



# WETHERBY

## SENIOR

## SCHOOL

  

### SEND Policy

**Primary person responsible for this policy:** Michael Hannaway

**Job title:** SENDCo

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**Relevant ISI coding (if applicable)**

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

‘Parents’ refers to parents, guardians and carers.



## Contents

### Section 1

Content	Pages
Background	3
Legal Framework	4
Definition of SEND	5
Admissions Policy in relation to SEND	6
Principles and Aims	7
Objectives	8

### Section 2 Implementation and Monitoring

Content	Pages
Aims of the Policy	9
Identification	10-11
Provision	12
Personalised Provision Plans	13
Exam Access Arrangements	13
Equitable Access	13
Resources	13-14
SEND Professional Development	14
Roles and Responsibilities	15
Communication and Collaboration – Partnership with Parents/Carers	15-16
Record-keeping and evaluating the success of the policy	17
Appendix I- The role of the SENDCO	18
Appendix II- Checklist for the Early Identification of SEND	19
Appendix III- The 4 part cycle of SEND Practice	20-24
Appendix IV- WSS Accessibility Plan 2020-2024	25-33
Appendix V – Addendum – COVID-19 Lockdown	34



## **SECTION 1**

### **Background**

A pupil with special educational needs or disability (SEND) is one who may find it difficult to gain full access to the curriculum due to a range of challenges. Their needs will be identified in one or several of the following categories:

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

National figures indicate that around 14.9% of young people of school age will be identified as having a special educational need and at Wetherby it is approximately 20% of the current cohort. 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 individual potential, and this may become evident through school assessments.

This policy outlines the approach we take to facilitating pupils with SEND challenges and motivating them in attaining fully.

### **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
- Equality Act (Disability Regulations) 2010
- Mental Capacity Act 2005



## **Definition of Special Educational Needs and Disabilities (SEND)**

### **The Equality Act 2010 definition of disability**

Generally, a disability has to meet the statutory requirements set out in Section 6 schedule 1 to the Equality Act 2010 and associated regulations. The definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment;
- Looking into adverse effects and assessing which are substantial;
- Considering if substantial adverse effects are long term;
- Judging the impact of long term adverse effects on normal day to day activities.

The clear starting point in the guidance for disability means “limitations going beyond the normal differences in ability that may exist among people”.

Substantial means more than minor or trivial.

Long term means it has existed for longer than 12 months or is likely to do so.

Study and education can be considered in the meaning of ‘day to day activities’.

### **Factors that might reasonably be expected to have a substantial adverse effect include:**

- Persistent and significant difficulty in reading and understanding written material where this is the person’s native language, e.g. because of mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- Persistent distractibility or difficulty concentrating;
- Difficulty understanding or following simple verbal instructions;
- Physical impairment – e.g. difficulty operating a computer because of physical restrictions using a keyboard.

### **Factors that might reasonably be expected not to have a substantial adverse effect include:**

- Minor problems with writing or spelling;
- Inability to read very small or indistinct print without the aid of magnifying glass;
- Inability to converse orally in a language that is not the pupil’s native spoken language.



### **Definition of special educational needs**

A pupil has ‘special educational needs’ as defined in the SEND Code of Practice: 0 to 25 years:

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability described above includes such long term impairments such as sight or hearing, mental health difficulties, and long-term conditions such as asthma, diabetes, epilepsy and cancer. Children with these conditions do not necessarily have SEN but there is significant overlap between them.

Pupils with English as an additional or second language will not be deemed as having SEN needs unless it is in addition to their EAL/ESL.

We believe that the implementation of this policy will ensure that all pupils are identified in terms of their individual needs and supported appropriately by all staff within Wetherby Senior School. This will enable them to attain outcomes that reflect their individual potential and help them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SENDCo – Special Educational Needs and Disability Coordinator
- LSA – Learning Support Assistant
- EHCP – Education, Health and Care Plan

### **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. All pupils have equal opportunity to join the school if they satisfy the school’s selection procedure. Pupils whose SEND enables them to access our 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; physical, psychological or emotional 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.



When sitting entrance exams for admission to the school, we will provide relevant arrangements where these are deemed necessary. In order to facilitate such arrangements, parents should inform the Registrar and provide evidence to support these arrangements, such as a copy of the most recent Educational Psychologist's assessment (required to be less than 2 years old), a Consultant's letter (not GP) diagnostic report and a recent letter-headed school report which indicates that such arrangements are a part of the normal way of working for that pupil at his current school. We will treat such evidence with the strictest confidentiality and acceptance of the facilities in future will be at the discretion of the SENDCo, in line with the current regulations and criteria set out by JCQ.

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

- a) We have the appropriate resources and facilities to provide them with the support they require, and,
- b) We believe it is in the best interest of the child and of the school community to remain at the school.
- c) We are able to assess the pupil and obtain the necessary evidence required, to provide for the pupil to attain their individual potential with support and guidance of the Learning Support Department.

