, hard copies kept under lock and key.
19. To work with the Gifted and Talented Co-ordinators, especially with regard to dual exceptional pupils.

Section 2 – Implementation and Monitoring

1. General philosophy of the SEND Department

At Hilden Grange, curriculum delivery is developed with the goal of minimising barriers to learning by incorporating good practice into our provision for all. Where high quality teaching is insufficient to meet the whole remit of a pupil's needs, additional and different provision will be made.

We aim to be pro-active in identifying needs and in providing early intervention as evidence shows that early intervention and response improves the long-term outcomes for pupils.

We actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and Disabilities (SEND). Learning difficulties are assessed and provided for in a variety of ways, so that children have the opportunity to develop to their full potential with the guidance and support of all their teachers. All teachers are teachers of special needs: class and subject teachers are involved in the identification of children with SEND; they also have a responsibility for its provision within the classroom.

The Department is known as the Learning Support Department. Provision is made when the children need it, but they are not necessarily defined for life by this provision. Support for bi-and multi-lingual learners, where necessary, is covered under the Learning Support Department umbrella.

2. Roles and Responsibilities for the co-ordination of SEND provision

The Head has overall responsibility for the management of SEND provision. On a day-to-day basis, this responsibility is delegated to the SENDCo, who keeps the Head and SLT fully informed.

Those responsible for co-ordinating the day-to-day educational provision for pupils with special educational needs at the school:

Early Years Foundation Stage

Sarah Shearman (EYFS SENDCo)

Years 1-8

Rebekah Sievwright – SENDCo

Sarah Shearman – SEND support Yrs 1 & 2

Learning Support Assistants:

Mary Collins – Prep School

Sarah Shearman – Pre-prep

Nikki Young – Pre-prep

Kate Willis – Prep School

Specialist support teacher (peripatetic):

Nicky Williams

SEND Governor (Alpha Plus)

Director of Schools/Director of Education

3. Identification, Assessment and Provision

The school exists primarily as one which prepares children for Common Entrance at 13, and for the 11+ examination. As such, it is a school which maintains a strong academic tradition; the majority of our students are of average or above average ability.

The majority of children who need additional support at Hilden Grange will have Specific Learning Difficulties. Skills and attainment are assessed. At the same time, we consider whether a child has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

To enable all children to flourish, the school aims to achieve a balance of SEND within each class. There are no special units attached to the school.

Identification and Assessment

SEND provision will be based on all information received, but initially through our own in-school pupil progress data and teacher views or concerns, via the Cause for Concern Form. Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data.

The needs of pupils are evaluated through a range of indicators:

- The outcome of standardised reading and spelling tests conducted twice-yearly
- The outcome of annual, end-of-year PIPS / MIDYIS assessments
- Concerns raised by parents, the pupil and outside agencies. Any information they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports) will be taken account of.
- Behaviour data.
- Regular in-class and/or subject assessments. Class and Subject teachers will make regular assessment of all pupils and identify those who are making less than expected progress.

High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include teacher's understanding of strategies to support SEND pupils.

The first response, therefore, to any pupil who falls into this category will be highly targeted teaching at the area of weakness by the subject and/or class teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities. This may include visual representations, chunking information, presenting vocabulary prior to learning, over-learning techniques, paired learning with a higher level pupil and practical activities to consolidate learning.

If the pupil is still not making progress, evidence will be gathered and an Identification of Concern form completed and sent to the SENDCo for consideration (advice, observation and/or an intervention proposal).

NOTE:

Persistent disruptive or withdrawn behaviour does not necessarily mean that a child has SEND. If there are concerns, a brief out-line assessment will be made by the SENDCo and the school pastoral team working with the child, to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. Parents will be consulted on whether an additional investigation through a specialist assessment is required. In any instance, it may be that a multi-agency approach might be most appropriate and therefore considered.

Provision:

Special Educational Provision means:

Educational or training provision that is additional to, or different from, the educational provision made generally for children of the same age... SEND Code of Practice, 2015

Where a pupil is identified as having SEND, action is taken to remove the barriers to learning. This SEND support is based on a four-part cycle, known as the '**graduated approach**'. The four parts to the cycle are: Assess, Plan, Do, Review (SEND Code of Practice 2015).

