# **OLDHAM HULME GRAMMAR SCHOOL**

# **SEND POLICY**

***This policy is applicable from EYFS through to year 13***

**Compliance**

This Policy complies with the statutory requirement laid out in the Children and Families Act 2014, the SEND Code of Practice 0 – 25 (2015), the Disability Equality Act 2010 and Advice for Schools DFE June 2014.

This policy should be read in conjunction with the Accessibility policy, SEND Information Report, Safeguarding policy, Admissions policy, Anti-bullying Strategy, Equality and Diversity policy, English as an Additional Language policy and Supporting Pupils with Medical Conditions policy.

**Admissions for Candidates with Special Educational Needs / Disability**

Oldham Hulme Grammar School is a selective independent school, with children from the Foundation Stage to Sixth Form. Entry is subject to success in assessment appropriate for the age of the child. Pupils making the transition to year 7 from our own junior department and external candidates must pass the entrance examination, which comprises English, Mathematics and Verbal Reasoning. Entry to sixth form requires success at GCSE. Please read the Admissions Policy for additional information.

The school welcomes all pupils who can demonstrate academic aptitude in appropriate entrance examinations, provided that the School is reasonably able to provide them with the help and support that they require to access the curriculum. Parents are asked to disclose at the point of application any known disabilities, special educational needs or learning difficulties. They are invited to discuss their child's requirements with the Head of Learning Support before the assessment day or entrance exam so that appropriate adjustments can be put in place. Prior to an offer of a place being made, the School will confirm any adjustments it can reasonably make to support the pupil.

The school will make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings and resources. Facilities for pupils with mobility difficulties and wheelchair users are limited due to the nature of the school site, with most buildings having two or three storeys. Please see the Accessibility Policy and Plan This shows how the School plans to make the buildings, curriculum and communication progressively more accessible to disabled pupils, disabled parents and visitors.

**Ethos**

Oldham Hulme Grammar School regards the diversity of the school community as a strength which enriches that community. The School is committed to the promotion of positive attitudes to diversity and difference, the celebration of that difference, and to the provision of equal opportunities for all its pupils and staff. The School is mindful of the direct and indirect discrimination that can occur and strives to eliminate any form of inequality or discrimination amongst staff and students.

The school’s belief is that every young person is of equal value. We aim to ensure that:

* all students are provided with high quality teaching and learning opportunities both within and beyond the classroom to maximise their academic progress and personal development
* the needs of students with SEND are identified and appropriate provision is provided to remove barriers to their learning and where possible, close achievement gaps
* all students, including those with SEND receive their full entitlement in terms of a broad, balanced and differentiated curriculum
* students with SEND receive every opportunity to develop to their full potential including their independence skills
* all staff working with pupils with SEND understand their role in relation to these aims and are provided with guidance and training to enable them to respond to the needs of individual pupils
* effective communication and partnership with the parents is developed

**Definition of Special Educational Needs and Disability (SEND) from the Code of Practice 2015 page 4 and the Equality Act 2010**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

* has a significantly greater difficulty in learning than the majority of others of the same age, or
* has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
* are under five and fall within the definitions above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

Children and young people have a disability under the Equality Act 2010 if they have:

* limitations going beyond the normal differences in ability which may exist among people.
* A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.
* long term is defined as a year or more
* substantial is defined as more than minor or trivial
* This definition includes sensory impairments and health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND but some will.

The Equality Act 2010 sets out legal obligations for schools:

* They must not directly or indirectly discriminate against disabled children.
* They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.

**Graduated Response - Stages of Provision at Oldham Hulme Grammar School**

As a selective school, we will have fewer pupils at the SEND Support level, where we are identifying the pupils as having a Special Educational Need or Disability as defined in the Code of Practice and The Disability Act. Our pupils are more likely to trigger concern for much lower levels of difficulties than would be identified in the average mainstream school. We have therefore created a three stage system to ensure we are supporting the needs of all our pupils.

Progress of all pupils is tracked and analysed regularly. Tracking enables identification of children who are not making expected progress, or who are achieving at a level significantly below their peers. We are able to monitor the progress of pupils who have SEND in relation to peers and to evaluate the effectiveness of support and interventions.

**Stage 1 – Concern - Initial Teacher Action**

This is the initial stage for pupils who have emerging difficulties. Parents may express concerns about their child’s progress and pupils themselves may raise concerns. A class or subject teacher may raise concern about a pupil following assessment and observation and will put differentiation in place. They will begin the Assess, Plan, Do, Review process. Recording pupils on the list at this stage will provide a way of drawing together information from different subject areas so that any patterns of difficulty can be picked up as early as possible. Staff or parents should make a referral to the Head of Learning Support so that evidence collection can be initiated. On collection of this evidence, pupils will be issued with a Pupil Passport.

**Stage 2 Targeted Action**

At this stage, the Head of Learning Support may carry out further assessment or recommend involvement of outside agencies. He will provide advice to teachers and strategies to support the pupil in class. Class and subject teachers remain responsible for providing appropriately differentiated teaching and learning opportunities and will continue the Assess, Plan, Do, Review cycle. The pupil may be given a Learning Support Plan, which will list specific targets to be achieved by the pupil and also the action the teacher will take to help the pupil meet his/her targets (e.g. how they will differentiate, additional resources, individual support, homework) in the form of a personalised provision map. It includes a section for pupil voice as one way of helping the pupil to be involved in his/her support.

