



ST. ANTHONY'S SCHOOL
FOR BOYS

Special Educational Needs and Disability (SEND) Policy

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Reviewer's Signature: EC

Head Teacher's Signature:

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to St. Anthony's School for Boys; 'parents' refers to parents, guardians and carers.

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School Ethos

St. Anthony's aims to provide high quality education in a caring, supportive and Catholic environment, infused by Christ's Gospel, in order that each of our pupils is able to develop fully as an individual, well-adjusted to the wider community.

Section 1 – Principles & Objectives

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 14% of young people of school age will be affected by some type of specific learning difficulty. 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 (SEN) and disabilities (D). 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 (details of role & responsibilities can be found in the Appendices)
- TA – Teaching Assistant
- LP – Learning Plan
- DSL – Designated Safeguarding Lead
- EHC – Education, Health and Care

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/college 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/college (and preferably prior to application):

- Parents must disclose to the school/college any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school/college 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/college 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/college, we will endeavour to continue 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/college community to remain at the school/college.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school/college. 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 identify and provide for pupils who have special educational needs and additional needs and/or disability.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs and disability.
4. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo), who will work with the SEND Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs and disabled pupils.

Section 2 – Implementation & Monitoring

Identification, Assessment and Provision

We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for pupils.

Skills and attainment will be assessed via cognitive ability testing (CAT) and a range of standardised reading, spelling, comprehension and maths assessments. At the same time, we will 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.

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.

Identification and Assessment

Identification and provision will be determined with an awareness of the SEND Support Frameworks for each of the four categories of need and will use a levelled approach as set out in the Appendices.

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

- The outcome of standardised assessments in Literacy and Maths, at least twice yearly
- The outcome of annual cognitive ability testing or age appropriate equivalent
- The outcome of internal school exams
- Concerns raised by parents, the pupil and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports)
- 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. An in-class 2-cycled approach will be used to support the pupil before considering a SEND response.
 - *The first response 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.*
 - *Following this, if there is no improvement, the subject and/or class teacher will review their own practice still further - reflecting on alternative ways in which to support the pupil via visual representations, chunking information, presenting vocabulary prior to learning, over-learning techniques, paired learning with a higher level pupil, practical activities to consolidate learning and other relevant strategies suggested by the SENDCo.*
 - *If the pupil is still not making progress, evidence will be gathered (of the above process and strategies employed, class test results, quality of independent work, views of the pupil and parents regarding homework).*

- *In addition, written communication (e.g. email using the Checklist for Early Detection of SEND – Appendices) should be sent to the SENDCo for consideration (responses may include: advice, possible observation and/or an intervention proposal or referral to a specialist).*

NOTE:

Persistent disruptive or withdrawn behaviour do 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 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.

SEND provision will be based on all information received, but initially through our own in-school pupil progress data and teacher views or concerns. 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.

Once the appropriate assessments have taken place, a decision will be made whether a pupil has SEND, using guidance from the SEND Support Frameworks (see Appendices) in one or more of the 4 'broad areas of need' as outlined above:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical Needs

Finally, a pupil's level of SEND need will be recorded on the SEND Register, accessible to all teachers via the Class Guidelines (see Appendices) on the Teachers Shared Site and/or SIMS. The SEND Register records pupils at the equivalent of Levels 2 to 5, providing an overview of each pupil's needs and current support in place. The Register is a working document that is updated at least termly with consultation between the SENDCo, Class Teachers and the School Leadership Team.

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 will be taken to remove the barriers to learning. This SEND support will take 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 – See Appendices).

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

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

Where there is spare capacity for in-class support (for example from a TA or Support Teacher), the SEND Support Framework will be used to guide where the in class support is best allocated.

The SENDCo and Learning Support Teacher will withdraw students individually or in small groups for intervention; the SEND Support Framework will be used to guide which students require this and these sessions are timetabled in liaison with class teachers. Students receiving specific withdrawal support will have a Learning Plan; these, as well as Class Guidelines, are available to all staff via Teachers' Shared Site.

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.

Learning Plans

If a pupil is receiving 1:1 or small group support, targets will be detailed within a Learning Plan (henceforth referred to as LP, see Appendices). These will be revised half-termly with key teachers and the pupil (if age-appropriate) and meetings with parents. Details of the learning support sessions will also be available weekly for parents/carers.