If any additional support, over and above that of the normal curriculum, is to be provided, parent/carers are informed.

SEND Provision may take a number of forms that are specifically appropriate to support the identified individual needs of a child.

Pupils on the SEND register and receiving additional support or intervention, will have their progress monitored within the targets of their group or individually. This is over and above the school-wide progress tracking.

The Graduated Approach:

- **Assess**

Subject teachers, class teachers, and nursery practitioners have the initial responsibility for identifying children who are experiencing difficulties. A 'Cause for Concern' form is completed and the SENDCo collects further information from EIPPS and Reading and Spelling standardised testing. The views and experience of parents/carers are sought, along with the pupil's own views. Screening tests may be conducted, or advice sought from external agencies.

This assessment is reviewed regularly to ensure that support and intervention are matched to need.

- **Plan**

The SENDCo, in consultation with teachers, parents/carers and the pupil, decides on the teaching strategies or approaches, support, or interventions that need to be put in place, as well as the expected impact on progress, with a date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, timescales, and the strategies that should be employed to support them.

- **Do**

Information is disseminated at staff meetings and pastoral meetings and is included in the 'Learning Support Information Register'. (This register contains summaries of external screening, along with recommendations. Inclusion does not mean that a child has SEND.)

Pupils who have only been assessed / screened internally, or who are being monitored due to staff concerns, are included in the 'Monitoring Register'. Such pupils are expected to need intervention for an appropriate period of time and then, as problems are overcome, be removed from the register.

In addition, suggestions for support will be added to the 'Recommendations for Classroom Support' lists. (These lists may contain recommendations for all pupils.)

All information is stored electronically on the Staff Drive: Academics/SEND

The class/subject teachers remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching, away from the main class, the class/subject teacher remains responsible for that pupil's learning.

- **Review**

The effectiveness of the support is reviewed at every stage in liaison with staff, parents/carers and the pupil.

Any pupil with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed. Additionally, an Annual Review will be held between the Head Teacher, SENDCo, parents, Local Authority representative and any other specialists to assess progress and current needs in order to ensure their welfare and the continued successful provision of their education.

Levels of Support

At the start of the school year, the Learning Support Register and the Monitoring Register are drawn up. These are updated as necessary during the year. Both registers are available on the Staff Drive.

- **Classroom Awareness and Differentiation**

A pupil may be identified as requiring additional support which can be met within the classroom, as long as certain tasks are differentiated and/or teachers have an understanding of how to handle certain situations to enable this pupil to function effectively.

- **Boost**

Children on this level have been identified as at risk of underachieving, through classroom monitoring, continual assessment and standardised testing. In a state school they would be unlikely to qualify for additional provision, but at Hilden Grange, additional or different activities are provided to boost their performance. Their needs are met by small group or individual intervention, in co-ordination with the Learning Support Department.

SEND Support

If a pupil fails to make expected progress on the basis of accumulated evidence and/or further screening in school or externally, an Individual Learning Plan for support (ILP) is drawn up and agreed in consultation with staff, parents/carers and the pupil. This is reviewed bi-annually. The pupil will continue to receive small group and/or individual intervention. (Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data.)

At this stage a special educational need may be identified. In broad terms a pupil may exhibit:

- **Communication and Interaction**
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)

- **Cognition and Learning**
 - Moderate Learning Difficulties (MLD),
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD)

- **Social, Emotional and Mental Health Difficulties**
 - Attention Deficit Disorder (ADD)
 - Attention Deficit Hyperactive Disorder (ADHD)
 - Attachment disorder
 - Range of difficulties which manifest in many ways e.g. challenging, disruptive behaviour; becoming isolated; eating disorders etc.

- **Sensory and/or Physical Needs**
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

Information relating to the nature of various types of SEND, the symptoms expressed and strategies for providing for those needs, is provided for all members of staff as Appendices to the Learning Support Register (a copy of which is given to every subject teacher at the start of the school year, and is available on the Staff Drive).

Finally, a pupil's level of SEND need will be recorded on the SEND Register, accessible to all teachers via the Teachers Shared Site and/or SIMS. The Register is a working document that is updated as soon as any new assessments have taken place and also with consultation between the SENDCo and Class teachers.