In addition, a pupil may be directed to attend catch up groups or department support sessions and possibly individual support lessons or intervention groups.

**Stage 3 – SEND Support**

The Head of Learning Support will make the decision to place a pupil at stage 3 of the Learning Support list, considering all of the information and evidence gathered about the pupil’s progress alongside national data and expectations of progress. This will include information provided by parents and the pupil themselves as well as any outside agencies involved. Some pupils may join school with EHC Plans and they will automatically be added to stage 3 of the Learning Support list. When a child is identified as having SEND, the Head of Learning Support will agree in consultation with parents or guardian, the adjustments, interventions and support to be put in place. All teachers and support staff who work with the pupil will be made aware of their needs and any teaching strategies or approaches that are recommended.

Pupils at the SEND Support stage are likely to have some form of intervention or adjustment to allow them to access the curriculum. Outside agencies may be involved. The class or subject teacher will continue to be responsible for differentiation, setting and reviewing individual pupil targets, continuing the ‘Assess, Plan, Do, Review’ cycle with a growing understanding of the pupil’s needs and what supports the pupil in making good progress. SEND Support will be adapted or replaced depending how effective it has been in achieving the agreed outcomes for the pupil.

Support for pupils with SEND aims to help children acquire the independent skills and confidence to enjoy access to the full curriculum with their peers. Some pupils will require short “booster” sessions to overcome a specific barrier to progress, whilst others may require longer-term support. Please see Appendix B Provision Map which outlines the interventions and provisions available for pupils.

Some pupils may have a significant disability which is **not** currently a barrier to learning. Their names will not be added to stage 3 of the Learning Support register if their needs are being met through normal classroom differentiation or by the provision of additional resources. However, they will be monitored to ensure that their progress is maintained.

**Education Health and Care Plan (EHCP)**

When the school is unable to meet the needs of the pupil from their own resources, Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective pupil has an EHC plan, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC plan, beyond what can reasonably be provided by school will need to be charged to the local authority if the authority is responsible for the fees and our school is named in the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Where pupils have an EHC Plan, The Head of Learning Support will invite parents to attend an annual review. At that review, parents and the child themselves will meet with key members of staff within school and any outside agencies involved with the provision made for their child. There will be a discussion about the progress made by the child towards the outcomes set out in the EHCP. A SEND officer from the local authority may attend this meeting.

**Communication with Parents/Carers**

We aim to work in partnership with parents and keep them fully informed of their child’s progress. The Head of Learning Support will be available to respond to email, speak on the telephone or arrange to meet in person at any point during the year at a parent’s request, in addition to the meetings called by school. Parents receive interim reports termly and a full written report at the end of the Summer term. There are parents’ evenings throughout the year where the Head of Learning Support will be available for appointments to informally discuss any issues that arise. Any Pupil Passports or Learning Support Plans are shared with parents and will be reviewed at least once every academic year with pupils (and parents if requested).

**Links with Outside Agencies**

The school may involve specialists at any stage to help with identification of SEND and advise on effective support and adjustments. The pupil’s parents will always be involved in any decision to involve specialists. The school receives free advice and support from Oldham Education Support Services for children up to five years old. Beyond this age, most education services, including Educational Psychology assessments, have to be bought in and these costs will be passed on to parents. Access to medical services, such as Healthy Young Minds, Speech and Language Therapy, Occupational Therapy, etc can be accessed free of charge.

**Transition**

We ask that parents of any pupils with SEND contact the Head of Learning Support to discuss their child’s needs before the entrance exam to establish a dialogue and share information so we can plan to accommodate and support their child. We will endeavour to make the transition process as smooth as possible, working in partnership with parents, feeder schools and the pupil. For all children moving from one year group to the next, the Head of Learning Support and teachers will pass on all relevant information to ensure continuous support for the child with SEND. When children are moving on to college or university, the Head of Learning Support will support the pupil in providing relevant notes and records, and will liaise with the college or university if desired by the pupil to help ensure a successful transition.

**Pupils with Medical Conditions**

The Children and Families Act 2014 requires schools to make arrangements to support pupils with medical conditions. The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education as far as possible. Medical conditions can sometimes have an impact on a pupil’s progress and lead to them having special educational needs. Some pupils with medical conditions may be disabled and where this is the case the school will comply with the equality act 2010. Please refer to the school’s Supporting Pupils with Medical Conditions Policy.

**English as an Additional Language (EAL)**

A child must not be regarded as having a learning difficulty solely because the language in which he or she is taught is different from a language which is or has been spoken at home. (Section 20(4) Children and Families Act 2014). However, children for whom English is an additional language may need additional support. Please refer to the school’s EAL Policy for additional information.

**Early Years**

Our Nursery and Infant department will follow the procedures detailed in this policy. School can access some of Oldham Local Authority’s services for children under five years old who have special educational needs, e.g. Early Help, QEST and Additional and Complex Needs Service, if the pupils live in the Oldham area. The school will use the Early Years Outcomes guidance and the EYFS Profile to identify needs for support. Early action to address identified needs is essential.

**Safeguarding**

Children with SEND can face additional safeguarding challenges. Staff should understand and be alert to the increased vulnerability in this group of children:-

* Increased possibility of peer on peer abuse
* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
* Children with SEND can be disproportionately impacted by bullying without outwardly showing any signs
* Social / communication barriers may prevent children with SEND asking for help

Please refer to the school Safeguarding Policy and Anti-bullying Policy for more information.

