



SEND Policy

Policy reviewed by Lena Papps
Review date: June 2021
Submission: July 2021
Policy actioned from: September 2021
Next review date: June 2022

Reviewer's Signature: Lena Papps

Headteacher's Signature:

A handwritten signature in black ink, appearing to be 'J. Papps', is written over the line for the headteacher'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 The Minors Nursery School; 'parents' refers to parents, guardians and carers.

The Minors Nursery School Mission Statement

The Minors Nursery School provides an excellent foundation on which every child can build their future education within a caring, secure and stimulating environment where they feel valued and happy.

We are an inclusive nursery school where each child is given equal opportunity to discover and develop through high quality play based learning.

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% 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
- Early Years Foundation Stage (EYFS) Statutory Framework 2014

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.

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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)
- GLP – Group Learning Plan
- ISP/ILP/IHP – Individual Support/Learning/Healthcare Plan
- DSL – Designated Safeguarding Lead
- EHCP – Education, Health and Care Plan

Admissions policy for 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 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 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:

- 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

- 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 B – 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 our observational assessment and our EYFS tracker. 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

The SEND Support Frameworks (see Appendices) will be used as reference for possible indicators of need within each of the four categories of need outlined above. Identification and provision will be determined through continuous observational assessment of progress. The non-statutory Early Years Development Matters and Early Years Outcomes guidance will be used as tools to assess the extent to which a child is developing against age expected levels.

These include typical behaviours across the seven areas of learning:

- Personal, Social and Emotional Development
- Physical development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

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

- Regular in-class observation, teachers will make regular assessment of all pupils and identify those who are making less than expected progress, in a class based 2 cycled approach.
- Targeted observations by the SENDCO
- 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)
- Termly tracking on the Early Excellence Tracker.
 - The first response to any pupil who falls into this category will be highly targeted teaching at the area of weakness by the key teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities.
 - Following this, if there is no improvement, the key teacher will review their own practice still further - reflecting on alternative ways in which to support the pupil via visual representations, repetition and practical activities to consolidate learning.
 - If the pupil is still not making progress after this 2-cycled process, the SENDCO will be asked for advice and will conduct targeted observations.

Please 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.

Parent Carers 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, via the child's progress through the EYFS. 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 in one or more of the 4 'broad areas of need':

- 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 Wave 2 to 4 using the SEND Waves of Intervention model (see Appendices), 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.

Special Educational Provision

Section 21 of the Children and Families Act 2014 states:

“Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age.

Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less

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)

If any additional support, over and above that of the normal curriculum, is to be provided (if a ISP or ILP is needed) 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.

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.

Group Learning Plan

Each term, the whole class is broadly discussed and assessed by the whole school team to determine if any of the children immediately fall in to a category of concern or that requires further monitoring, such as:

- SEND
- EAL

- Bilingual
- Behaviour
- Speech and language
- Motor and /or physical
- Toilet training
- Medical and dietary

This gives an overview of the school as a whole and allows for low level monitoring of issues that may need further action later on or as a record of concern for temporary issues.

From the GLP, we can see how many children need extra support and at what level.

Individual Support Plans / Individual Learning Plans

If a pupil is deemed to be falling below expectations against the age bands of the EYFS, we will assess where their need falls into the within the Waves of Intervention model. If they fall within categories of Wave 2 to 4, they will receive additional support, targets will be detailed within an Individual Support Plan (ISP) or Individual Learning Plan (ILP) depending on level of need. This will be shared termly with Parent Carers, in conjunction with termly reports or parent meetings.

The parent carers will be offered the opportunity for a meeting to discuss progress and review targets. 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 / Carer, 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 ISP or ILP will be made available to all staff working with the pupil via their SIMS record or on the Teachers Shared Site area and also shared with the parent 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, parent carers, 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.

Individual Health Plan

An Individual Healthcare Plan specifies the care a child requiring extra support needs to develop socially, emotionally, physically, and intellectually in school. The purpose of a healthcare plan is to ensure that the children who require extra support get that support in a systematic and predictable manner.

The Individual Healthcare Plan should include the following:

- Exactly what the child needs, what they can do themselves and what they need from somebody else
- Who is going to give them help and when
- Details of any medication needed, when it is needed and the procedure for any equipment and administration of medicines.
- Details of any testing the child needs to do, the procedures involved and the action to be taken depending on the result
- Descriptions of the symptoms and possible triggers of any emergency situation which requires urgent attention. It should also include when the parent/carer should be contacted and when an ambulance should be called.
- Details of where medications and other supplies will be stored and who will have access to them.
- A description of the training that has been given and by whom.