If a pupil is achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request a formal assessment for an Education Health Care Plan (EHCP).

4. Access to the curriculum

Children with SEND are fully integrated within the school as a whole. All staff are aware of which children receive support and the atmosphere is one of understanding and encouragement.

- The school promotes the inclusion of all pupils through effective and varied teaching and learning strategies, through differentiation in lessons, through schemes of work which recognise students' different levels of ability, and through assessment strategies which enable pupils' needs to be identified and supported in future teaching and learning strategies.
- The curriculum in any given subject area meets the needs of all the students to whom it is delivered.
- At the start of the school year, all staff are given a copy of the 'Learning Support Information Register', the 'Monitoring Register', the 'Recommendations for Classroom Support', and a list of Access Arrangements for assessments and examinations, which they familiarise themselves with before meeting a new class. This information is also available on the Staff Drive. These support documents are updated regularly throughout the year.
- A Form Lists showing SEND and EAL pupils is provided for all staff. These list also provide information of SEND Support and the Access Arrangements for individuals. These documents are also updated regularly throughout the year.
- Medical details are provided by the school nurse and are also available electronically.
- Setting takes place in Maths and English throughout the Prep. School. In the upper school pupils are also set in Science.
- In Years 7 and 8, selected pupils may drop Latin, which allows further time for learning support.
- The library provides reading materials which are accessible and appealing to all abilities.
- If requested by parents, peripatetic specialist support teachers are available to work with individuals. This support is given in individual, extra-curricular lessons at an additional charge.

5. Exams and Continual Assessment Procedures

It is the school's policy that children should be able to show what they know rather than what they do not know.

Children from Year 3 onwards undergo continuous assessment. From Year 6 onwards there are more formal examinations, including entrance and scholarship examinations. In any public examination the guidelines for SEND are followed.

We believe in best practice. Therefore, the Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed within our school/college and for all our internal exams.

In practice this means that whilst advice and recommendations may be given in external specialist reports, it may not always be possible to follow these if the assessment results data does not fall with the limits set down by the JCQ. However, we will enforce all reasonable adjustments in

examinations, as recommended by a specialist report (e.g. Educational Psychologist), that are supported by the evidence of standardised data, which fall within the JCQ guidelines.

Some children may therefore be entitled to special access arrangements: for example, extra time, use of a lap top / scribe, reader / C-Reader Pen, Privacy Screen / separate room for a child with significant reading / SEND difficulties.

6. Evaluating the Success of Provision

Each child's progress is carefully monitored through:

- Continuous assessment and target setting in all subjects, as appropriate.
- Annual reading and spelling tests in Year 2.
- Bi-annual reading and spelling tests from Year 3 onwards.
- EIPIS
- MIDYIS in Years 7 and 8
- Bi-annual reviews of ILP targets in the Prep. School. Termly, or half termly reviews in the Pre-Prep.

7. Review Procedures

Regular review dates are set for all children, whether on Boost, SEND Support, or EHCPs.

The progress of pupils on 'Boost' is reviewed half-termly. Once exit criteria are achieved, new targets may be set, or the child may be removed from 'Boost'.

At SEND Support, all relevant staff are consulted to establish whether appropriate progress has been made. Feedback from external therapists will also be included.

Following each review and evaluation of the child's progress, decisions are made as to whether

- Revision
- Reinforcement
- New targets
- Change of programme

are needed.

Parents/carers will be contacted and kept informed of progress and changes in provision. Both parents'/carers' and children's views are sought when ILPs are reviewed and will be taken into account when setting new ILP targets.

If a child on SEND Support has met the exit criteria of his ILP, his/her progress will continue to be monitored by the SENDCo through discussions with subject teachers, parents/carers and the child.

Full staff discussions about a child's academic and social development may take place at the weekly Staff and Pastoral meetings.

8. Communication and Collaboration – Partnership with Parents/Carers

We ensure that all parents/carers are fully informed of any SEND their child may have.

In order to achieve the best outcomes for our pupils, parents/carers and the school need to work closely together promoting a culture of co-operation. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them. They are invited to express their aspirations for their child.