**Examination Access Arrangements**

Oldham Hulme Grammar School follows the regulations set out in the JCQ document “Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments”

Please see Appendix A below for more detail.

**Roles and responsibilities within the school**

**The Head of Learning Support**

Oldham Hulme Grammar School employs a full time Head of Learning Support, who is a specialist teacher and assessor and who has knowledge, understanding and experience of working with pupils with a wide range of Special Educational Needs and Disabilities. A well resourced Learning Support room is used for timetabled support lessons.

The Head of Learning Support is responsible for:-

* Working across all sections of the school from early years to sixth form as an advocate of SEND, ensuring the day to day operation of the SEND policy.
* Keeping accurate and up-to-date records of students with SEND.
* Working collaboratively with Heads of Department, Pastoral staff, Prep Management Team, teaching staff and learning support assistants to ensure the early identification of and provision for students that have SEND
* Promoting and safeguarding the welfare of children and young persons
* Advising and working with senior management and Governors to ensure that the school carries out its statutory responsibilities regarding students with an EHCP or Disability.
* Carrying out diagnostic assessments and using knowledge gained to plan appropriate provision / intervention.
* Disseminating information to staff about students’ individual needs and teaching strategies.
* Supporting staff in understanding needs and effective ways of removing barriers to learning.
* Teaching students with SEND from 3-18 on an individual and group basis.
* Forming positive working partnerships with parents/guardians of students with SEND.
* Carrying out access arrangement assessments for students and external candidates and applying for access arrangements through JCQ and other exam providers.
* Liaising with outside agencies and other education providers, providing information or reports as required.
* Interpreting and simplifying external agency reports for parents and staff. Ensuring recommendations are followed.
* Monitoring progress of students on the SEND list.
* Advising on and contributing to the professional development of staff.

**Senior Leadership (SLT) Line Manager for SEND**

The SLT Line Manager (currently Mrs Knott - Head of Juniors)has responsibility for monitoring the management of provision for children with Special Educational needs or Disability.

Is responsible for:

* line management of the Head of Learning Support.
* assisting in the development, monitoring and evaluation of the policy for Special Educational Needs and Disability.
* involving all staff and members of the Governing body in SEND development.
* establishing procedural guidelines for all staff.
* ensuring that teachers in the school are aware of their role in identifying and providing for those pupils who have Special Educational Needs or Disability.
* keeping the Principal informed about Special Educational Needs and Disability in the school.
* identifying training needs and liaising with SMT to ensure provision.

**Head of Juniors**

Is responsible for:

* managing the deployment of teaching assistants throughout the Juniors.
* timetabling and monitoring support and intervention groups in the Junior department.
* liaising with the Head of Learning Support regarding any pupils causing concern / accessing support groups.
* ensuring that teachers in the Junior school are aware of their role in identifying and providing for those pupils who have Special Educational Needs or Disability.
* identifying training needs and coordinating INSET.
* keeping the Principal informed about Special Educational Needs in the Juniors.

**Head of Nursery and Infants**

Is responsible for:

* managing the deployment of teaching assistants throughout the Infants.
* timetabling and monitoring support and intervention groups in the Infants department.
* liaising with the Head of Learning Support regarding any pupils causing concern / accessing support groups.
* ensuring that teachers in the Infant school are aware of their role in identifying and providing for those pupils who have Special Educational Needs or Disability.
* identifying training needs and coordinating INSET.
* keeping the Principal informed about Special Educational Needs in the Infants.

**The Governors**

There is a designated SEND Governor.

The Governors, with the guidance of the Principal:-

* monitor the school’s policies relating to SEND
* establish appropriate staffing and funding arrangements
* maintain a general overview of the school’s provision for children who have special educational needs / disability.

**Heads of Department**

* all Heads of Department will audit the training needs of their staff and liaise with the Deputy Principal (Pastoral) who is the CPD budget holder and the Deputy Principal (Academic) to ensure staff are appropriately trained.
* Heads of Department will ensure the SEND Policy and procedures are being followed by all teachers in their department through observations and work scrutiny.

**Class / Subject Teachers**

All teachers are responsible for:

* providing effectively for **all** children through **High Quality Teaching**
* planning lessons to address potential areas of difficulty and to remove barriers to pupil achievement
* ensuring that children with special educational needs or disabilities receive a suitably differentiated curriculum, so that wherever possible, they are able to participate fully in the school curriculum and the life and activities of the school.
* ensuring that all children in school are encouraged, valued and accepted regardless of their ability or any additional needs they may have.
* identifying children causing concern by monitoring progress/ attainment of individuals against class/ school/ national norms.
* working closely with teaching assistants who do group or one-to-one teaching away from the main class, taking the lead in planning interventions.
* liaising with parents, all involved staff, outside agencies.
* their own development via INSET.

Richard Williams BSc (Hons), NASENCo

**Reviewed: June 2020**

Signed: Principal Date:

Signed: Chair of Governors Date

**Next Review June 2020**

**Appendix A Access Arrangements**

Access arrangements are agreed before an assessment. They allow learners with Special Educational Needs, Disabilities or temporary injuries to access the assessment and/or show what they know and can do without changing the demands of the assessment.

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him or her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained. The need for access arrangements should be considered on a subject-by-subject basis.

