

SEND and Disabilities Policy

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Contents

1	Purpose	3
2.	Legislation	3
3.	Definitions	4
4.	Roles and Responsibilities.....	4
5.	Processes and Procedures	6
5.1	Identifying learners with SEN and assessing their needs	6
5.2	The kinds of SEN that are provided for	7
5.3	Consulting and involving learners and parents	7
5.4	Our approach to teaching learners with SEN	8
5.5	Learning Plans.....	8
5.6	Homework.....	8
5.7	Adaptations to the curriculum and learning environment	9
5.8	Additional support for learning	9
5.9	Referrals to specialists	9
5.10	EHCP- Education Health and Care Plan.....	10
6.	Expertise and Training of Staff.....	11
7.	Access to Academy Opportunities	11
8.	Support for other Needs	11
8.1	Support for improving emotional, social and mental health	11
8.2	Support for challenging behaviour	12
9.	Transition arrangements.....	12
10.	Preparing for Adulthood	13
11.	Evaluation and monitoring.....	13
11.1	Monitoring the progress of learners on the SEN register	13
11.2	Assessment Methods.....	14
11.3	Evaluating the effectiveness of SEN provision	14
12.	Funding.....	14
12.1	Notional (Delegated) SEND funding	14
12.2	Higher needs block funding.....	15
13.	Complaints	15
14.	SEND Advice and Support for Parents/ Carers.....	15

1. Purpose

The purpose of this policy is to:

- Explain what SEN is according to the Code of Practice(2015) and other related documents
- Explain the procedures for identifying SEND
- Define the roles and responsibilities (both statutory and otherwise) of members of staff in relation to SEND
- Outline the Assess, Plan, Do, Review cycle as outlined in the Code of Practice
- Outline how academies support learners, identified with SEND, in the Trust.
- Outline how academies work with parents and carers for genuine decision making and coproduction in all areas of SEND.
- Outline how academies smooth transitions between different phases of education.

2. Legislation

This policy and information report is based on the statutory guidance [Special Educational Needs Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Learners and Families Act 2014](#), which sets out schools' responsibilities for learners with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- [The Equality Act 2010](#), which sets out the legal framework for the reasonable adjustments which are expected to be made by organizations, including schools and colleges, for people with disabilities. It also defines what a 'disability' is.
- [The Disability Discrimination Act 1995](#), which preceded the Equality Act.
- [EEF guidance report on SEN in Mainstream Schools 2020](#) the guidance produced by the Education Endowment Foundation on how to best meet the needs of children in mainstream settings

This policy should be read in conjunction with the following policies:

- Accessibility plan
- Behaviour
- Equality information and objectives

- Supporting learners with medical conditions
- Intimate Care Policy
- Moving and Handling Policy
- Curriculum Intent Statement

3. Definitions

A learner has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. (Learners and Families Act 2014)

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning (usually recognized as their attainment being at least one a half year behind their peers) than the majority of others of the same age, or
- 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 learners or young people of the same age by mainstream schools.

4. Roles and Responsibilities

Trust Board

- Ensure that all academies fulfil their legal duties in relation to SEND and the Equality Act

The Executive Team

- Determines the strategic direction for SEND within Voyage Education Partnership
- Monitor the effectiveness of SEN and disability provision within its academies

Voyage Education Partnership Inclusion Lead

- Work with the Executive Team, to ensure the continual development of SEND in-line with Trust-wide, local and national directives and developments.
- Provide regular reports to the executive team on the quality of provision for SEND within its academies
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that all learners receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the academy's delegated budget and other resources to meet learners' needs effectively
- Ensure the academy keeps the records of all learners with SEN up to date and in line with GDPR
- Manage the Trust SEND team and manage their performance in-line with Trust priorities
- Source training opportunities
- Provide mentoring and coaching support to SENCO's within academies
- Seek opportunities beyond the Trust to develop the practice of colleagues within the Trust and promote successful practices

The Headteacher

- Ensure that the academy has due regard for the Equality Act and all SEND legislation.
- Work with the SENCO to determine the strategic development of the SEN policy and provision in the academy
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure learning plans are kept up to date and effectively evidence the graduated approach within the academy
- Ensure that interventions, recommended by specialists, are implemented across the academy and that all interventions are recorded and monitored for effectiveness
- Holds teaching staff to account for the progress and attainment of all the learners they teach, including those who are supported by a teaching assistant
- Ensures all staff have received appropriate training and qualifications necessary to carry out their roles.