Where, in our professional judgement, these conditions no longer apply or are able to be met, 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:

- Provide pupils with the scaffolding and support to be able to achieve their personal best. The school prioritises collaborative communication between the school, the pupil and parents alongside external agencies where required.
- Provide an inclusive culture where all pupils feel equally valued, experience happiness, a feeling of safety and are part of a community at Wetherby, working towards our ethos 'Excellence as Standard'
- Develop the aspirations and attainment of pupils through high quality teaching, along with motivated and inspired learning. For those with EHCP's we provide LSA support as required in the 'plan' and where required, external agencies i.e. Speech and Language / Occupational Health are in attendance.
- To develop a fully inclusive culture where educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the achievement of the range of learners with various challenges including:
  - ❖ Those with social, emotional and mental health difficulties – SEMH



- ❖ Those who have communication and interactions difficulties – CI
  - ❖ Those with Autistic Spectrum Disorders – ASD
  - ❖ Those for whom English is a second language – EAL/ESL
  - ❖ Those who have cognitive and general learning difficulties – CL
  - ❖ Those with medical conditions – diabetes, epilepsy, cerebral palsy
  - ❖ Those with physical and sensory impairments – PD, VI, HI
- All of these needs are assessed on an individual basis and are addressed as soon as they are identified either by a classroom teacher in liaison with the SENDCo/Educational Psychologist, by a parent or through a multi-agency approach.
  - We aim to ensure that our commitment to inclusion is achieved.

## **Objectives**

To fulfil our aims, our objectives are:

1. To provide a Lead SENDCO who is responsible for coordinating and overseeing the SEND provision within the educational environment.
2. To identify as early as possible a pupil's SEND needs and to plan and implement where required an individual provision plan.
3. To treat details regarding the SEND of pupils with appropriate levels of discretion and confidentiality.
4. To form a collaborative partnership between the SENDCO, teacher, pupil, parents and external agencies to ensure that appropriate support is established and maintained, and appropriate progress is at an expected level for the pupil.
5. To regularly monitor and review provision and progress using a range of available data.
6. To liaise consistently and effectively with external agencies as required according to a pupil's needs.
7. To manage resources to ensure SEND needs can be appropriately met.
8. To provide appropriate INSET for staff at the beginning of the year; induction for new staff at various times when new employment begins and for LSAs. INSET also available for parents if requested who may need information on SEND issues for their son.



## Section 2 – Implementation and Monitoring

### Identification

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress even after they have had all the interventions/additional adjustments and support, including good quality teaching. Teachers are responsible and accountable for the progress and academic development of all pupils in the class. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests including public exams.

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. The progress of SEND pupils will be reviewed through assessment as outlined in the Code of Practice. The individual pupil will have Personalised Provision Plans that monitor each stage of their progress and their SMART targets.

SMART targets are defined as:

- *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.

Reviews of the quality of teaching will include teacher's understanding and implementation of strategies to support SEND pupils.

In exceptional circumstances the school may recommend a modified curriculum or a restricted timetable.

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

- The outcome of MidYIS tests in Year 7 and 9 where low scores in e.g. vocabulary tests indicates a need to be investigated.
- The outcome of literacy assessments conducted by the English department in the first half term of Years 7 and 9
- The outcome of individual assessments conducted by the SENDCO using a range of appropriate published tests of attainment, ability and cognitive processing.
- The outcome of school regular internal school assessments/exams
- Concerns raised by parents, the pupil and external agencies and to take account of any information that they provide (e.g. Educational Psychologist, Occupational Therapist or Speech and Language reports)





- School data on behaviour (negative or positive) i.e. prep not returned or exemplars of excellent work.
  - In-class and/or subject assessments are monitored by class tutors and subject teachers to regularly assess all pupils helping to identify those making less than expected progress.
1. *The first response to any pupil who falls into this category will have specific targeted teaching by the subject and/or class teacher with learning style differentiation and scaffolding strategies used to support learning tasks.*
  2. *If there is no progress, the subject and/or class teacher will reflect 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. (These are expected Quality First Teaching Strategies).*
  3. *If the pupil is still not making expected progress after this 2-cycled process (Do and Review), the 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). Concerns will be communicated to parents.*
  4. *Any concern must be referred to the SENDCO and if required, for further assessment to be carried out, after all strategies have been implemented. The pupil can then be provided with appropriate support where necessary.*

**NOTE:**

On-going disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, after consultation with parents an informal interview/assessment will be carried out by the SENDCO and the school team working with the child, to try to determine if there are other causal factors. These may include undiagnosed learning needs, communication, or emotional and mental health difficulties. Parental collaboration will be sought on whether an additional investigation through a specialist assessment is required.

Any SEND provision will be based on all information received, but initially through our own in-school pupil progress data and teacher views or concerns. Some further information, such as private external assessments, may not be taken into consideration due to the assessor not 'knowing' the pupil, but may be used in conjunction with school evidence.