The arrangements put in place must reflect the support given to the candidate in the centre. This is called ‘normal way of working’.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled would be at a substantial disadvantage in comparison to someone who is not disabled.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

* the needs of the disabled candidate / learner
* the effectiveness of the adjustment
* the cost of the adjustment
* the likely impact of the adjustment upon the candidate and other candidates

The candidate must have an impairment in their first language which has a substantial and long term adverse effect. A candidate does not have a learning difficulty because their first language is not English.

The following is a list of access arrangements. It is not an exhaustive list and one student may need a unique reasonable adjustment, while another student may have a range of different needs requiring a combination of access arrangements.

**Access Arrangements**

* supervised rest breaks
* extra time
* a computer reader or a reader
* a word processor
* a scribe
* a prompter
* a practical assistant
* coloured overlays
* coloured / enlarged papers
* separate invigilation within the centre

**Access Arrangements for External Candidates**

Oldham Hulme Grammar School will comply with the Equality Act 2010 and aim to support candidates with disabilities. We follow the regulations set out in the JCQ document “Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments”

External candidates with learning difficulties or disabilities should contact the exams office as soon as possible to discuss their needs. The evidence of need required by the exam boards must be in place in order to apply for access arrangements before the Access Arrangement deadline. Our school deadline for applications for access arrangements is three full working weeks before the JCQ deadline in February.

If candidates have previously had access arrangements approved by JCQ, they should provide:-

* a copy of a JCQ approval for Access Arrangements
* a completed Form 8, signed by a SENDCo or Specialist Assessor
* additional evidence from their current or previous school or college to show evidence of need and normal way of working. This can include:
* a psychologist or Specialist Assessor report
* an EHC plan
* Individual Education Plans / Learning Plans
* teacher Statements
* test Results
* copies of unfinished exam papers or papers showing extra time has been used
* a signed and dated note on headed paper from SENDCo or Exams Officer

at previous school or college

* school reports

Candidates applying for access arrangements will usually be required to complete a short access arrangements assessment with the school SENCo. The purpose of this assessment is to provide results to include in the Form 8 section of the JCQ application for access arrangements. No additional charge will be made for this assessment.

A history of need is required as part of the evidence for the JCQ. Any referrals should be accompanied by evidence (such as incomplete scripts for trial exams, scripts where extra time has been used and responses that have been written using Chromebooks). Unless there are exceptional circumstances, students should not be referred for access arrangements for external exams in Year 11 and Year 13 as this should take place at the earliest opportunity and before JCQ deadlines. External candidates should be informed of JCQ deadlines as soon as possible.

If candidates have not previously had access arrangements approved by JCQ but have learning difficulties or a disability, they should contact the school to discuss their needs. Evidence of need will be required. (See list above) There will be an additional fee of £25 for an access arrangements assessment.This will not be a full diagnostic assessment and no written report will be produced, but results will be discussed with the candidate and if appropriate, results will be used to apply for access arrangements.

**Candidates with a long term disability or medical condition**

Candidates who require access arrangements for a long term disability or medical condition should provide a report or letter from a doctor, consultant or medical professional explaining why additional time (or other access arrangement) is needed as a direct consequence of their disability or medical condition.

In addition, evidence is required from their current or previous school or college that this is their normal way of working for examinations. This could be a hand signed, dated letter on headed paper from the SENDCo.

**Candidates requiring an individual room**

If a student has been allocated a scribe they must be given an individual room.

Other students may be allocated an individual room if they have a mental health or medical need that means they are unable to take an examination in the main exam room. This decision will be taken by the SENDCo based on:

* whether the candidate has a substantial and long term impairment which has an adverse effect; and
* the candidate’s normal way of working in the centre.

Candidates are only entitled to an individual room if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared to other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

The candidate’s difficulties would be established in the centre and an individual room would be the candidate’s normal way of working in school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.

Appropriate evidence would be a letter from Healthy Young Minds (HYM), a Health and Care Professions Council (HCPC) registered psychologist, a hospital consultant, a psychiatrist or a current Education, Health and Care Plan, which confirms the need.