Parents/carers are involved at all stages of identification, assessment, provision and review. Once a plan of action has been agreed, parents/carers are actively encouraged to support the programmes of learning at home. Suggestions for this are discussed both formally and informally. In some cases an ILP is produced.

Individual Learning Plan

If a pupil is deemed to be Level 4 or 5, against the SEND Support Framework, and is receiving 1:1 support from a teacher, targets will then be detailed within an Individual Learning Plan (an ILP). This will be shared bi-annually at a meeting with parents/carers and the pupil (if age-appropriate) to review the plans.

Information will be gathered from Class/Subject Teachers by the SENDCo. The pupil's progress will be reviewed and clear targets will be set to enable them to move forwards. The support that will be given to help the pupil achieve the targets is discussed. The responsibilities of the parent, pupil and school are identified and agreed upon.

SMART Targets will be used:

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved.

The new ILP is made available to all staff working with the pupil via their SIMS record or on the Teachers Shared Site area and also given to the parents/carers.

EHCP

Any pupil with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed. Additionally, an annual Review will be held between the Head Teacher, SENDCo, parents, Local Authority representative and any other specialists to assess progress and current needs in order to ensure their welfare and the continued successful provision of their education.

Parent/carers have the opportunity to make their views known about how their child is educated during ILP or EHCP review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCo.

Parental Concerns regarding SEND

An open door policy is maintained by the school and parents may email, talk over the telephone, or arrange a meeting with any member of staff at any time.

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures are followed:

- Raise initial concerns with the Class or Subject teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Class or Subject teacher.
- Raise the issue with the SENDCo
- Arrange a meeting with the SENDCo - if it involves a conflict which cannot be resolved, the Head should be involved.
- Arrange a meeting with the Head/Principal

For further details of formal complaints, refer to our Complaints Procedure (available on our website).

9. The role played by the pupils with SEND

The school acknowledges the value of the pupil voice.

All children in the school, including those with SEND, have the opportunity to discuss things that help and hinder them from successful learning as part of the target setting process.

Children and young people with SEND often have a unique knowledge about what works for them.

10. Equal Access

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ethnic origin, sexual orientation and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

All teachers should be aware of the individual and differing needs of the pupils, and have access to individual records via SIMS and the Teachers Shared site. The SENDCo will ensure that when an external report is received, a language accessible summary is provided for the teaching staff of that pupil, with practical suggestions where possible.

11. Transition Arrangements

Much thought is given to appropriate secondary school placement of all children. The headmaster meets with all parents/carers to discuss the most suitable school for their child.

Advice is given to parents/carers, following full staff discussion, as to the amount of continuing support the child may need.

On transfer to secondary education, reports are prepared by the headmaster after consultation with all relevant members of staff and the SEND Department.

12. Links with External Agencies

Where a pupil continues to make less than expected progress due to SEND, despite the use of an evidence based approach and well matched interventions, we may recommend consultation,

assessment and support from outside agencies (for example Speech and Language or Occupational Therapy).

Equally, parents/carers are advised to involve the school if specialist provision is sought privately.

The school maintains a list of educational psychologists, specialist teacher assessors, speech and language therapists, behavioural optometrists, occupational therapists and other agencies to whom parents may take their children for assessment.

External assessors are welcome to visit to observe and conduct assessments. We are in contact with local private clinics e.g. the Learning Assessment and Neurocare Centre and the Starjumpz Children's Clinic.

13. SEND Professional Development

All staff in the school are be provided with general or specific training or information on meeting the needs of SEND within their classroom.

The SEND department are given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND pupils.

The SENDCo is made aware of relevant courses relating to SEND which staff can request access to and the SENDCo advises as necessary. All staff have access to training, including teaching assistants. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND pupils.

There are also regular INSET days held at school on topics of general concern. SEND is included in this programme.

14. Resources

The overall level of funding for SEND is delegated to the school by the Alpha Plus Group and is identified in the school budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resource for SEND lies with the school Senior Leadership Team who will seek advice from the SENDCo.

The SENDCo is a budget holder receiving an annual allocation of the overall budget.