After all the appropriate evidence has been gathered, a decision will be made, in collaboration with the parents whether a pupil has SEND, in one or more of the four areas of need as outlined below:



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

Finally, a pupil's SEND need and support will be recorded on the highly confidential SEND Register, accessible only to teachers via the Teachers Shared Area and SIMS. The SEND Register provides a brief outline of each pupil's needs and Exam Access Arrangements. The Register is a working document that is constantly updated by the SENDCo.

The school aims to identify pupils with SEND that may require additional arrangements and referrals come from a variety of sources.

- Referral reports from parents or external agencies, submitted at the time of application to the school. Including previous school information.
- Medical record for each pupil.
- Cause for concern from teachers.
- Cause for concern from a pupil.
- Cause for concern from parents.
- Classroom assessments, including whole year assessments as outlined below.
- Individual assessments by the SENDCO.
- Formal assessment from external agencies such as Educational Psychologists/Consultants.

The school bases identification of pupils with SEND on information received from the pupil's previous school. In the application process, parents and previous schools are asked to pass on any information that might be relevant in the interests of the pupil, and in the academically selective context of Wetherby Senior School.

The school aims to ensure that each new entrant to the Wetherby is given a variety of short screening tests within the first term, as well as the baseline testing. If the scores on the assessments suggest any concerns the pupil will be monitored initially by teachers and the SENDCo. If there are further concerns the parents will be invited to a discussion to look at ways Wetherby can support the pupil to attain their individual potential.

**Please note:**

If in the reasonable opinion of the Head the School cannot provide adequately for the Child's special educational needs Parents may be asked to withdraw the Child from the School



## **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. The SEND support, known as the ‘graduated approach’, has four parts to the cycle which include: Assess, Plan, Do, Review (SEND Code of Practice 2015)

SEND Provision may take a number of forms that are specifically appropriate to support the identified individual needs of a child. Once assessed the SENDCo will outline provision either a Personal Provision Plan or a Teacher Guidance Action Plan. These plans will be available to all staff via the pupil’s SIMS area and the Teachers’ Shared Area. All pupils identified with SEND are added to the SEND register. This contains basic information of their need, any provision, assessments and Exam Access Arrangements.

Pupils on the SEND register and receiving additional support or intervention from the teacher or SENDCo, will have their progress monitored by the SENDCo and their teachers.

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 suggest assessment carried out by the SENDCo and, with consultation with parents, may suggest support from outside agencies (for example Speech and Language or Occupational Therapy). Equally, parents/carers are advised to involve the school if specialist provision is sought privately, in consultation with the school SENDCo. For pupils with ASD, ADD, ADHD and who have social communication, social emotional or mental health needs the school may recommend the pupil goes to the GP or may request a referral to CAMHs.

The school undertakes to make whatever arrangements are reasonable and possible within the normal day-to-day functioning of the school to ensure that the pupil can fulfil his individual potential. Recommendations made by an external agency or professional may only be followed if they are in agreement with the criteria and expectations followed by the professional standards of the SENDCo. The individual classroom teachers, with guidance from the SENDCO and the SLT, are responsible for making reasonable adjustments for the pupil’s individual needs, as outlined below in the section on Roles and Responsibilities.

The school believes that it is detrimental to a pupil’s overall education to withdraw him from any lessons unless absolutely essential. For years 7 – 11, support will be in the classroom or in small groups outside normal teaching time (such as lunch times and before or after school) including the independent study group after school. Some pupils may access 1:1 support for a defined period of



time which is normally no more than 6 weeks. For years 12 and 13, support can also be offered on an individual or small group basis during non-contact time or Private Study time.

### **Personalised Provision Plans and Teacher Guidance Action Plans**

Any pupil with an Education Health and Care Plan (EHCP) or requiring a specific intervention will have a Personal Provision Plan (PPP). An Annual Review meeting will be held between the SENDCo, parents, Local Authority representative and any other external agencies to update progress and assess current provision needed in order to ensure the welfare, and continued provision for their education. The PPP is formally reviewed and updated at the beginning of each academic year in collaboration with the pupil so that SMART targets can be set for the term ahead.

Other Pupils on the SEND register with a mild learning difficulty but where no special help is needed will be provided with a Teacher Guidance Action Plan (TGAP).

Both types of plan may outline key areas of need (including strengths and weaknesses); classroom provision; recommended support strategies and details of access arrangements. These plans are reviewed internally every term, or as necessary, by the SENDCo considering recent progress from assessments and pastoral data, with any changes notified to all staff.

Where in the opinion of the Deputy Head: Pastoral and Wellbeing team a pupil's mental health will impinge significantly on their learning the SENDCo will make adjustments to the pupil's SEN provision.

### **Exam Access Arrangements**

Best practice will be followed in accordance with Joint Council for Qualifications (JCQ) regulations. These are followed within our school for all public exams and for all our internal assessments.