**Appendix B**

**Oldham Hulme Grammar School Provision Map**

**Early Years**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Need** | **Stage 1**  **Initial Teacher Action**  **Core provision for all pupils** | **Stage 2**  **Targeted Action**  **Enhanced provision** | **Stage 3**  **SEND Support** |
| **Communication**  **and Interaction** | · Language rich environment is created  · Staff model correct use of language consistently and rephrase children’s speech positively and appropriately  · Open ended questions are used to stimulate conversation. Closed questions to support / build confidence.  · Differentiated curriculum planning - activities, delivery and outcome  · TA support - group or individual  · Key worker time with targeted areas of learning, social experiences and interactions  · Support with practical resources and visual resources during class and group activities  · Opportunities for listening in quieter environment | · Staff modify and simplify language appropriately to support children experiencing language delay  · Speech and language development group sessions for:  Vocabulary  Receptive language  Expressive language  · Guidance and resources provided for parents to support at home eg talking activities  · Individual Target Sheets  · Pupil Passport / Teaching guidance notes with support strategies  · Increased use of visual aids  · Now and next board  · Increased use of real objects / artefacts / concrete resources | · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support  · Referral to SALT or advice given to attend SALT drop-in sessions  · 1:1 intervention with speech and language from SALT / school  · Consult Health Visitor Service / Early Years Advisor  · Referral to ACNS (Additional and Complex Needs)  · Referral to Child Development Service  · Advice from outside agencies followed  · Parents/carers work in partnership with school  · Use of symbols and pictures to communicate |
| **Cognition**  **and Learning** | · Differentiated curriculum planning - activities, delivery and outcome  · Observations, assessments and progress tracking to inform planning  · TA support - group or individual  · Key worker time with targeted areas of learning and social experiences and interactions  · Stimulating learning environments, resources and subject specific displays to support learning  · Observations, assessments and progress tracking to inform planning | · Phonics intervention  · Number intervention  · Guidance and resources provided for parent to use at home eg phonics activities  · Activities are paced appropriately to ensure children are able to engage, actively participate and respond at their own level  · Increased use of real objects / artefacts / concrete resources  · Individual target sheets  · Additional targeted support from key worker | · Consult Early Years Advisor  · Referral to ACNS (Additional and Complex Needs)  · Referral to Child Development Service  · 1:1 or group timetabled support lessons  · Advice from outside agencies followed  · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support |
| **Social, Emotional**  **and Mental Health** | · Staff promote a welcoming, nurturing environment where all children are included  · Positive behaviour policy Clear and consistent boundaries  · Visual support through symbols, visual timetable, now and next board, etc  · Specific positive praise to support development of self-esteem  · Specific strategies in small group to ensure good listening - verbal prompts and lots of signs and pictures  · Use feelings and emotions tools  · All children encouraged to access role play activities in order to develop understanding of each other’s feelings  · Differentiated provision  · TA support - group or individual  · Key worker time with targeted areas of learning and social experiences and interactions  · Circle time and parachute games | · Observations used to support positive behaviour management  · ABC (Antecedent, behaviour, consequence) records are kept to identify specific triggers or patterns of behaviour  · Visual support through symbols, visual timetable, now and next board, etc  · Staff support children to access all aspects of provision  · Staff to model interaction and communication in play  · Lego Therapy  · Social Stories  · Staff engineer and support pupils in social situations  · Staff offer choices with reduced options to support children having difficulty making or expressing choices or preferences  · Variety of techniques to share, extend and enhance children’s play eg following child’s lead, Give a running commentary, Ask open ended questions, model play actions and vocabulary, Demonstrate inquisitiveness, hypothesising, questioning etc  · Individual target sheets | · Social stories  · Consult Early Years Advisor  · Referral to ACNS (Additional and Complex Needs)  · Referral to Child Development Service  · Referral to Early Help - for social services, Healthy Young Minds,etc  · Advice from outside agencies followed  · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support  · Individual reward system  · Individual preparation for changes to normal routine |
| **Sensory and/or**  **Physical Needs** | · Flexible approach to timetabling / teaching arrangements to accommodate pupils with mobility / HI/ VI or other needs  · Rich and accessible physical and sensory environment  · A range of seating is provided  · Differentiated provision  · TA support - group or individual  · Key worker time with targeted areas of learning and development  · Opportunities for listening in quieter environment  · Equipment kept in same places, clearly labelled with pictures/ words  · Brain Gym exercises | · Head of Learning Support provides information about access needs, eg for pupils with hearing or visual impairment  · Staff are aware of individual need and training is provided when it is required  · Some adaptations or adjustments to the environment or resources may be needed to ensure access  · Access to overlays, pencil grips, writing slopes, move’n’sit cushions, etc  · Provision of quiet or calm area, tables covered to manage noise, some carpeted areas, comfort blanket, creative play area, etc  · Health Care Plans will be created if needed for use of prescribed or individual equipment  · Use of additional adult help to encourage increased independence in physical and sensory activities  · Dough Disco intervention to improve fine motor skills  · Resources provided for parents/carers to use at home eg handwriting activities  · Motor Skills United Programme | · Consult Early Years Advisor  · Referral to ACNS (Additional and Complex Needs)  · Teacher of the Deaf support or advice  · Teacher of the Visually Impaired support or advice  · Referral to Child Development Service  · Advice from outside agencies followed  · Children’s specific environmental requirements met Building adaptations / specialist equipment or specific strategies are being used to meet individual needs  · Training from outside agencies to enable effective use of specialist equipment, eg hearing aids, low vision aids  · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support  · PE curriculum adapted / individual support given  · Care plan for pupils with health needs  · Individual risk assessment  · Personal emergency evacuation plan |

