



# Special Educational Needs and Disability (‘SEND’) Policy

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## SECTION 1

### Vision/Mission Statement

Our Values:

- As a diverse community we respect and celebrate difference. We place great value on friendship and aim to build a supportive community based on trusting relationships. We endeavour to treat each other with respect and to ensure that all our interactions are conducted with politeness and good humour. Above all else we are a community which values kindness.
- We celebrate success in all fields of endeavour at the same time as recognising that excellence is achieved by increments and is the result of persistent effort. We value curiosity, independence of mind, imagination and self-reliance in our work.

### 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 12.6 of school age pupils have special educational need support. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential.

### Legal framework

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs and disabilities (SEND). These include:

- SEND Code of Practice: 0-25 years (January 2015)



- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- Equality Act 2010
- Mental Capacity Act 2005

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

We consider a child as having SEND if they have a **learning difficulty or disability**, which calls for **special educational provision** to be made for them because they:

- Have a significantly greater difficulty in learning than the majority of children of the same age,
- Have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age

A pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our EAL policy).

We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

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

### **Admissions policy in relation to SEND**

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require.

Before a place is offered at the school (and preferably prior to application):



- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.

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 is identified, or develops, after the child has started at the school, we will endeavour to continue support the child as long as:

- a) We have the appropriate resources and facilities to provide them with the support they require, and,
- b) We believe it is in the best interest of the child and of the school community to remain at the school.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

### **Principles and aims**

We aim to:

- 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

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- 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

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)



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- 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.



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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 ISAMS. 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 (IEP). These plans will be available to all staff via the pupil's ISAMS 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.



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The school believes that it is detrimental to a pupil's overall education to withdraw him from any lessons unless 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 in assessments and exams 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 ISAMS 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.



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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



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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, Head of Section 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.
- Any recommendations from internal governance reviews and 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



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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 TGAP/IEPs, in collaboration with other staff and specialists.
- 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 (where applicable)
- Ensuring that provision is made for special dispensations for exams, such as extra time, the use of laptops or scribes (where such action has been recommended by a relevant expert/agency)
- Sourcing and ordering resources for SEND provision.
- 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 Inspired Education 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 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"> <li>Minor difficulties with social inference</li> </ul>	<ul style="list-style-type: none"> <li>Generally attends in lessons, follows teacher instruction</li> <li>Enjoys structure/routine</li> <li>Becomes disorientated by change in routine or familiarity</li> </ul>	<ul style="list-style-type: none"> <li>Support from class teacher using high quality differentiated tasks and visual / concrete materials</li> <li>Noted on planning</li> <li><i>Inclusive Teaching Strategies Booklet</i></li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> </ul>
2	<ul style="list-style-type: none"> <li>Some difficulties with social inference</li> <li>Cannot recall more than 5 unrelated items, in correct order, in a verbal memory task</li> <li>Minor receptive or expressive language irregularities/difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Generally attends well-structured lessons, follows teacher instruction literally</li> <li>Agitated, upset by change in routine or familiarity or finds them quite challenging</li> <li>Challenged by group work, often wanting control</li> </ul>	<ul style="list-style-type: none"> <li>Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful)</li> <li>Intervention via social group support x 1 per week</li> <li>Access Arrangements (for tests and exams)</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>SENDCo</li> <li>TAs</li> </ul>
3	<ul style="list-style-type: none"> <li>Regular/noticeable difficulties with social inference</li> <li>Frequent receptive or expressive language irregularities / difficulties (word finding difficulties)</li> <li>Unable to follow a 2-part (Infants), 3-part (junior) instruction</li> </ul>	<ul style="list-style-type: none"> <li>Possibly diagnosed with ASC or PDD</li> <li>Noticeable difficulties with social interaction, poor communication and understanding affecting behaviour</li> <li>Struggles to follow whole class situation – needs to be told instruction directly</li> <li>May be socially withdrawn / vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>Record of Concern submitted by Class Teacher</li> <li>Withdrawal for intervention 1:2 or 1:1 x 1 per week (social skills) by school staff</li> <li>Access Arrangements (for tests and exams)</li> <li>SALT x 1 session per week</li> <li><i>Lego Therapy</i></li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>TAs</li> <li>Class teacher</li> <li>Speech and Language Therapist</li> <li>Head of Year</li> </ul>
4	<ul style="list-style-type: none"> <li>Cannot recall 4 unrelated items in correct order</li> <li>Cannot understand spatial concepts (e.g. above, below)</li> <li>Cannot use pronouns (e.g. their)</li> <li>Moderate word finding difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Has diagnosis of ASD or PDD</li> <li>Has significant difficulty functioning independently in the classroom</li> <li>Is unable to follow whole class instructions</li> <li>Significantly misjudges social situations</li> <li>Extreme levels of anxiety and need for routine, excessive behaviours relating to routine</li> </ul>	<ul style="list-style-type: none"> <li>Withdrawal for intervention 1:1 x 2 per week (social and language/vocab skills)</li> <li>Access Arrangements (tests and exams)</li> <li>Individual Support Plan</li> <li>SALT x 1 session per week</li> <li><i>Lego Therapy</i></li> <li>ISAMS profile</li> <li>EHCP consideration</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>TAs</li> <li>Class teacher</li> <li>Speech and Language Therapist</li> <li>Head of Year</li> </ul>