The resources for SEND are used to provide specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget.

The SENDCo has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and may also consult the rest of the staff regarding areas of need within the classroom.

15. Monitoring and Reviewing the Policy

Records are kept of the progress of SEND pupils and this policy is reviewed on an annual basis to assess how we are doing. The process of review will involve the SENDCo and the SLT. Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils with SEND
- Any recommendations from internal governance reviews and external inspections

Appendix I - The Role of the SENDCo

The SENDCo is responsible for:

- The implementation of the SEND policy and the monitoring of its effectiveness
- Ensuring that SEND records are properly kept
- Assessment and screening of pupils
- Co-ordinating SEND provision
- Overseeing the writing of ILPs, in collaboration with other staff and specialists.
- Where appropriate, teaching pupils with SEND
- Liaising with outside agencies to support pupils with additional support strategies
- Liaising with colleagues and advising on differentiation
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school.
- Supporting and liaising with any Learning Support Assistants
- Ensuring that provision is made for special dispensations for exams, such as extra time, the use of laptops or scribes (where such action has been recommended by a relevant expert/agency)
- Sourcing and ordering resources for SEND provision.
- Ensuring that there is support for those who are learning to touch-type or need assistance with handwriting; providing additional reading support to weaker readers.
- In the event of a pupil applying for statutory assessment, the SENDCo must collate all the necessary paperwork required by the local education authority. If the pupil has an EHC plan, the SENDCo would be responsible for co-ordinating the provision and organising the Annual Reviews.
- Their own professional development – e.g. keeping up to date with knowledge of the Government's changing policies in regard to SEND, as well as attending relevant courses
- Liaising with the education team at Alpha Plus Group Head Office to ensure the SEND policy is accurate and up-to-date, both in practice, and in regulatory compliance.

Appendix II - Checklist for Early Detection of SEND

Name of pupil:

Teacher:

The observations below are of a nature that a teacher would identify quite early.

| Criteria | ✓ |
|--|---|
| Significant discrepancy between oral and written performance | |
| Persistent difficulties with spelling easy or common words | |
| Erratic spelling- has good and bad days | |
| Difficulty getting ideas down on paper | |
| Problems putting things in sequential order | |
| Written work fails to express the student's understanding, ideas or vocabulary | |
| Easily misreads or miscopies | |
| Loses place easily when reading or following instructions | |
| Has difficulty seeing errors- cannot proof-read | |
| Finds reading new words difficult | |
| Handwriting may be messy, poorly constructed or immature | |
| Shows left / right confusion | |
| Finds it difficult to memorise / remember new facts, new words, and new instructions | |
| Has trouble generalising or acquiring and applying new rules | |
| Does not seem to learn by ordinary teaching methods | |
| May be described as a quick forgetter rather than a slow learner | |

NB: Not every pupil with SEND shows all these difficulties, but when a number of difficulties are manifested simultaneously further investigations should be made.

Appendix III – SEND Support Framework (4 Key Areas)