**Key Stage 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Need** | **Stage 1**  **Initial Teacher Action**  **Core provision for all pupils** | **Stage 2 Targeted action**  **Enhanced provision** | **Stage 3**  **SEND Support** |
| **Communication**  **and Interaction** | · Language rich environment is created  · Clear, concise instructions, repeated if required  · Staff model correct use of language consistently and rephrase children’s speech positively and appropriately  · Open ended questions are used to stimulate conversation  · Differentiated provision  · TA support - group or individual  · Targeted areas of learning and social experiences and interactions  · Support with practical resources and visual resources during class and group activities  · Opportunities for listening in quieter environment  · Talking partners | · Staff modify and simplify language appropriately to support children experiencing language delay  · Speech and language development group sessions for:  Vocabulary  Receptive language  Expressive language  · Individual target sheets  · Pupil Passport / Teaching guidance notes with support strategies  · Guidance and resources provided for parents to support at home eg talking activities  · Lego Therapy  · Increased use of visual aids, real objects / artefacts / concrete resources | · Referral to SALT / paediatrician/ CAMHS  · 1:1 intervention with speech and language  · Advice from outside agencies followed  · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support |
| **Cognition and**  **Learning** | · Differentiated curriculum planning - activities, delivery and outcome  · Exemplar work / modelling/ use of visual aids  · Children grouped and work differentiated  · Observations, assessments and progress tracking to inform planning  · TA support - group or individual  · Key worker time with targeted areas of learning  · Stimulating learning environments with subject specific displays to support learning | · Interventions for:-  · Phonics  · Spelling  · Maths  · Reading  · Read, Write, Inc  · In class or withdrawal support from TA  · Individual Target Sheets  · English intervention groups focusing on writing - sentence structure, grammar, missing words, spaces between word, spellings and punctuation, handwriting, letter formation, spaces, punctuation, etc  · Maths setting - smaller groups  · Guidance and resources provided for parents/ carers to use at home eg phonics activities  · Activities are paced appropriately to ensure children are able to engage, actively participate and respond at their own level  · Additional use of technology eg voice to text software, text reader  · Increased use of real objects / artefacts / concrete resources | · Referral to Paediatrician  · Referral to other outside agency (Some of these may incur cost to school/parents)  · Advice from outside agencies followed  · 1:1 support  · Visual support through symbols, visual timetable, now and next board, etc  · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support |
| **Social, Emotional**  **and Mental Health** | · Staff promote a welcoming, nurturing environment where all children are included  · Positive behaviour policy Clear and consistent boundaries  · Specific positive praise to support development of self-esteem  · Use feelings and emotions tools  · All children encouraged to access role play activities  · Differentiated provision  · TA support - group or individual  · Key worker time with targeted areas of learning and social experiences and interactions  · Circle time and parachute games  · PSHE lessons and assemblies  · Buddy bench | · Observations used to support positive behaviour management  · ABC (Antecedent, behaviour, consequence) records are kept to identify specific triggers or patterns of behaviour  · Visual support through symbols, visual timetable, now and next board, etc  · Staff support children to access all aspects of provision  · Staff to model interaction and communication in play  · Staff engineer social situations  · Staff offer choices with reduced options to support children having difficulty making or expressing choices or preferences  · Variety of techniques to share, extend and enhance children’s play eg following child’s lead, Give a running commentary, Ask open ended questions, model play actions and vocabulary, Demonstrate inquisitiveness, hypothesising, questioning etc | · Social stories  · Referral to Early Help - for social services, Healthy Young Minds,etc  · Advice from outside agencies followed  · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support  · Individual reward system  · Individual preparation for changes to normal routine |
| **Sensory and/or**  **Physical Needs** | · Flexible approach to timetabling / teaching arrangements to accommodate pupils with mobility / HI/ VI needs  · Setting provides a rich and accessible physical and sensory environment  · A range of seating is provided  · Differentiated provision  · TA support - group or individual  · Key worker time with targeted areas of learning and social experiences and interactions  · Opportunities for listening in quieter environment  · Equipment and storage in same place, clearly labelled with pictures, words  · Brain Gym exercises | · Head of Learning Support provides information about access needs, eg for pupils with hearing or visual impairment  · Staff are aware of individual needs and training is provided when it is required  · Some adaptations or adjustments to the environment or resources may be needed to ensure access  · Provision of quiet or calm area, tables covered to manage noise, some carpeted areas, comfort blanket, creative play area, etc  · Use of additional adult help to encourage increased independence in physical and sensory activities  · Access to overlays, pencil grips, writing slopes, move’n’sit cushions, etc  · Dough Disco intervention to improve fine motor skills  · Motor Skills United Programme  · Increased use of real objects / artefacts / concrete resources | · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support  · Consult Early Years Advisor  · Referral to ACNS (Additional and Complex Needs)  · Teacher of the Deaf support  · Referral to Child Development Service  · Advice from outside agencies followed  · Children’s specific environmental requirements met Building adaptations / specialist equipment or specific strategies are being used to meet individual needs  · Training from outside agencies to enable effective use of specialist equipment, eg hearing aids, low vision aids  · PE curriculum adapted / individual support given  · Health Care Plans will be created if needed for use of prescribed or individual equipment  · Individual risk assessment  · Personal emergency evacuation plan |