The meetings will be led by the SENDCo or Learning Support Teacher, with their good knowledge and understanding of the pupil. The meetings will review progress, set clear targets to move forwards, discuss the support that will be given to help the pupil achieve the targets and identify the responsibility of the parent, pupil and school. 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 LP will be made available to all staff working with the pupil via the Teachers Shared Site area and also given to the parents/carers. Students will discuss their targets at each learning support session.

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 a member of the Senior Leadership Team, 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.

Reasonable Adjustments for Examinations

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

Involving Specialists

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.

Equal Access

The school/college has no wheelchair accessibility due to the confines of the building. This restricts our ability to offer children with mobility difficulties a place. However, each case will be considered individually.

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/college.

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.

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. This budget is used to buy specialist teaching and assessment resources.

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.

SEND Professional Development

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

The SEND department should be 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 should be aware of relevant courses relating to SEND which staff can request access to and the SENDCo can advise 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.

Roles and Responsibilities

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.

The SENDCo will take a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success. The full responsibilities of the SENDCo are set out in Appendices. The Department also has a Learning Support teacher working with pupils from Reception to Year Two, under the direction of the SENDCo.

All teachers have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupils access support from teaching assistants or any other specialist staff.

Teaching Assistants are a valuable part of the support for pupils with SEND. The Head of each House maintains overall responsibility for all TAs but will work closely with the SENDCo regarding individual roles, responsibilities and timetabling.

Communication and Collaboration – Partnership with Parents/Carers

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

Partnership with parents/carers plays a key role in promoting a culture of co-operation. This is important in enabling pupils with SEND to achieve their potential.

Parents/carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make.

Parents/carers may be expected to:

- Recognise and fulfil their responsibilities playing an active and valued role in their child's education by supporting their child's SEND needs.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/Meetings (informal or formal); LP reviews and Annual Statement reviews.

Parents/carers may expect to:

- Be informed by the school of their child's placement within the SEND framework
- Be informed what support their child is receiving
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their LP (if an LP is necessary)
- Have the opportunity to make their views known about how their child is educated during review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCo.

Pupil Participation

For children with SEND, we aim to involve the pupil in understanding their difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore, as part of the student's SEND provision the school should listen to the views of the pupil.

Parental Concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be 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, a member of Senior Leadership 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).

Record-keeping and evaluating the success of 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 at the school using guidance from the 4-Part Cycle of SEND Practice (see Appendices)
- The success of the school at including 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
- Establishing good relationships, encouraging good working practices and supporting and leading teachers in the department
- Overseeing the writing and circulation of Class Guidelines
- Overseeing the writing, reviewing and distribution of LPs, where relevant, 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
- Liaising with Heads of Department and advising on curriculum review / delivery
- 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:

Class:

Teacher:

Date:

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

Criteria	✓
Non-age appropriate speech mispronunciations	
Difficulties with responding to or retaining verbal/auditory information	
Difficulties with social inference / interacting with peers	
Struggles to follow instructions or deal with a change of activity	
Irregularities or difficulties with verbal expression	
Written work fails to express the student's understanding, ideas or vocabulary	
Persistent difficulties with spelling easy or common words	
Problems putting things in sequential order	
Easily misreads or miscopies	
Loses place easily when reading or following instructions	
Has difficulty seeing errors – cannot proof-read	
Finds reading new words difficult	
Comprehension does not match decoding skills	
Finds it difficult to memorise / remember new facts, words or instructions	
Has trouble generalising or acquiring and applying new rules	
Disengagement in some subjects	
Needs reminders to sustain attention – either dreamy or disruptive	
Handwriting may be messy, poorly constructed or immature	
Slow writing speed, tires easily	
Poor pencil grip or seated posture, e.g. holds head in hand	
Poor layout on page, including when copying from the board	
Struggles with organisation of belongings and/or timetable	
Displays sensory-seeking behaviours, e.g. fidgeting, humming, touching	
Other: (please provide brief details)	
Please provide details of the strategies you have tried so far, to overcome these areas of weakness:	

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 Speech mispronunciations at young age 	<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 	<ul style="list-style-type: none"> Class teacher TAs SEN Team
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 Non-age appropriate or abnormal mispronunciations CELF low average (8-9) stammer 	<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 SEN Team TAs Speech-Language Therapist
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 CELF below average (7 and below) stammer 	<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) SpLT x 1 session per week Noted on planning + Class Guidelines + Tracking LP 	<ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of House
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 	<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) Noted on planning + Class Guidelines + Tracking Learning Plan 	<ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of House