5	Education Health and Care Plan (EHCP)	<ul style="list-style-type: none"> <li>As detailed in EHCP</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>TA/LSA</li> <li>Class Teachers</li> <li>Other external agencies</li> </ul>
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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"> <li>Support from class teacher using high quality differentiated tasks and visual / concrete materials</li> <li>Noted on planning</li> <li>In-class support</li> <li><i>Inclusive Teaching Strategies Booklet</i></li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Head of Year</li> <li>TA</li> </ul>
2	85-90	85-90	85-90	85-90	3 sublevels below NC	<ul style="list-style-type: none"> <li>Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful)</li> <li>Intervention group support x 1 per week (withdrawn)</li> <li>And/or Early morning group (spelling or comprehension)</li> <li>Access Arrangements (for tests and exams)</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>SENDCo</li> <li>TAs</li> </ul>
3	81-84	81-84	81-84	81-84	4 sublevels below NC	<ul style="list-style-type: none"> <li>Record of Concern submitted by Class Teacher</li> <li>Group support</li> <li>Or may be withdrawn for targeted intervention 1:2 or 1:1 x 1 per week (literacy/numeracy skills) by school staff</li> <li>Access Arrangements (for tests and exams)</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>Class teacher</li> <li>SEND teacher</li> <li>TAs</li> <li>Educational Psychologist</li> <li>Head of Year</li> </ul>
4	≤ 80	≤ 80	≤ 80	≤ 80	5 sublevels below NC	<ul style="list-style-type: none"> <li>Withdrawal for 1:1 x 2 sessions per week</li> <li>Plus Early Morning Group</li> <li>TA in-class support for daily 1:1 intervention programmes</li> <li>Access Arrangements</li> <li>Individual Support Plan (ISP)</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>Class teacher</li> <li>SEND teacher</li> <li>TAs</li> <li>External support?</li> </ul>



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						<ul style="list-style-type: none"> <li>• SIMS Personal Profile</li> <li>• External Dyslexia tutor</li> <li>• EHCP consideration</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Head of Year</li> </ul>
5	Education Health and Care Plan (EHCP)					<ul style="list-style-type: none"> <li>• As detailed in EHCP</li> </ul>	<ul style="list-style-type: none"> <li>• All of the above + Local Authority</li> </ul>