1. Communication and Interaction

| Level | Possible Indicators | | Possible Pupil Support | Staff Involved |
|---|--|---|---|---|
| | SLCN | ASC | | |
| 1. Monitoring Level. Not classed at SEN | <ul style="list-style-type: none"> Minor difficulties with social inference | <ul style="list-style-type: none"> Generally attends in lessons, follows teacher instruction Enjoys structure/routine Becomes disorientated by change in routine or familiarity | <ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning <i>Inclusive Teaching Strategies Booklet</i> | <ul style="list-style-type: none"> Class teacher |
| 2 | <ul style="list-style-type: none"> Some difficulties with social inference Cannot recall more than 5 unrelated items, in correct order, in a verbal memory task Minor receptive or expressive language irregularities/difficulties | <ul style="list-style-type: none"> Generally attends well-structured lessons, follows teacher instruction literally Agitated, upset by change in routine or familiarity or finds them quite challenging Challenged by group work, often wanting control | <ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful) Intervention via social group support x 1 per week Access Arrangements (for tests and exams) | <ul style="list-style-type: none"> Class teacher SENDCo TAs |
| 3 | <ul style="list-style-type: none"> Regular/noticeable difficulties with social inference Frequent receptive or expressive language irregularities / difficulties (word finding difficulties) Unable to follow a 2-part (Infants), 3-part (junior) instruction | <ul style="list-style-type: none"> Possibly diagnosed with ASC or PDD Noticeable difficulties with social interaction, poor communication and understanding affecting behaviour Struggles to follow whole class situation – needs to be told instruction directly May be socially withdrawn / vulnerable | <ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Withdrawal for intervention 1:2 or 1:1 x 1 per week (social skills) by school staff Access Arrangements (for tests and exams) SALT x 1 session per week <i>Lego Therapy</i> | <ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of Year |
| 4 | <ul style="list-style-type: none"> Cannot recall 4 unrelated items in correct order Cannot understand spatial concepts (e.g. above, below) Cannot use pronouns (e.g. their) Moderate word finding difficulties | <ul style="list-style-type: none"> Has diagnosis of ASD or PDD Has significant difficulty functioning independently in the classroom Is unable to follow whole class instructions Significantly misjudges social situations Extreme levels of anxiety and need for routine, excessive behaviours relating to routine | <ul style="list-style-type: none"> Withdrawal for intervention 1:1 x 2 per week (social and language/vocab skills) Access Arrangements (tests and exams) Individual Support Plan SALT x 1 session per week <i>Lego Therapy</i> <i>SIMS Personal Profile</i> EHCP consideration | <ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of Year |
| 5 | Statement (until 2016) or Education Health and Care Plan (EHCP) | | <ul style="list-style-type: none"> As detailed in Statement or EHCP | <ul style="list-style-type: none"> SENDCo TA/LSA Class Teachers Other external agencies |

SLCN = Speech and Language Communication Needs; ASC = Autistic. Spectrum Conditions; PDD-NOS – Pervasive Developmental Disorder (not otherwise specified)

2. Cognition and Learning

| Level | Possible Indicators | | | | | Possible Pupil Support | Staff Involved |
|---|---|--------|------------------------------|-------|---------------------------|---|---|
| | Non-verbal | Verbal | Reading Comprehension (NGRT) | SWST | Numeracy (Sandwell/ PiMs) | | |
| 1 Monitoring Level. Not classed at SEN | 91-95 | 91-95 | 91-95 | 91-95 | 2 sublevels below NC | <ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning In-class support <i>Inclusive Teaching Strategies Booklet</i> | <ul style="list-style-type: none"> Class teacher Head of Year TA |
| 2 | 85-90 | 85-90 | 85-90 | 85-90 | 3 sublevels below NC | <ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful) Intervention group support x 1 per week (withdrawn) And/or Early morning group (spelling or comprehension) Access Arrangements (for tests and exams) | <ul style="list-style-type: none"> Class teacher SENDCo TAs |
| 3 | 81-84 | 81-84 | 81-84 | 81-84 | 4 sublevels below NC | <ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Group support Or may be withdrawn for targeted intervention 1:2 or 1:1 x 1 per week (literacy/numeracy skills) by school staff Access Arrangements (for tests and exams) | <ul style="list-style-type: none"> SENDCo Class teacher SEND teacher TAs Educational Psychologist Head of Year |
| 4 | ≤ 80 | ≤ 80 | ≤ 80 | ≤ 80 | 5 sublevels below NC | <ul style="list-style-type: none"> Withdrawal for 1:1 x 2 sessions per week Plus Early Morning Group TA in-class support for daily 1:1 intervention programmes Access Arrangements Individual Support Plan (ISP) <i>SIMS Personal Profile</i> External Dyslexia tutor EHCP consideration | <ul style="list-style-type: none"> SENDCo Class teacher SEND teacher TAs External support? Educational Psychologist Head of Year |
| 5 | Statement (until 2016) or Education Health and Care Plan (EHCP) | | | | | <ul style="list-style-type: none"> As detailed in Statement or EHCP | <ul style="list-style-type: none"> All of the above + Local Authority |