A child's needs are likely to change as time goes on and the IHP will need to change to reflect this. At the very least it will be reviewed termly, but will also be reviewed when management of a management of the medical condition changes or the level of care a child needs changes.

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, parent carers are advised to involve the school if specialist provision is sought privately.

Equal Access

The school 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 to assess whether reasonable adjustments could be made to accommodate the child.

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.

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 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 will be provided with general or specific training and information on meeting the needs of SEND within their classroom. All new staff, as part of their induction, will be given an overview of SEND practices and a staff SEND handbook for reference.

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 Alpha Plus Group offer regular SENDCO Network meetings providing an opportunity for SENDCOs to receive up-to-date information and training.

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. All staff will receive a school SEND handbook with their induction and each time it is updated.

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 all staff who receives 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 Parent Carers

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

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

Parent 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.

Parent 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) and ISP/ILP reviews

Parent 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 and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their ISP/ILP (if a plan is necessary)
- Have the opportunity to make their views known about how their child is educated during ISP/ILP 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. How we deliver extra support will be led by the child's interests, facilitated by the adult with and never forced.

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 key teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Key Teacher or Class Leader.
- 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

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 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 course.
- Liaising with the Alpha Plus Group Head of Compliance to ensure the SEND policy is accurate and up-to-date, both in practice, and in regulatory compliance.

Appendix 2 – Assessment Documentation

Early Years Outcomes

https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf

Development Matters in the Early Years Foundation Stage

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Appendix 3 – SEND Support Framework (4 Key Areas) Communication and Interaction

Level	Possible Indicators		Possible Pupil Support	Staff Involved
	SLCN	ASC		
1- Underachieving	<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 High Quality Differentiated Teaching	<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 SEN Support	<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 SEN Support +	<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) 	<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) Individual Support Plan 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

	<ul style="list-style-type: none"> Moderate word finding difficulties 	<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"> <i>SIMS Personal Profile</i> EHCP consideration 	
5	Education Health and Care Plan (EHCP)		<ul style="list-style-type: none"> As detailed in the 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)

Appendix 3 – SEND Support Framework Cognition and Learning

Level	Possible Indicators					Possible Pupil Support	Staff Involved
	Non-verbal	Verbal	Reading Comprehension (NGRT)	SWST	Numeracy (Sandwell /PiMs)		
1- Underachieving	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 High Quality Differentiated Teaching	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 SEN Support	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 SEN Support +	≤ 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 	<ul style="list-style-type: none"> SENDCo Class teacher

						<ul style="list-style-type: none"> • 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"> • SEND teacher • TAs • External support? • Educational Psychologist • Head of Year
5 EHCP	Education Health and Care Plan (EHCP)					<ul style="list-style-type: none"> • As detailed in EHCP 	<ul style="list-style-type: none"> • All of the above + Local Authority

Appendix 3 – SEND Support Framework Social Emotional and Mental Health

Level	Possible Indicators	Possible Pupil Support	Staff Involved
1- Underachieving	<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 High Quality Differentiated Teaching	<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 SEN Support	<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 SEN Support +	<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

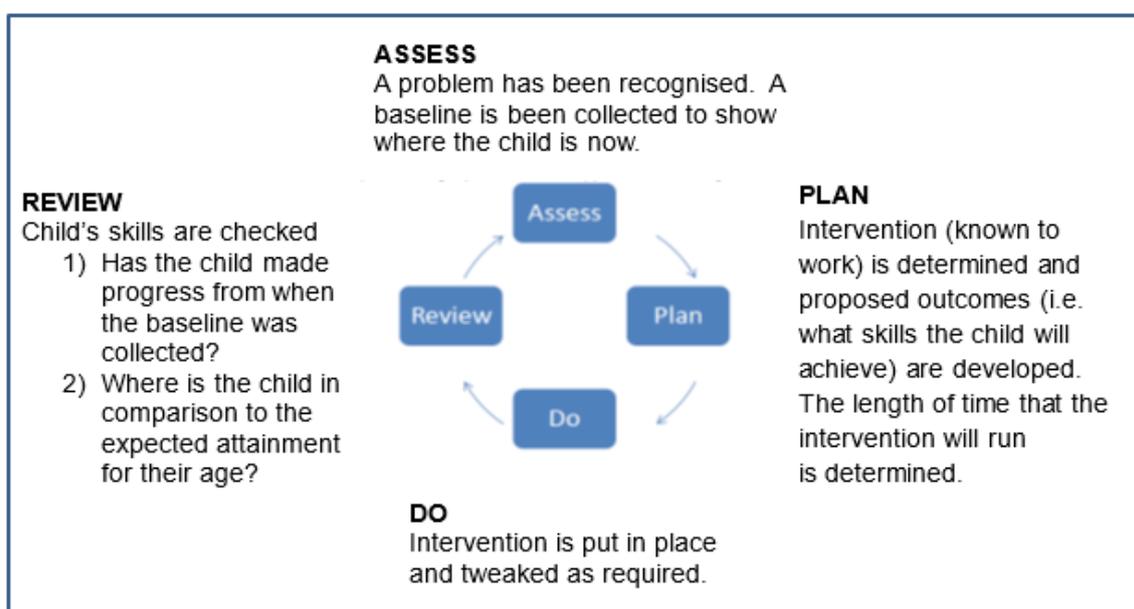
5 EHCP	Education Health and Care Plan (EHCP)	<ul style="list-style-type: none">• As detailed in the EHCP	<ul style="list-style-type: none">• SENDCo• Class Teachers• TA/LSA
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Appendix 3 – SEND Support Framework Sensory and Physical