### 3. Social Emotional and Mental Health

Level	Possible Indicators	Possible Pupil Support	Staff Involved
1 Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> <li>• Homework regularly not completed</li> <li>• Significantly broken attendance</li> <li>• Disengagement in 2 or more subjects</li> <li>• Withdrawn / behaviour issues</li> <li>• Troubled friendships</li> <li>• Poor / unkempt clothing or hair appearance</li> <li>• Poor self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitoring</li> <li>• Class teacher / TA to talk to child</li> <li>• Give pupil roles of responsibility to improve self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• TAs</li> </ul>
2	<ul style="list-style-type: none"> <li>• Persistent absence / broken attendance</li> <li>• Disengagement in 3 or 4 subjects</li> <li>• Significantly withdrawn / behaviour issues</li> <li>• Very troubled friendships</li> <li>• Extremely poor self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitoring – contact parents</li> <li>• Record of Concern possibly submitted to SENDCo for advice, support, observation or notification</li> <li>• Buddy system</li> <li>• Clear personalized reward chart</li> <li>• Significant responsibility within class</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• Class Teacher</li> <li>• TAs</li> </ul>
3	<ul style="list-style-type: none"> <li>• School refusal</li> <li>• Attendance is extremely patchy, rare</li> <li>• Rarely on-target in class</li> <li>• Achievement is extremely poor</li> <li>• Progress is limited, if at all</li> <li>• Very poor self-esteem indeed</li> <li>• Behaviour is significantly impacting on learning for the individual and the class</li> </ul>	<ul style="list-style-type: none"> <li>• Record of Concern submitted by Class Teacher</li> <li>• Attendance monitoring – HKE to contact parents</li> <li>• Social groups x 1 weekly</li> <li>• Specialist support</li> <li>• Individual Support Plan?</li> </ul>	<ul style="list-style-type: none"> <li>• HKE</li> <li>• SENDCo</li> <li>• Class Teacher</li> <li>• TAs</li> <li>• LA? Social Services?</li> <li>• CAMHs? Paediatrician?</li> <li>• Head of Year</li> </ul>
4	<ul style="list-style-type: none"> <li>• School refusal</li> <li>• Attendance is extremely patchy, rare</li> <li>• Rarely on-target in class</li> <li>• Achievement in all areas is extremely poor</li> <li>• Progress is limited, if at all</li> <li>• Very poor self-esteem indeed</li> <li>• Significantly poor and inappropriate behaviour / attention, seriously disruptive to the whole class</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitoring – HKE to contact parents</li> <li>• Social groups</li> <li>• Specialist support</li> <li>• Individual Support Plan</li> <li>• 1:1 intervention x 2 weekly</li> <li>• SIMS Personal Profile</li> </ul>	<ul style="list-style-type: none"> <li>• HKE</li> <li>• SENDCo</li> <li>• Class Teacher</li> <li>• TAs</li> <li>• LA? Social Services?</li> <li>• CAMHs? Paediatrician?</li> <li>• Head of Year</li> </ul>



5	Education Health and Care Plan (EHCP)	<ul style="list-style-type: none"> <li>As detailed in EHCP</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>Class Teachers</li> <li>TA/LSA</li> </ul>

#### 4. Sensory and Physical

Level	Possible Indicators			Possible Pupil Support	Staff Involved
	Visual	Hearing	Medical		
1 Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> <li>Visual difficulties that cannot be corrected by glasses</li> <li>Gets tired easily</li> </ul>	<ul style="list-style-type: none"> <li>Mild hearing loss</li> </ul>	<ul style="list-style-type: none"> <li>Fatigue</li> <li>Hypermobility Syndrome</li> </ul>	<ul style="list-style-type: none"> <li>Consider seating position in class</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>TAs</li> </ul>
2	<ul style="list-style-type: none"> <li>Frustration with work</li> <li>Poor reading speed</li> <li>Poor writing speed</li> </ul>	<ul style="list-style-type: none"> <li>Mild hearing loss</li> <li>Difficulty with attention and / or concentration</li> </ul>	<ul style="list-style-type: none"> <li>Poor writing speed</li> <li>Generally takes longer to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Record of Concern possibly submitted to SENDCo for advice, support, observation or notification</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>Class Teacher</li> <li>TAs</li> </ul>



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3	<ul style="list-style-type: none"> <li>Registered as partially sighted</li> <li>Distance vision worse than 6/18</li> <li>Spatial and perception difficulties</li> <li>Coordination difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Moderate hearing loss</li> <li>Possible use of hearing aids</li> </ul>	<ul style="list-style-type: none"> <li>Student specific e.g. significant hypermobility syndrome affecting many areas of life.</li> </ul>	<ul style="list-style-type: none"> <li>Record of Concern submitted by Class Teacher</li> <li>Pupil seated facing and close to teacher</li> <li>Teacher to look at pupil when speaking</li> <li>Possibly seek advice from specialists</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>Class Teacher</li> <li>TAs</li> <li>Head of Year</li> <li>External Services</li> </ul>
4	<ul style="list-style-type: none"> <li>Vision deteriorating</li> <li>Restricted visual field</li> <li>Mobility is affected</li> <li>Distance vision worse than 6/36</li> </ul>	<ul style="list-style-type: none"> <li>Moderate to profound hearing loss</li> <li>Use of hearing aids</li> </ul>	<ul style="list-style-type: none"> <li>Student specific</li> </ul>	<ul style="list-style-type: none"> <li>Advice from outside agencies, specialist support</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>Class Teacher</li> <li>TAs</li> <li>Head of Year</li> <li>External Services</li> </ul>
5	Education Health and Care Plan (EHCP)			<ul style="list-style-type: none"> <li>As detailed in EHCP</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> <li>TA/LSA</li> <li>Class Teachers</li> </ul>

**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 TGAP/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 TGAP/IEP. LSAs should mirror the



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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 TGAP/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 TGAP/IEP are carried through in the classroom on a daily basis. Teachers should use the TGAP/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 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.