**Key Stage 2**

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| **Area of Need** | **Stage 1**  **Initial Teacher Action**  **Core provision for all pupils** | **Stage 2**  **Targeted Action**  **Enhanced provision** | **Stage 3**  **SEND Support** |
| **Communication**  **and Interaction** | · Language rich environment is created  · Staff model correct use of language consistently and rephrase children’s speech positively and appropriately  · Clear, concise instructions, repeated if required  · Open ended questions are used to stimulate conversation  · Talking partners  · Collaborative tasks/ group work  · Differentiated delivery and outcomes  · TA support - group or individual  · Support with practical resources and visual resources during class and group activities  · Opportunities for listening in quieter environment  · Extra-curricular activities | · Staff modify and simplify language appropriately to support children experiencing language delay  · Speech and language development group sessions for:  · Vocabulary  · Receptive language  · Expressive language  · Pupil Passport / Teaching guidance notes with support strategies  · Guidance and resources provided for parents to support at home eg talking activities  · Small group circle time / show and tell  · Support for unstructured times  · Use of ICT speech to text, etc  · Increased use of real objects / artefacts / concrete resources  · Individual target sheets | · Referral to SALT  · 1:1 intervention with speech and language  · Advice from outside agencies sought and followed  · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support  · Parents/carers and school work in partnership  · Exam access arrangements |
| **Cognition**  **and Learning** | · Differentiated curriculum planning - activities, delivery and outcome  · Observation, assessments and progress tracking to inform planning  · Reinforcement of key ideas  · Exemplar work / modelling/ use of visual aids, mind maps, diagrams, film clips, photos, etc  · Written materials accessible to all - readability and layout  · Observations, assessments and progress tracking to inform planning  · Use of visual aids  · Use of chromebooks  · TA support - group or individual  · Classroom displays and easily accessed resources to support learning - eg number lines, hundred squares, key word list  · Group reading activities  · Stimulating learning environments with subject specific displays to support learning  · Consideration given to seating plans | · Interventions for:  · Reading  · Maths  · Writing  · Handwriting  · Individual Target Sheets  · Guidance and resources provided for parent to use at home  · In class support from teacher  · In class or withdrawal support from TA  · Activities are paced appropriately to ensure children are able to engage, actively participate and respond at their own level  · English intervention groups focusing on writing - sentence structure, grammar, missing words, spaces between word, spellings and punctuation, etc  · Increased use of real objects / artefacts / concrete resources  · Pupil passports, teacher notes with support strategies  · Increased use of chromebook | · 1:1 support  · Visual support through symbols, visual timetable, now and next board, etc  · Advice from outside agencies sought and followed  · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support  · Toe by Toe  · Alpha to Omega  · Power of 2 Maths intervention  · Paired reading  · Exam access arrangements |
| **Social, Emotional**  **and Mental Health** | · Staff promote a welcoming, nurturing environment where all children are included  · Positive behaviour policy Clear and consistent boundaries  · Structured school and class routines  · Specific positive praise to support development of self-esteem  · Specific strategies in small group to ensure good listening - verbal prompts and lots of visual cues  · TA support - group or individual  · Circle time / show and tell  · PSHE lessons and assemblies  · Extra-curricular activities | · Observations used to support positive behaviour management  · ABC (Antecedent, behaviour, consequence) records are kept to identify specific triggers or patterns of behaviour  · Staff support children to access all aspects of provision  · Staff engineer social situations  · Staff encourage and support group work  · Access to school counsellors  · Staff offer choices with reduced options to support children having difficulty making or expressing choices or preferences  · Pupil passport / teacher guidance notes with support strategies | · Referral to Early Help - for social services, Healthy Young Minds,etc  · Advice from outside agencies followed  · Head of Learning Support monitors progress and offers advice to teachers/ 1:1 or group support  · Social stories  · Individual reward system  · Exam access arrangements  · Transition support |
| **Sensory and/or**  **Physical Needs** | · Flexible approach to timetabling / teaching arrangements to accommodate pupils with mobility / HI/ VI needs  · Setting provides a rich and accessible physical and sensory environment  · Differentiated provision  · TA support - group or individual  · Key worker time with targeted areas of learning and social experiences and interactions  · Opportunities for listening in quieter environment  · Equipment stored in same place, clearly labelled with pictures, words  · Brain Gym exercises | · Head of Learning Support provides information about access needs, eg for pupils with hearing or visual impairment  · Some adaptations or adjustments to the environment or resources may be needed to ensure access  · Access to overlays, pencil grips, writing slopes, move’n’sit cushions, etc  · Provision of quiet or calm area for time out / at lunchtime, comfort blanket, etc  · Staff are aware of individual need and training is provided when it is required  · Use of additional adult help to encourage increased independence in physical and sensory activities  · Seating plan to accommodate needs  · Resources provided for parent to use at home eg handwriting activities  · Increased use of real objects / artefacts / concrete resources | · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support  · Referral to Occupational therapy / Physiotherapy  · Teacher of the Deaf support  · Advice from outside agencies followed  · Children’s specific environmental requirements met Building adaptations / specialist equipment or specific strategies are being used to meet individual needs  · Training from outside agencies to enable effective use of specialist equipment, eg hearing aids, low vision aids  · PE curriculum adapted / individual support given  · Care Plans will be created if needed for use of prescribed or individual equipment  · Individual risk assessment  · Personal emergency evacuation plan  · Exam access arrangements  · Adaptation of resources, eg spacing, enlargement, coloured paper  · Health Care Plans will be created if needed for pupils with medical needs  · Personal emergency evacuation plan |