Special exam arrangements will be put in place where there is clear justification based on:

- A history of need
- A history of provision
- Current testing supports the original diagnostic reports

Where evidence suggests a special arrangement would be unjustified the school reserves the right not to submit the request.

In practice this means that whilst advice and recommendations may be given by External Assessors, including Educational Psychologists, or other external specialist reports, it will not be a requirement to follow these if the assessment data does not fall with the limits set down by the JCQ. However, we



will put in place Exam Access Arrangements, evidenced by teaching staff that show a history of need and the assessments of the SENDCo (Level 7 assessor), which fall within the JCQ guidelines.

A pupil will be allowed to use a laptop where recommended by the SENDCo if there is relevant evidence due to a diagnosed impediment.

Updated assessments should take place in year 9 (for GCSE) and early in year 12 for A level. Pupils will have these arrangements as their normal way of working in earlier internal exams and lessons. The internal deadline for processing Exam Access Arrangements February half term in the year that the pupil sits the public exams.

### **Equitable Access**

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

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

### **Resources**

The SENDCO has the key responsibility for determining the allocation of these resources according to priority of need 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 INSET on a range of SEND information to enhance their teaching for SEND pupils, or more specific training for less usual types of SEND, to enable them to meet the needs of all SEND pupils within their class teaching groups.

The school system of teacher observations also highlights the needs of pupils with learning difficulties as part of the rationale for lesson monitoring and feedback.

The SEND department will be given the appropriate opportunities to attend external professional development courses to keep updated with changing requirements and criteria in order to offer relevant support to individual pupils.



The SENDCO should be aware of relevant courses relating to SEND and offer guidance to departments on the accessibility of any courses that may be appropriate. All staff have access to INSET training provided by the SENDCO on a range of SEND information. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

On some occasions, 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 and delivered as necessary to new staff.

### **Roles and Responsibilities**

The SENDCO reports directly to the Deputy Head: Academic.

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, and central to this is responsibility for the register detailing the names of those pupils who have been identified as needing support. The register is reviewed on a regular basis to ensure names are added and removed when necessary. The register is distributed to staff within the first few weeks of the Autumn Term and any alterations to it are published to the staff on a regular basis. The SEND folder on the Shared Drive contains a full list of all those who have been identified as having an identified, as well as those who do not have an identified area of need, but are being monitored by the SEND team. The Shared Drive also contains detailed information about the specific needs of each pupil, evidenced by external/internal assessments.

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 Learning Support Assistants or any other specialist staff.

### **Communication and Collaboration – Partnership with Parents/Carers**

At Wetherby Senior School, parents and guardians are encouraged to work in close partnership with staff. Parents and Guardians are made aware at the beginning of the academic year when members of staff can be contacted and how to contact them. There are regular parent/guardian meetings and progress reports. If a parent or guardian has a concern about the academic progress of his/her child, the School encourages the parent/ guardian either to telephone the school to speak with or write/email to the responsible staff, depending on the nature of the concern. This can be class teacher, the form tutor, Head of Year, Head of Department, Deputy Head: Academic or the Head.

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 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); Annual Reviews (EHC Plan).

Parents/carers may expect to:

- Be informed by the school of their child's placement within the SEND framework
- Be informed what support their child is receiving and of any further assessment required.
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for any further intervention plans deemed necessary after the individual action plan.
- Have the opportunity to make their views known about how their child is educated at parent/teacher consultation evenings or via direct communication with the child's tutor or the 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 pupils 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 pupil's SEND provision, the school will listen to the views of the pupil, and the role of the class tutor, who takes an active role in this process.

### 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 Subject teacher or Tutor. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Subject teacher or tutor.
- Raise the issue with the SENDCO and the Head of Section.
- Arrange a meeting with the SENDCO and Head of Section - if it involves a conflict which cannot be resolved, the Deputy Head: Academic 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 Deputy Head: Academic.

Review of the policy will take into account:

- Any legislative changes from Government.
- The academic and personal developmental progress made by pupils with SEND at the school incorporating, amongst other strategies, the graduated approach to SEND Practice.
- The success of the school regarding an inclusive ethos of all pupils with SEND.
- External independent school inspections

### **Confidentiality**

As part of the work of the department supporting pupils, information may be recorded through observing a pupil in lessons or discussions with the learning support department, tutors or other members of the academic staff. When the SENDCO first starts supporting a pupil he will make it clear to the pupil that notes may be retained and shared with their knowledge. In line with data protection legislation, a child may request to view the information held about them. Where a child does not have sufficient maturity to understand a request for the personal information, an adult with parental responsibility will be able to make a request for information on behalf of the child. The school will treat each request on a case-by-case basis to ensure that any such request is in the best interests of the child. It is unlikely the school will share information with a parent without the child's knowledge. Where parents engage an external professional any requests for information about a pupil should be sent directly to the school from the external professional and any information will be returned directly to the external professional. If the school is unfamiliar with the external professional, they may ask the parent to confirm the contact details provided to ensure information is shared securely and safely. The school will seek assurances from the external professional or put in place data sharing agreements before they share information.