3. Social Emotional and Mental Health

| Level | Possible Indicators | Possible Pupil Support | Staff Involved |
|---|--|--|--|
| 1 Monitoring Level. Not classed at SEN | <ul style="list-style-type: none"> • Homework regularly not completed • Significantly broken attendance • Disengagement in 2 or more subjects • Withdrawn / behaviour issues • Troubled friendships • Poor / unkempt clothing or hair appearance • Poor self-esteem | <ul style="list-style-type: none"> • Attendance monitoring • Class teacher / TA to talk to child • Give pupil roles of responsibility to improve self-esteem | <ul style="list-style-type: none"> • Class teacher • TAs |
| 2 | <ul style="list-style-type: none"> • Persistent absence / broken attendance • Disengagement in 3 or 4 subjects • Significantly withdrawn / behaviour issues • Very troubled friendships • Extremely poor self-esteem | <ul style="list-style-type: none"> • Attendance monitoring – contact parents • Record of Concern possibly submitted to SENDCo for advice, support, observation or notification • Buddy system • Clear personalized reward chart • Significant responsibility within class | <ul style="list-style-type: none"> • SENDCo • Class Teacher • TAs |
| 3 | <ul style="list-style-type: none"> • School refusal • Attendance is extremely patchy, rare • Rarely on-target in class • Achievement is extremely poor • Progress is limited, if at all • Very poor self-esteem indeed • Behaviour is significantly impacting on learning for the individual and the class | <ul style="list-style-type: none"> • Record of Concern submitted by Class Teacher • Attendance monitoring – HKE to contact parents • Social groups x 1 weekly • Specialist support • Individual Support Plan? | <ul style="list-style-type: none"> • HKE • SENDCo • Class Teacher • TAs • LA? Social Services? • CAMHs? Paediatrician? • Head of Year |
| 4 | <ul style="list-style-type: none"> • School refusal • Attendance is extremely patchy, rare • Rarely on-target in class • Achievement in all areas is extremely poor • Progress is limited, if at all • Very poor self-esteem indeed • Significantly poor and inappropriate behaviour / attention, seriously disruptive to the whole class | <ul style="list-style-type: none"> • Attendance monitoring – HKE to contact parents • Social groups • Specialist support • Individual Support Plan • 1:1 intervention x 2 weekly • <i>SIMS Personal Profile</i> | <ul style="list-style-type: none"> • HKE • SENDCo • Class Teacher • TAs • LA? Social Services? • CAMHs? Paediatrician? • Head of Year |
| 5 | Statement (until 2016) or Education Health and Care Plan (EHCP) | <ul style="list-style-type: none"> • As detailed in Statement or EHCP | <ul style="list-style-type: none"> • SENDCo • Class Teachers • TA/LSA |

4. Sensory and Physical

| Level | Possible Indicators | | | Possible Pupil Support | Staff Involved |
|---|--|---|--|---|---|
| | Visual | Hearing | Medical | | |
| 1 Monitoring Level. Not classed at SEN | <ul style="list-style-type: none"> Visual difficulties that cannot be corrected by glasses Gets tired easily | <ul style="list-style-type: none"> Mild hearing loss | <ul style="list-style-type: none"> Fatigue Hypermobility Syndrome | <ul style="list-style-type: none"> Consider seating position in class | <ul style="list-style-type: none"> Class teacher TAs |
| 2 | <ul style="list-style-type: none"> Frustration with work Poor reading speed Poor writing speed | <ul style="list-style-type: none"> Mild hearing loss Difficulty with attention and / or concentration | <ul style="list-style-type: none"> Poor writing speed Generally takes longer to complete tasks | <ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification | <ul style="list-style-type: none"> SENDCo Class Teacher TAs |
| 3 | <ul style="list-style-type: none"> Registered as partially sighted Distance vision worse than 6/18 Spatial and perception difficulties Coordination difficulties | <ul style="list-style-type: none"> Moderate hearing loss Possible use of hearing aids | <ul style="list-style-type: none"> Student specific e.g. significant hypermobility syndrome affecting many areas of life. | <ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Pupil seated facing and close to teacher Teacher to look at pupil when speaking Possibly seek advice from specialists | <ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year External Services |
| 4 | <ul style="list-style-type: none"> Vision deteriorating Restricted visual field Mobility is affected Distance vision worse than 6/36 | <ul style="list-style-type: none"> Moderate to profound hearing loss Use of hearing aids | <ul style="list-style-type: none"> Student specific | <ul style="list-style-type: none"> Advice from outside agencies, specialist support | <ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year External Services |
| 5 | Statement (until 2016) or Education Health and Care Plan (EHCP) | | | <ul style="list-style-type: none"> As detailed in Statement or EHCP | <ul style="list-style-type: none"> SENDCo TA/LSA Class Teachers |