**Key Stages 3,4,5**

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| **Area of Need** | **Stage 1**  **Initial Teacher Action**  **Core provision for all pupils** | **Stage 2**  **Targeted Action**  **Enhanced provision** | **Stage 3**  **SEND Support** |
| **Communication**  **and Interaction** | · Staff model correct use of language  · Clear, concise instructions, repeated if required  · Open ended questions are used to stimulate conversation  · Differentiated provision - eg simplified language / recap of key points/ written notes provided  · Support with practical resources and visual resources during class and group activities  · Extra-curricular activities  · Time to discuss in pairs before feeding back to class | · Staff modify and simplify language appropriately to support children experiencing language delay  · Individual / paired/ small group support with Head of Learning Support  · Guidance and resources provided for parents to support at home  · Increased use of real objects / artefacts / concrete resources | · Head of Learning Support monitors progress and offers advice/ 1:1 support  · Referral to SALT  · 1:1 intervention with speech and language  · Advice from outside agencies followed  · Parents and carers work in partnership  · Exam access arrangements  · Use of ICT Voice to text / text reading software  · Teacher notes provided at start of lesson to allow pupil to annotate |
| **Cognition**  **and Learning** | · Clear learning objectives, high expectations and appropriate challenge for all  · Differentiated curriculum planning - activities, delivery and outcome based on assessment of a pupil’s learning based on what they already know, understand and can do  · Clear feedback and next steps when marking  · Exemplar work / modelling/ use of visual aids, mind maps, diagrams, film clips, photos, etc  · Written materials accessible to all - readability and layout  · Observations, assessments and progress tracking to inform planning  · Stimulating learning environments with subject specific displays to support learning  · Chromebooks  · Seating plans  · Tracking and monitoring  · Pastoral support  · Access to supervised homework club after school  · Use of subject topic booklets to reduce copying and ensure all pupils have good revision notes | · Pupil Passport / Teaching guidance notes with support strategies  · Learning Support groups - maths and English  · In class support from teacher  · Scaffolding - writing frames, planning sheets, stepped instructions for longer tasks  · Alternatives to written recording if not the primary objective  · Support groups for:  · reading  · Writing  · spelling  · Individual / paired/ small group support with Head of Learning Support at lunchtime  · Withdrawal from 1 MFL to access Learning Support in English and Maths in years 8 and 9  · Option to continue support in years 10 and 11 in place of 1 GCSE  · Flexible approach to timetabling  · Sixth Form Peer Mentors to support younger pupils  · Member of staff to mentor 6th formers  · Access Arrangements  · Scheduled lunchtime drop-in support sessions for each subject  · 1:1 / group support arranged by subject teacher  · Supervised subject catch-up and homework clubs  · Activities are paced appropriately to ensure children are able to engage, actively participate and respond at their own level  · Additional use of technology eg voice to text software, text reader, exam reading pen  · Increased use of real objects / artefacts / concrete resources | · Head of Learning Support monitors progress and offers advice to teachers / 1:1 or group support  · 1:1 or group intervention  · Multisensory learning approach  · Advice from outside agencies followed  · Reduced / individualised timetable  · Exam access arrangements  · Teacher notes provided at start of lesson to allow pupil to annotate  · Summary notes provided to help understanding and revision |
| **Social, Emotional**  **and Mental Health** | · Staff promote a welcoming, nurturing environment where all children are included  · Structured school and class routines  · Positive behaviour policy Clear and consistent boundaries  · Specific positive praise to support development of self-esteem  · Rewards and sanctions  · Specific strategies in small group to ensure good listening -  · Differentiated provision  · PSHE lessons and assemblies  · Extra-curricular activities  · Support from pastoral staff | · Observations used to support positive behaviour management  · ABC (Antecedent, behaviour, consequence) records kept to identify specific triggers or patterns of behaviour  · Staff support children to access all aspects of provision  · Access to school counsellors  · Lunchtime social group with Head of Learning Support  · Staff support in group work  · Staff offer choices with reduced options to support children having difficulty making or expressing choices or preferences  · Targets to address specific areas of difficulty and provide appropriate activities to support development | · Social stories  · Referral to Early Help - for social services, Healthy Young Minds,etc  · Referral to paediatrician  · Referral to SALT  · Advice from outside agencies followed  · 1:1 support with anxiety / stress/ anger management/ social skills  · Circle of Friends  · Social skills group  · Head of Learning Support monitors progress and offers advice 1:1 or group support  · Exam access arrangements  · Pastoral staff 1:1 support  · Individual behaviour support / report / reward system |
| **Sensory and/or**  **Physical Needs** | · Setting aims to provide an accessible physical environment and sensory environment  · Flexible approach to timetabling / teaching arrangements to accommodate pupils with mobility / HI/ VI needs  · Differentiated provision  · TA support - group or individual  · Opportunities for listening in quieter environment  · Equipment and storage in same place, clearly labelled  · Brain Gym exercises  · Use of chromebooks | · Head of Learning Support provides information about access needs, eg for pupils with hearing or visual impairment  · Some adaptations or adjustments to the environment or resources may be needed to ensure access  · Movement of lessons to ground floor where possible  · Access to overlays, pencil grips, writing slopes, move’n’sit cushions, etc  · Provision of quiet or calm area for time out / at break time  · Staff are aware of individual need and training is provided when it is required  · Seating plan to accommodate needs  · Exam access arrangements  · Increased use of real objects / artefacts / concrete resources | · Teacher of the Deaf support  · Advice from outside agencies followed  · Children’s specific environmental requirements met Building adaptations / specialist equipment or specific strategies are being used to meet individual needs  · Training from outside agencies to enable effective use of specialist equipment, eg hearing aids, low vision aids  · Head of Learning Support monitors progress and offers advice/ 1:1 support  · PE curriculum adapted / individual support given  · Exam access arrangements  · Adaptation of resources, eg spacing, enlargement, coloured paper  · Care Plans will be created if needed for use of prescribed medicine or individual equipment  · Personal emergency evacuation plan  · Use of RNIB bookshare / Customeyes for enlarged print / coloured copies of texts |