		<ul style="list-style-type: none"> Significantly misjudges social situations Extreme levels of anxiety and need for routine, excessive behaviours relating to routine 	<ul style="list-style-type: none"> SpLT x 1 session per week EHCP consideration 	
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 Class Teachers Other external agencies Head of House

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 (PERA/SSRT/PiRA)	GAPS	Numeracy (PUMA)		
1 Monitoring Level. Not classed at SEN	95-99	95-99	95-99	95-99	95-99	<ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning + Class Guidelines + Tracking In-class support SEN support if test results don't match class performance 	<ul style="list-style-type: none"> Class teacher TA SEN Team
2	90-94	90-94	90-94	90-94	90-94	<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) SEN support x 1 per week (withdrawn) Noted on planning + Class Guidelines + Tracking LP 	<ul style="list-style-type: none"> Class teacher SEN Team TAs Head of House Possibly EP

3	80-89	80-89	80-89	80-89	80-89	<ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Group support SEN support for targeted intervention 1:2 or 1:1 x 1-2 per week (literacy/numeracy skills) Access Arrangements (for tests and exams) Noted on planning + Class Guidelines + Tracking LP 	<ul style="list-style-type: none"> SENDCo Class teacher TAs EP Head of House
4	≤ 80	≤ 80	≤ 80	≤ 80	≤ 80	<ul style="list-style-type: none"> SEN support for 1:1 x 2 sessions per week (withdrawal) TA in-class support for daily 1:1 intervention programmes Access Arrangements Learning Plan External Dyslexia tutor EHCP consideration 	<ul style="list-style-type: none"> SEN Team Class teacher TAs External support? Educational Psychologist Head of House
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 Some disengagement in 3 or 4 subjects Withdrawn / behaviour issues Some troubled friendships Low 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 / Mentor Clear personalised reward chart Significant responsibility within class Communication Book PSHEE lessons specific to need, involving whole class 	<ul style="list-style-type: none"> Class Teacher TAs DH Pastoral Senior Teacher of Year Group
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 	<ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Attendance monitoring –to contact parents Social groups as required Specialist support 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs Wellbeing Counsellor?

	<ul style="list-style-type: none"> Behaviour is significantly impacting on learning for the individual and the class 	<ul style="list-style-type: none"> LP? Report Log Noted on planning + Class Guidelines + Tracking 	<ul style="list-style-type: none"> LA? Social Services? CAMHs? Paediatrician? DH Pastoral
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 – contact parents Social groups Specialist support Learning Plan? 1:1 intervention x 2 weekly Noted on planning + Class Guidelines + Tracking 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs LA? Social Services? CAMHs? Paediatrician? DH Pastoral
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/Physical		
1 Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> Visual difficulties that cannot be corrected by glasses Gets tired easily Colour blindness 	<ul style="list-style-type: none"> Mild hearing loss 	<ul style="list-style-type: none"> Fatigue Hypermobility Syndrome Fidgety Poor writing 	<ul style="list-style-type: none"> Consider seating position in class Movement breaks 	<ul style="list-style-type: none"> Class teacher TA SEN Team
2	<ul style="list-style-type: none"> Frustration with work Poor reading speeding 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 Some hypermobility Organisation difficulties Sensory difficulties 	<ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo Seating arrangement, Movin Sit cushion Movement break Class Guidelines 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs Occupational Therapist

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 Poor: writing, posture, organisation Fatigue Sensory processing difficulties 	<ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Pupil seated facing / close to teacher Teacher to look at pupil when speaking Possibly seek advice from specialists Class Guidelines LP? 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year Occupational Therapist 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 Class Guidelines LP? 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year Occupational Therapist 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

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 guidance from 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, Learning Support Teacher)

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 adjustments need to be made, these are added to the Class Guidelines and circulated by the SENDCo to provide direction to classroom teachers. Class Guidelines documents provide a summary of the pupils' needs and differentiation required; this should be kept in the planning of all teaching staff.

Lessons should be differentiated appropriately based on the Class Guidelines. TAs should mirror the support that the classroom teacher has put in place. There will be frequent communication between the TA and classroom teacher in order to ensure that the support provided outside of lesson time is meaningful and suitable. The SENDCo or Learning Support Teacher communicates to parents about SEND. Where appropriate, the SENDCo communicates with the CPO regarding any sensitivities surrounding SEND and repercussions on welfare and wellbeing, particularly where cultural attitudes towards SEND may be detrimental to the pupil's welfare.

Where an LP is required it is written and circulated by the SENDCo or Learning Support Teacher to provide guidance to classroom teachers.