### **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 Individualised Provision Plans, 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
- Working with the Exams Officer to ensure 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; liaising with the Head of English to ensure provision of additional reading support to weaker readers.
- In the event of a pupil applying for statutory assessment, the SENDCO must collate all the necessary paperwork required by the local education authority. If the pupil has an EHC plan, the SENDCO would be responsible for co-ordinating the provision and organising the Annual Reviews.
- Their own professional development – e.g. keeping up to date with knowledge of the Government’s changing policies in regard to SEND, as well as attending relevant courses
- Liaising with the education team at Alpha Plus Group Head Office to ensure the SEND policy is accurate and up-to-date, both in practice, and in regulatory compliance.



## Appendix II - Checklist for Early Detection of SEND

**Name of pupil:**

**Teacher:**

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

Criteria	✓
Significant discrepancy between oral and written performance	
Persistent difficulties with spelling easy or common words	
Erratic spelling- has good and bad days	
Difficulty getting ideas down on paper	
Problems putting things in sequential order	
Written work fails to express the pupil'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 - The 4-Part Cycle of SEND Practice

We operate a multi-sensory, holistic approach with our SEND pupils.

This graduated approach is used for assessing, tracking and monitoring progress. It builds on frequent review in successive four stage cycles: **Assess; Plan; Do and 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 pupil 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, the SENDCO, Level 7 Assessor, an Educational Psychologist or other appropriate specialist may be involved in assessing the pupil for SEND, the results of which will be communicated to parents and all relevant teachers by the SENDCO.



## **2. Plan (Teacher, SENDCO)**

We recognise that differentiation is essential to meet the diverse range of abilities within any class. Class teachers will plan levels of activities so that higher achieving 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 a collaborative process and agreed upon by the SENDCO, teacher, parent and pupil.

Where a Personalised Provision Plan is required it is written and circulated by the SENDCO to provide guidance to classroom teachers in order for lessons to be differentiated appropriately based on the plan. For pupils with LSAs their support should mirror the support that the classroom teacher has put in place. There will be frequent collaborative 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 SEND in all instances. Where and if appropriate, the SENDCO communicates with the designated school Child Protection Officer regarding any sensitivities surrounding SEND and repercussions on welfare and wellbeing, particularly if any cultural attitudes towards SEND may be unwittingly impeding a pupils' progress or learning.

The Personalised Provision Plan will provide details and guidance, including:

- Pupil name, class, subjects taken including areas of strength/weakness
- SMART Targets and the achievable outcomes
- Who will support the pupil? How the pupil can be supported best?
- Interventions that are helpful potentially
- Assessment for any Exam Access Arrangements

## **3. Do (Subject Leader, Teacher, LSA)**

The classroom teacher remains central to ensuring that the intentions of the Personalised Provision Plan are carried through in the classroom where relevant and appropriate.

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

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

It must be noted that ensuring correct provisions are made for pupils with SEND is a whole school responsibility. Provisions are pupil-centred and may change often, in accordance to information



revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes for each pupil with SEND in line with Quality First Teaching expectations.

#### **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. There will be a meeting with the parents and the pupil to add any information and assess the progress at the current time and discuss the strategies/targets for the next PPP.

The SENDCo/ Head of Year where practicable will conduct drop in observations for pupils with SEND to make sure that they are utilising the strategies. Feedback from these observations will help to inform the review process.

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



Examples of the SEND cycle in Action

ACTION	RESOURCES/STAFF	OUTCOME/EVALUATION
<p>Referrals for in school screening and cognitive assessment</p> <p>Lesson observations re SEND pupils</p>	<p>Teachers and all stake holders refer</p> <p>SENDCO/Level 7 Assessor</p> <p>Michael Hannaway</p>	<p>Increased referrals from year assessments, departmental and whole school tracking, and individual teachers through the SENDCO</p> <p>Higher attainment and value added for all SEND pupils</p>
<p>Referrals for specialist tuition (Sp&amp;L), behavioural optometry, occupational therapy, medical assistance, counselling services or coaching/well-being services within school.</p>	<p>SENDCO developing contacts with external agencies and able to provide comprehensive reports from screening.</p> <p>Coaching/well-being within school</p>	<p>Pupils are supported at outset of difficulties.</p> <p>Parents confident of school and the provision available.</p>
<p>Homework adjustments</p>	<p>SEND Area in Staff Shared Area for staff support in differentiation.</p> <p>INSET/individual support for teachers</p>	<p>Reasonable adjustments for individual pupils where relevant.</p>
<p>Examination Access Arrangements (EAA)</p> <p>Level 7 assessment by SENDCO re Form 8 and admin for exams</p> <p>In accordance with JCQ</p>	<p>SENDCO/ Exams Officer co-ordinate exams</p> <p>Examinations Officer arranges EAA requirements for individual pupils in internal/public exams</p>	<p>All pupils needing EAA assessed and provided. Reader pens give more independence to individual pupils during the examination.</p> <p>Higher attainment and value added for all SEND pupils.</p>
<p>Consultation with parents and other professionals working with pupils who have physical impairment</p> <p>Liaison with Specialist Teachers</p>	<p>SENDCO, SLT and Heads of Section</p> <p>Specialist Teachers</p>	<p>Collaboration with parents at all stages of process, have regular contact with teachers and SENDCO creates more confidence.</p>