Appendix IV - The 4-Part Cycle of SEND Practice – the Graduated Approach

We operate a holistic approach for assessing, tracking and monitoring progress. It builds on frequent review in successive four stage cycles: Assess; Plan; Do; Review:



1. Assess (Teacher, SENDCo, and External where appropriate)

Pupils who are not making expected progress will be referred to the SENDCo using the checklist for early identification of SEND

Classroom teachers should communicate any initial concerns about the student to the SENDCO. These concerns can include:

- Behaviour or ability to socialise
- Reading and/or writing
- Concentration levels
- Physical needs or impairments

With parental approval, an educational psychologist or other appropriate specialist may be involved in assessing the pupil for SEND, the results of which will be communicated to parents and all relevant teachers by the SENDCO.

2. Plan (Teacher, SENDCO)

We recognise that differentiation is essential to meet the diverse range of abilities within any class. Class teachers will plan levels of activities so that more able pupils are stretched whilst others can still cope with lessons and understand the concepts taught. For those pupils who may not necessarily need their own learning intervention programme, teachers plan and deliver differentiated material or modify teaching styles and resources used according to individual pupil's needs. Support and interventions are agreed upon by the SENDCO, teacher, parent and pupil.

Where an ILP is required it is written and circulated by the SENDCO to provide guidance to classroom teachers. Lessons should be differentiated appropriately based on the ILP. LSAs should mirror the support that the classroom teacher has put in place. There will be frequent communication between the LSA and classroom teacher in order to ensure that the support provided outside of lesson time is meaningful and suitable. The SENDCO communicates to parents about SEN. Where appropriate, the SENDCO communicates with the CPO regarding any sensitivities surrounding SEN and repercussions on welfare and wellbeing, particularly where cultural attitudes towards SEND may be detrimental to the pupil's welfare.

The ILP will provide details and guidance, including:

- Pupil name, class,
- Areas for improvement
- Intended outcomes
- Interventions e.g. LSA support
- Access arrangements

Available access arrangements include:

- Extra time allowance as suggested by assessment
- Supervised rest breaks
- Use of a scribe, transcript or reader depending on need
- Use of a word processor
- Large print papers

3. Do (Teacher, LSA)

The classroom teacher remains central to ensuring that the intentions of the ILP are carried through in the classroom on a daily basis. Teachers should use the ILP to:

- Focus on the intended outcomes for the pupil
- Continuously evaluate the quality of support provided
- Contribute to whole school improvement
- Have high aspirations for every pupil
- Involve the LSA in planning process as appropriate

Teachers should encourage all students to become independent learners. AfL should be used effectively to increase participation and engagement of pupils with SEN; suitable support will help improve intended outcomes.

The Head of Department will ensure that the schemes of work and resources provided are appropriate to a range of abilities and learning styles.

It must be noted that ensuring correct provisions are made for students with SEN is a whole school responsibility. Provisions are pupil-centred and may change often, in accordance to information revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes for each pupil with SEN.

4. Review (Teacher, LSA, SENDCO)

The purpose of the review is for the classroom teacher, LSA and SENDCO to discuss whether a pupil is making adequate progress. Reviews will be frequent and will draw on evidence such as the teacher's assessment and experience of the pupil, information on pupil behaviour, and their development compared to their peers. The views of the pupil and parents will also be taken into account.

The Head of Year will conduct observations for pupils with SEND to make sure that they are utilising the strategies which have been suggested to them by the teacher and LSA. Feedback from these observations will be discussed with SENDCO and will inform the review process.

Assess, Plan, Do, Review is a whole school/college approach to ensuring outstanding progress for pupils with SEND. Pupils are central to this approach, and review should be frequent in order for the support to remain effective, personalised and up-to-date.