The LP will provide details and guidance, including:

- Pupil name, class, testing information
- Priority of need
- Interventions e.g. learning support withdrawal, OT
- Differentiation required by teaching staff
- Access arrangements
- Review arrangements
- Intended outcomes / targets

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, TA)

The classroom teacher remains central to ensuring that the intentions of the Class Guidelines and where relevant, LPs, are carried through in the classroom on a daily basis. Teachers should use the Class Guidelines 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 TA 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 SEND; suitable support will help improve intended outcomes.

The Head of Faculty 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 SEND 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 SEND.

4. Review (Teacher, TA, SENDCo, Learning Support Teacher)

The purpose of the review is for the teaching staff 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 each House may 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 TA. Feedback from these observations will be discussed with SENDCo and together with information from regular tracking meetings, will inform the review process.

Assess, Plan, Do, Review is a whole school 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.

Appendix V – Learning Plan template

Name:
Date of Birth:

Class:
Form Tutor:

Pupil Profile	<p><i>Staff referral reasons</i> <i>Ed psych and/or other report details</i> <i>Internal testing results, e.g. PiRA scores</i> <i>Priority of need</i></p> <p><i>Exam Access Arrangements</i></p>
Learning Support Provision	<p><i>Term</i> <u>Staff:</u> Time and frequency of sessions</p> <ul style="list-style-type: none"> • Brief summary of session focus, e.g. written expression
External Provision	E.g. specialist tutor, OT, SpLT
Class Guidelines	<p>Recommendations from external reports and SEND Dept, e.g.</p> <ul style="list-style-type: none"> ○ consider seating arrangement to maximise focus ○ break tasks into smaller chunks / model answers ○ monitor fatigue / ensure movement breaks ○ allow time to process instructions; 'repeat, don't rephrase' ○ use a combination of visual and auditory information delivery ○ promote good seating posture ○ ensure worksheets have suitable lines / grid paper ○ remind to start writing on the left; use a visual prompt if necessary, e.g. highlighter ○ read his sentences aloud at regular intervals, for editing ○ mark on content, not spelling; modify spelling list ○ ensure homework is clearly recorded, e.g. printed labels
Resources	<p>Any resource different to the majority of the class, e.g.</p> <p>Laptop Movin Sit cushion Writing slope</p>
Parental Involvement	<p>Maintain home/school communication and support homework routine...</p> <p>As appropriate / personalise: Remind *** to edit his work.... Reward *** for extra effort to improve quality of his work... Regular reading (aloud) and discussion of English texts... Support practise of correct letter and number formation...</p>
Review of Progress	Half-termly review meetings, Parents' Evenings and further meetings as required.

	Discussions with ***, class teachers (and external specialist if relevant).
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Targets	Entry Data	Exit Data	Review
SMART targets (two per half-term)	Starting point, e.g. PiRA score, description of skill	Evidence of consolidating knowledge.	Achieved / Ongoing / Not Achieved (month/year) – description / next steps

Appendix VI – Class Guidelines template

Student	Areas of Need	Reasonable Adjustments	Reports / Input
[pupil]	<p>Taken from the pupil's LP and/or SEN Dept, e.g.</p> <ul style="list-style-type: none"> • diagnosis of mild dysgraphia • diagnosis of ADHD • relatively weak working memory (94) 	<p>Taken from 'Class Guidelines' section of the pupil's LP and/or advice from the SEN Dept, e.g.</p> <ul style="list-style-type: none"> ○ consider visual and auditory distractions ○ supplement verbal information with visual prompts ○ encourage use of Writing Checklist ○ incorporate hand/core strength exercises ○ allow movement breaks ○ model/support 'Stop, Think, Plan, Do, Check' ○ <i>Movin' Sit cushion</i> ○ <i>Reading Ruler</i> 	<p>External reports e.g. educational psychologist</p> <p>External provision e.g. Speech-language Therapy</p> <p>Level of school SEN provision, e.g. Learning Support or Monitoring</p>
[pupil]		○	
[pupil]	•	○	
[pupil]	•	○	

Students identified as:	
English as an Additional Language	Learning Enrichment
<p>Taken from home and student surveys, and school Enrolment form</p> <p>Pupils who do not speak English at home – the language, e.g. Jack – only Mandarin at home</p> <p>Pupils who speak English in addition to another language at home, e.g. Marcello – some Italian</p>	<p>List of pupils and their identified area of 'gift' (academic) or 'talent' (arts, sports) e.g.</p> <p>Thomas – Creative writing Jacob – Cricket</p>