<p>All HODs to incorporate differentiation in SoWs and departmental handbooks.</p> <p>Support for staff from SENDCore above</p>	<p>HODS and subject teachers.</p> <p>INSET available</p>	<p>Differentiated lessons delivered and embedded in lessons (some use of generic format)</p>
<p>Enabling saved lesson notes on memory sticks or the school network via the Smart Boards where relevant/helpful.</p>	<p>Folders on intranet and Firefly VLE</p>	<p>Work is accessed by pupils who have not been able to make notes or who wish to check accuracy and by those who were absent.</p>
<p>Enabling the use of word processor for written work, (pupils with handwriting and fine motor skills difficulties).</p>	<p>Pupils have own laptops.</p> <p>Software will be purchased to learn touch typing by those who wish to or need to learn it.</p> <p>Use of school laptops and ICT support as necessary.</p>	<p>Increased use of laptops with touch typing skills improving.</p> <p>Higher attainment and value added for all SEND pupils</p>



**Wetherby Senior School**  
**Accessibility Plan**  
**Appendix IV**

**Two-year period covered by the plan: 2022 to 2024**

**Plan agreed: Jan 2022**

**Plan Review: Jan 2024**

**Lead member of staff: Michael Hannaway SENDCo**

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on bi-annually. Attached is a set of plans showing how the school will address the priorities identified.

We are working within a national framework for educational inclusion provided by:

- 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
- Equality Act (Disability Regulations) 2010
- Mental Capacity Act 2005
- ISI inspection





Planning Group

- Headmaster
- SENDCo (Head of Learning Support)
- SLT
- Bursar



**APPENDIX IV: Wetherby Senior School Accessibility Plan 2022 - 2024**

The plan addresses the issue of SEN and disability access, within the limited scope of any physical constraints of the buildings. It also covers accessibility to the curriculum for all pupils to provide an inclusive culture within the school. This plan is for pupils with SEN or a disability who are registered at the school.

<b>Disability</b>	<b>Access to the curriculum</b>	<b>Environment e.g. building, classroom</b>	<b>Policies</b>	<b>Documents</b>	<b>Trips</b>	<b>Target date</b>
<b>Visual impairment</b>	<p>INSET will be provided, as necessary for staff to meet the requirements of any visually impaired pupil/s.</p> <p>Reasonable adjustments such as font sizes will be adjusted where necessary and documents modified.</p> <p>Resources will be purchased to increase pupil participation e.g. modified packs of materials/ coloured overlays/coloured paper</p> <p>Lesson plans take into account reasonable adjustments where practicable. An LSA will be resourced if in accordance with an EHC Plan provision.</p> <p>Schemes of work in all subjects will outline reasonable adjustments to the curriculum. Subject Specific Vocabulary prior to lessons available.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the pupil. Signage additionally in braille.</p> <p>Plan classroom seating according to needs of the pupil.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Striped visibility strips on the stairs.</p> <p>Appropriate colour schemes will be incorporated, if necessary.</p> <p>A PEEP will be put in place for the individual pupil.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a visually impaired child.</p> <p>SEND Policy</p> <p>Trips Policy</p> <p>Exams Policy</p>	<p>School documents will be available in an alternative modified format.</p> <p>Any documents sent home to parents with a visual impairment can be made available in large print, Braille (additional printing and software to be purchased with information in audio format.)</p> <p>Further info re EAA will be on SEND Register</p>	<p>The programme can be modified to facilitate participation.</p> <p>A risk assessment must be carried out before trip and be available</p> <p>A medical health care plan must be in place.</p> <p>An LSA can be available where relevant.</p> <p>Staffing ratios will be adjusted.</p>	<p>Review at beginning of academic year Sept 2022</p>



