

Special Educational Needs and Disability (‘SEND’) Policy

This policy complies with Keeping Children Safe 2018 until 2nd September, at which point it will comply with Keeping Children Safe in Education 2019.

Primary person responsible for this document: Charles Pinel

Job title: Head of SEND

Last review date: 27 June 2019

Next review date: 27 June 2020

SECTION 1

Vision/Mission Statement

DLD College Mission Statement

“To provide a safe and stimulating learning environment, which maximises individual potential and ensures every student is well equipped to meet future challenges”

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

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 – Head of SEND and the Special Educational Needs and Disability Coordinator (details of role & responsibilities can be found in the Appendices)
- IEP – Individual Education Plan
- AfL – Assessment for learning
- DSL – Designated Safeguarding Lead
- EHCP – Education, Health and Care Plan
- ELT – Executive Leadership Team

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

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 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.

A student's may become known to the SEND Department through:

- Admission procedures
- Initial meeting with SENDCo
- External tests and exams
- Inconsistencies in either YELLIS or ALIS tests or current attainment: these are A Level Information Systems and Year 11 Information Systems software tests.
- Expression of parental concerns
- Student self-referral
- Specialist assessments undertaken by external educational psychologists
- Specialist assessments undertaken by the SENDCo

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.

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 and provision they receive will be assessed and regularly reviewed through a range of indicators:

- The outcome of standardised 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.

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. The SEND Register records 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.

The level of provision is recoded both on the SEN Register and SIMs using the following codes:

| SIMS Code | Level of Provision | Description |
|------------------|---------------------------|---|
| E | EHCP | Entitles student to statutory support as outlined on EHCP. |
| K | SEN Support | Students receive 1:1 Support (at least 1 x 40 min weekly) from SENDCo in addition to classroom differentiation. |
| M | SEN Monitoring | Where applicable, student has an initial meeting with SENDCo. Following this, training delivered to staff about how to meet needs of the student in classroom and SENDCo regularly monitors pupil progress through liaison with teaching staff and observation. |

| | | |
|---|------------------------------|--|
| 0 | SEN Support no longer needed | This code is used when students previously monitored are discharged from the SEND Department and no longer appear on the SEND Register |
|---|------------------------------|--|

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.

Individual Education Plans (IEPs), will be available to all staff via 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 Education 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 Education Plan (henceforth referred to as IEP). This will be shared twice yearly with parents/carers and the student to review the plans.

SMART Targets will be used on the IEP:

- *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 IEP will be made available to all staff working with the pupil via 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 college has step-free access and a lift is available for students unable to climb stairs. Some science laboratories have height-adjustable tables for wheelchair users. There are wheelchair accessible toilets on all teaching floors. The college is committed to the integration of students with a wide range of needs, and their involvement in the whole life of the college in line with our Equal Opportunities Policy.

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 responsibility for determining the amount of resource for SEND lies with the school/college Executive 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 Executive 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, 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

Please see Appendix 1

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 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); IEP 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 IEP (if an IEP is necessary)
- Have the opportunity to make their views known about how their child is educated during IEP 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 ELT. 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 - Roles and Responsibilities

1 The Governing Body

The governing body seeks to ensure that the needs of all students are met and that the provision made for students with SEND, both with or without statements of special needs, is adequate and secure.

2 The Head of SEND will:

- Maintain and keep an up-to-date SEND register on the management information system (SIMS) which can be accessed by all staff.
- Make staff aware of all new students with SEND as they arrive in college throughout the academic year and relevant documentation on previously identified students from external agencies as and when it is available.
- Produce student profiles for staff on students with SEND which, where necessary, will outline strategies to support that student.
- Ensure that appropriate documentation is kept on the student's file, managing materials with sensitivity and storing them confidentially.
- Provide INSET training for staff on current best practice.
- Liaise with parents and, where necessary, external agencies.
- Work with the Examinations Officer to monitor the support/access arrangements put in place for external and internal assessment for students with SEND.
- Oversee any work with external agencies.
- Oversee the work of teacher support staff.
- Oversee with the Deputy Principal the strategic planning and budget for SEND
- Keep an up to date and informed list of all students who identify as SEND
- Where students with SEND need to provide documentation, follow up to ensure that all documentation is kept on the student's file
- Store information securely and, if necessary, responsibly destroy any confidential materials.
- Keep up-to-date records and associated paperwork (liaising as necessary with the administration team and Faculty Heads) in line with JCQ regulation and in preparation for inspection.

3 The Deputy Principal (Academic) will:

- Appropriately highlight concerns about student achievement to the Head of Faculty and the Head of SEND and implement differentiation strategies, monitor progress and feedback within the timeframe set by Directors of Study

Ensure that all teachers' planning as far as is reasonably possible, accommodates the various needs of students within the department.

4 Directors of Studies will:

- Ensure that, as far as is reasonably possible, these arrangements are followed in internal assessment including mock examinations.
- When a student's progress remains inadequate, despite the strategies put into place, research and implement further intervention and options.

5 Heads of Faculty will:

- Monitor and evaluate the progress of all students within the department; where student progress is not adequate, to ensure additional or different action is implemented to enable the pupil to learn more effectively.
- Monitor and offer advice on marking across the department area to ensure that feedback to students is clear and constructive, offering strategies on how to improve and necessary steps to cross grade boundaries.

6 Teachers will:

- Use information on individual students' needs, provided by the Head of SEND, to ensure that each student, as far as is reasonably possible, is being catered for adequately in lessons.
- Monitor student performance in order to inform practices, including the implementation of further support strategies.
- Organise class testing in the light of individual student needs and where possible make provisions for access arrangements in class tests.
- Appropriately highlight concerns about student achievement to the Head of Faculty and the Head of SEND and implement differentiation strategies, monitor progress and feedback within the timeframe set by Directors of Study.

7 Personal Tutors will:

- Monitor student progress in line with the guidance provided by Faculty Heads, encouraging students to set personal targets, relating to their academic study.

8 The Examinations Officer will:

- Ensure that, where feedback is received, students are supported appropriately and within JCQ regulations, throughout the relevant examination period(s).

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 |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none">• 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 |

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 |

3. 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.