Level	Possible Indicators			Possible Pupil Support	Staff Involved
	Visual	Hearing	Medical		
1- Underachieving	<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 High quality differentiated teaching	<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 SEN Support	<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 SEN Support +	<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	Education Health and Care Plan (EHCP)			<ul style="list-style-type: none"> As detailed in the EHCP 	<ul style="list-style-type: none"> SENDCo TA/LSA Class Teachers

Appendix 4 - 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 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 ISP/ILP is required, it is written collaboratively by both the key teacher and the SENDCO. Lessons should be differentiated appropriately based on the plan. The SENDCO communicates to parents about SEN. Where appropriate, the SENDCO communicates with the DSL 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 ISP/ILP will provide details and guidance, including:

- Pupil name, class
- Achievements and priorities for improvement
- Intended objectives and the methods of implementation
- Evaluations of the interventions

3. Do (Teacher)

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

- Focus on the intended objectives for the pupil
- Continuously evaluate the quality of support provided
- Contribute to whole school improvement
- Have high aspirations for every pupil

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

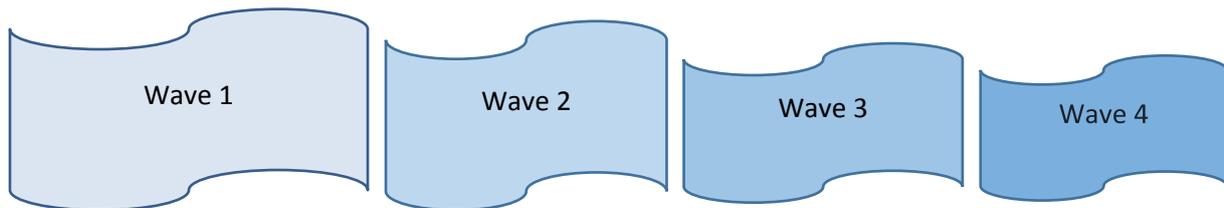
It must be noted that ensuring correct provisions are made for students with SEN is a whole school responsibility. Provisions are pupil-centred and may change often, in accordance to information revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes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

4. Review (Teacher, SENDCO)

The purpose of the review is for the classroom teacher and SENDCO to discuss whether a pupil is making adequate progress. Reviews will be termly and will draw on evidence such as the teacher's observational 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 where possible.

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 5 – Waves of Intervention Model



- Wave 1 – Differentiated first quality Teaching

High quality differentiated teaching and learning, focus activities. This is supported by effective whole school policies that support all learner's needs

- Wave 2 - Additional interventions to enable children to work at age related expectations or above

In house tailored support, regular monitoring through termly target set out in an Individual Support Plan, devised by the key person and SENDCO. The parental information and feedback is done within the usually termly feedback reports and consultations/ meetings

- Wave 3 – Additional highly personalised interventions

External specialist assessment and therapy is utilised, Key person and SENDCO set targets through an Individual Learning Plan, integrating targets recommended by external therapists, the ILP is evaluated and shared with parents termly. Individual Healthcare Plans (IHP) would also fall into this category as we would need the advice and support of a medical professional.

- Wave 4 – Targeted external help and specialist support services

Accessing Early Help and the need for an Early Health Care Plan. An EHC Plan (formerly called a statement) is called for where the need and support to ensure the child's planned outcomes are achieved can no longer be met by the school from its own resources.