



Special Educational Needs and Disability (‘SEND’) Policy



THE FALCONS SCHOOL FOR GIRLS (INCLUDING THE EARLY YEARS FOUNDATION STAGE)

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Last review date: September 2018

Next review date: June 2019

Relevant ISI coding (if applicable):



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SECTION 1

School vision, mission and aims

Vision: To win recognition as a cherishing, challenging and creative preparatory school;

Mission: For Falcons Girls to be high achievers, leaders and lifelong learners;

Aims:

- Leadership can be seen at every level of the school, contributing to a culture of excellence;
- Teachers adapt the delivery of the curriculum to reflect every girl's individual learning needs;
- Parents are genuine and valued partners in the education process;
- Girls are prepared for entry to the Senior Schools which will best meet their learning needs and future development.

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 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 (details of role & responsibilities can be found in the Appendices)
- LSA – Learning Support Assistant
- IEP/ISP/ILP – Individual Education/Support/Learning Plan
- AfL – Assessment for learning
- DSL – Designated Safeguarding Lead
- EHCP – Education, Health and Care Plan

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/college (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/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:

- 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/college
- encourage pupils with SEND to take as full a part as possible in all school/college 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

- A designated person (SENDCO) is responsible for coordinating and overseeing the SEND provision within the educational environment
- A pupil's SEND needs will be identified as early as possible
- Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality
- The SENDCO, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met
- Appropriate training will be provided for staff and volunteers



Section 2 – Implementation and 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 PIPS Baseline Assessment. 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 through 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 twice-yearly assessments (November and May)
- The outcome of annual, end-of-year PIPS assessments
- The outcome of internal school/college 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 so on.*
 - *If the pupil is still not making progress after this 2-cycled process, evidence will be gathered (lesson plans demonstrating evidence of the above process and strategies employed, class test results, quality of independent work, views of the pupil and parents regarding homework).*



- *In addition a Record of Concern should be completed and sent to the SENDCO for consideration (advice, observation and/or an intervention proposal).]*

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/college 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, based on 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 Teachers Shared Site and/or SIMS. The SEND Register records pupils at Level 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 termly with consultation between the SENDCO and Class teachers.

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.

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 decide where the in class support is best allocated.

Support Teacher's plans and/or an Individual Support Plan (ISP), will be available to all staff via the pupil's SIMS area and/or the 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.

Individual Support Plans

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 Support Plan (henceforth referred to as ISP, see Appendices). This will be shared twice yearly at a meeting with parents/carers and the pupil (if age-appropriate) to review the plans.

The meeting will be led by the Class Teacher and/or the SENDCO, with their good knowledge and understanding of the pupil. The meeting 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/college. 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 ISP will be 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.

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.

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/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 standardized 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/college if specialist provision is sought privately.

Equal Access

The school has limited wheelchair accessibility due to the confines of the building. This restricts our ability to offer children with mobility problems 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/college budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resource for SEND lies with the school/college 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 teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCO are met from the main school/college 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.

SEND Professional Development

All staff in the school/college 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, specialized 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.

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 pupil 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 Teaching Assistants maintains overall responsibility for all teaching assistants 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:

- Recognize and fulfil their responsibilities playing an active and valued role in their child's education by in supporting their child's SEND needs.
- Alert the school/college 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); ISP reviews and Annual Statement reviews.

Parents/carers may expect to:

- Be informed by the school/college 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/college reports, exam results and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their ISP (if an ISP is necessary)
- Have the opportunity to make their views known about how their child is educated during ISP 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/college 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, 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).

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/college using the 4-Part Cycle of SEND Practice (see Appendices)
- The success of the school/college 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
- Overseeing the writing of ISPs, 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 Alpha Plus Group 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

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, SENCO, 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 socialize
- 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, SENCO)

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 IEP is required it is written and circulated by the SENDCO to provide guidance to classroom teachers. Lessons should be differentiated appropriately based on the IEP. 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 SEN may be detrimental to the pupil's welfare.

The IEP will provide details and guidance, including:

- Pupil name, class, subjects taken
- Strengths and 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 IEP are carried through in the classroom on a daily basis. Teachers should use the IEP 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.