<b>Disability</b>	<b>Access to the curriculum</b>	<b>Environment e.g. building, classroom</b>	<b>Policies</b>	<b>Documents</b>	<b>Trips</b>	<b>Target date</b>
<b>Hearing impairment</b>	<p>INSET will be provided, where necessary, for staff to meet the requirements of each individual. Training occurs for all staff in August Inset according to need</p> <p>The teacher will wear a special microphone FM device.</p> <p>Teacher pre agreed covert signals with the pupil for attention.</p> <p>Reasonable adjustments will be noted on schemes of work in all subjects. Notes from lessons will be available where possible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Fire alarm lights will be in place.</p> <p>A PEEP will be put in place for the individual pupil.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a hearing impaired child.</p> <p>SEND Policy</p> <p>Trips Policy</p> <p>Exams Policy</p>	<p>Guidance documents provided by specialist teacher of the deaf circulated to all teaching staff and held centrally in pupil's folder on the S Drive</p> <p>Further info re EAA will be on SEND Register</p>	<p>A risk assessment must be carried out and be available</p> <p>A medical health care plan must be in place.</p> <p>Sign language will be provided, if possible, if the HI pupil uses signing.</p> <p>Staffing ratios will be adjusted.</p>	<p>Review at beginning of academic year Sept 2022</p> <p>Training will be scheduled for staff at beginning of every school academic year through Specialist Teachers of the Deaf as required.</p>
<b>Speech/Language impairment</b>	<p>INSET will be provided, where necessary, for staff to meet the requirements of each individual pupil.</p> <p>Reasonable adjustments will be noted on schemes of work in all subjects. Notes from lessons will be available where possible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued</p>	<p>In severe cases: Ensure resources are available for the individual to be able to communicate efficiently.</p>	<p>All policies will be amended, where necessary, to meet the requirements.</p> <p>SEND Policy</p> <p>Trips Policy</p> <p>Exams Policy</p>	<p>Further info re EAA will be on SEND Register</p>	<p>If severe pupil will need 1:1 support (i.e. selective mutism)</p> <p>A medical health care plan must be in place.</p>	<p>Review at beginning of academic year Sept 2022</p>



<b>Disability</b>	<b>Access to the curriculum</b>	<b>Environment e.g. building, classroom</b>	<b>Policies</b>	<b>Documents</b>	<b>Trips</b>	<b>Target date</b>
<b>Physical Impairment</b>	<p>INSET will be provided, where necessary, for staff to meet the requirements of each individual pupil.</p> <p>Staff INSET on disability awareness to reflect the needs of pupils in the school. A risk assessment for the various activities needed.</p> <p>Peer mentor support scheme.</p> <p>Resources will be purchased to increase pupil participation to meet the particular needs of the pupil.</p> <p>Lesson plans will take into account the needs of the pupil and reasonable adjustments made where practicable.</p> <p>Reasonable adjustments will be taken into account on schemes of work in all subjects. Notes from lessons will be available where possible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>A PEEP will be in place for the individual pupil.</p> <p>Plan classroom according to the individual needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Evac chairs available on floors in case of emergency exit</p> <p>Step-free access to the rear door/front door.</p> <p>Ground floor toilet facilities to provide wheelchair access.</p>	<p>Ensure all policies consider the implications of disability access.</p> <p>SEND Policy</p> <p>Trips Policy</p> <p>Exams Policy</p>	<p>Documents can be given to parents in a variety of formats depending on their individual needs.</p> <p>Further info re EAA will be on SEND Register</p>	<p>A risk assessment must be carried out and be available</p> <p>A medical health care plan must be in place.</p> <p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p> <p>A risk assessment must be carried out and be available.</p>	<p>Check the ramps and ground floor disabled access toilets available at all times in both buildings.</p> <p>Review every term</p>
<b>Hypermobility including</b>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p>	<p>Ensure all policies consider the</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p>	<p>Review at beginning of</p>



<b>Disability</b>	<b>Access to the curriculum</b>	<b>Environment e.g. building, classroom</b>	<b>Policies</b>	<b>Documents</b>	<b>Trips</b>	<b>Target date</b>
<b>Fine/Gross motor skills problems</b>	<p>EAA: An alternative provision may be required e.g. use of laptop with ergonomic keyboard</p> <p>Purchase necessary resources to increase pupil participation. (see above)</p> <p>Reasonable adjustments will be taken into account on schemes of work in all subjects. Notes from lessons will be available where possible.</p>		<p>implications of manual dexterity.</p> <p>SEND Policy</p> <p>Trips Policy</p> <p>Exams Policy</p>	<p>Further info re EAA will be on SEND Register</p>	<p>A medical health care plan must be in place (if necessary).</p> <p>Staffing ratios will be adjusted, if necessary.</p>	<p>academic year Sept 2022</p>
<b>Dyspraxia/Dysgraphia</b>	<p>INSET will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>EAA: Alternative provision may be required such as use of word processor.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Reasonable adjustments will be taken into account on schemes of work in all subjects. Notes from lessons will be available where possible.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p>	<p>Ensure all policies consider the implications of physical co-ordination.</p> <p>SEND Policy</p> <p>Trips Policy</p> <p>Exams Policy</p>	<p>Documents available on Staff Shared area.</p> <p>Further info re EAA will be on SEND Register</p>	<p>A risk assessment must be carried out and be available</p> <p>A medical health care plan must be in place (if necessary).</p> <p>The programme can be modified to facilitate participation.</p>	<p>INSET as required and PowerPoint presentation available to all staff on Shared area.</p> <p>Review at beginning of academic year Sept 2022</p>
<b>Cognition and Learning:</b>	<p>INSET will be provided, where necessary, for staff to meet the requirements of each individual.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p>	<p>Ensure all policies consider the</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>A risk assessment must be carried out and be available</p>	<p>INSET as required on differentiation</p>



Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date
<p><b>Processing, memory and attention, (other issues).</b></p>	<p>Intervention where possible, support strategies will be implemented to ensure the needs of the individual pupil are met.</p> <p>Reasonable adjustments will be taken into account on schemes of work in all subjects. Notes from lessons will be available where possible.</p> <p>Peer mentor support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>		<p>implications of cognition and learning.</p> <p>SEND Policy</p> <p>Trips Policy</p> <p>Exams Policy</p>	<p>Further info re EAA will be on SEND Register</p>	<p>The programme can be modified to facilitate participation.</p>	<p>and PowerPoint available to staff for support on Staff Shared Area.</p> <p>Review at beginning of academic year Sept 2022</p>
<p><b>Inability to lift/carry or move everyday objects (school bag/resources such as books)</b></p>	<p>INSET will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The individual may need assistance when lifting objects and the use of a locker at appropriate site placements.</p> <p>Peer mentor support scheme.</p> <p>Reasonable adjustments will be taken into account on schemes of work in all subjects. Notes from lessons will be available where possible.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of the ability to lift/carry everyday objects.</p> <p>SEND Policy</p> <p>Trips Policy</p> <p>Exams Policy</p>	<p>Documents can be given to parents in a variety of formats.</p> <p>Further info re EAA will be on SEND Register</p>	<p>A risk assessment must be carried out and be available</p> <p>A medical health care plan must be in place.</p> <p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>Review at beginning of academic year Sept 2022</p>



Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date
	<p>Lesson plans will take into account reasonable adjustments where practicable.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>					
<p><b>ASD, ADHD, Dyslexia, SEMH (social, emotional, and mental health)</b></p>	<p>INSET will be provided, where necessary, for staff to meet the needs of pupils.</p> <p>Interventions such as specific targeted lesson support and strategies specific for needs of pupil.</p> <p>Purchase necessary resources that meet the needs of the individual.</p> <p>Use of additional arrangements such as word processor; reader pen; extra time; other resources.</p> <p>Peer mentor support scheme.</p> <p>Reasonable adjustments will be noted on schemes of work in all subjects. Notes from lessons will be available where possible.</p> <p>Lesson plans will take into account reasonable adjustments as required and if practicable.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Plan classroom according to the individual needs of the pupil.</p>	<p>Ensure all policies consider the implications of these.</p> <p>SEND Policy</p> <p>Health and Well-being Policy</p> <p>Exams Policy</p>	<p>Further info re EAA will be on SEND Register.</p>	<p>A risk assessment must be carried out and be available</p> <p>A medical health care plan must be in place.</p> <p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>Review at beginning of academic year Sept 2022</p>



Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date
EAL/ESL	<p>Dictionaries available/ Mobile Phone App (Translation)</p> <p>Mentor/Buddy for subject/class groups</p> <p>Additional support through English Intervention classes</p> <p>Reasonable adjustments will be noted on schemes of work in all subjects. Notes from lessons will be available where possible.</p>	<p>Seating plan as applicable</p> <p>Check pupils are able to understand emergency plan.</p> <p>Risk assessment re the above (translated instructions for emergency procedures)</p>	<p>EAL/ESL Policy</p> <p>SEND Policy</p> <p>Trips Policy</p> <p>Exams Policy</p>	<p>Documents to be available in alternative languages</p> <p>Translation facilities available for parents where necessary (local area have availability for this through local authority)</p>	<p>Mentor/ Buddy to pair with</p> <p>Mobile Phone App for translation for use where needed</p>	On-going





## **Wetherby Senior School**

### **APPENDIX V: Special Educational Needs 2022-23 Covid-19 Addendum**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching, in partnership with parents and other professionals where appropriate.

It is necessary, in light of the Covid-19 pandemic, to make some adjustments to the SEND policy. These adjustments are set out below:

- In the event of Covid-19 closure, school will continue to offer places to children of key workers.
- The Head of Learning Support will contact pupils at home through fortnightly contact including Teams calls and will engage proactively with parents and carers to support pupils with their engagement in learning and wellbeing.
- The Head of Learning Support will liaise with senior pastoral staff about pupil needs and wellbeing issues where appropriate.
- School will continue to endeavour to provide differentiated learning for pupils who are not attending school and teaching staff in school will be receptive to the needs of SEND pupils working in school and be familiar with the pupil profile.
- Parents can contact Head of Learning support as required.
- The Head of learning support will continue to give 1:1 consultation and support through Teams where this has been previously arranged or is required.
- The Head of Learning support continues to organise exam access arrangements as recommended by JCQ.



- The Head of Learning support will monitor and review the pupils on EHC plans and ensure staff are responding appropriately to their needs.