The Academy SENCO

- Being the point of contact for parents in relation to their children and their special education needs
- Work in collaboration with senior members of academy staff to develop the provision within the academy in line with the Trust SEND development priorities and the strategic development plan for the academy
- Create an information report which reflects the academy provision for SEND
- Conduct monitoring and evaluation activities of teaching and learning with specific reference to inclusion and learners with a SEND.
- Collate evidence of the M&E activities conducted by other members of the SLT to ensure clear strategic oversight is achieved
- Monitor the effectiveness of interventions
- Provide support to colleagues for them to make the correct adjustments to their planning/teaching to meet the needs of all learners

- Ensure the SEND register is an accurate representation of the SEND population
- Take the lead on statutory assessment, leading to an EHCP
- Monitor the provisions detailed in all EHCPs, to ensure they are being implemented by teachers and support staff and that the allocated Higher Needs funding is being used appropriately to ensure provision
- Monitor the progress and attainment of learners receiving intervention and/ or those with a SEND
- Take the lead on the graduated approach ensuring that learning plans are used effectively to evidence this

Class teachers

- Have responsibility for the progress and development of every learner in their class
- Plan a differentiated curriculum which meets the needs of all learners in the class/ group
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENCO to review each learner's progress and development and decide on any changes to provision
- Maintain an up to date understanding of SEND including the academy's policy and any national developments
- Work with the SENCO to ensure early and accurate identification of any SEND
- Write learning plans with SMART targets and sharing these with parents
- Meet regularly with parents to ensure they are aware of the attainment and progress their learners are making
- Make regular and accurate assessments of the learners in their class, including those with SEND.
- Complete requests for information from outside agencies and for EHCP reviews
- Provide provision that meet learners needs, as detailed in EHCPs

5. Processes and Procedures

5.1 Identifying learners with SEN and assessing their needs

Academies continually assess learners throughout their education.

Teachers will make regular assessments of progress for all learners and, in line with The Code of Practice (2015) identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the learner's previous rate of progress
- Fails to close the attainment gap between the learner and their peers
- Widens the attainment gap

This may include progress in areas of a learner's development.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEN. However, as a general guide, learners who are working **around 18 months or more behind their peers**, without any indication of this improving significantly, may have a special education need.

Learners who have English as an additional language (EAL), will be identified as soon as possible and teachers are the most qualified to make these judgements. The academy will utilise the WELLCOMM assessment tool, wherever possible, in both their home language and English to make a comparison between their communication skills in both languages.

A medical diagnosis alone does not automatically mean that SEND provision is required for a learner. This means that learners with ASD and ADHD **will not** automatically be added to the SEND register.

1.2 The kinds of SEN that are provided for

Our academy provides additional and/or different from provision for a range of needs, including:

- **Communication and interaction**, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia, dyscalculia Moderate/severe/profound and multiple learning difficulties
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression, bi-polar,
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy

Where staff are not familiar or confident in meeting the specific needs of individual learners, specialist advice will be sought.

1.3 Consulting and involving learners and parents

If an academy feels that a learner is demonstrating difficulties, which could be indicative of a special educational need, then the class teacher will have an early discussion with the learner and their parents/ carer.

These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty

- Parental concerns are considered
- Everyone understands the agreed outcomes sought for the learner
- Everyone is clear on what the next steps are
- The voice of the learner is captured and included in any support document
- Everyone understands that information may be shared to achieve the best possible outcomes for the learner

Notes of these early discussions will be added to the learner's record.

Parents will be formally notified when their child is going to be added to the SEN register. A record of this is stored on the learner file.

1.4 Our approach to teaching learners with SEN

Teachers are responsible and accountable for the progress and development of all the learners in their class meaning that, as far as possible, all learners are taught by the teacher in the class/ group in which they are placed.

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated to meet the needs of individual learners.

In addition to quality first teaching, intervention sessions may also be necessary to target key areas of difficulty for individual learners. These interventions may be delivered by teachers, teaching assistants, specialist teachers or outside agencies. Academies will endeavour to ensure that interventions do not hinder a learner's access to a broad and balanced curriculum.

There may be occasions where a learner may be withdrawn from the lesson and supported on a 1:1 basis. However, academies will ensure that access to quality first teaching in core skills is facilitated on a daily basis. No learner will be withdrawn for extended periods of time or for entire subjects.

1.5 Learning Plans

Once learners are placed on the SEN register, a learning plan is created and shared with parents. Each learning plan is reviewed regularly.

Academies use a cloud- based system called "Provision Map" which parents can access to view their learner's learning plan.

Learning Plans are an essential part of ensuring that a learner have an individualized approach to meeting their needs. They are also evidence of the individual academy's approach to the graduated approach, and as such will be required if a learner's needs are assessed through an Education Health Care and Needs Assessment (EHCNA).

1.6 Homework

It is recognized that home learning and homework is often a useful tool for consolidating learning or overlearning the knowledge the learners have been taught during the week.

Learners who have been identified as having a Special Educational Need are still expected to complete homework at the same time as their peer group. However, this homework will be differentiated to meet the needs of the learner and the responsibility for this falls with the class or subject teacher.

The academy will ensure that no unnecessary burden is placed on learners with SEN and that homework tasks are within the capabilities of the learner, with minimal adult support needed.

[1.7 Adaptations to the curriculum and learning environment](#)

By law, academies have a duty to make reasonable adjustments to meet the needs of any learners in their care, in order that they may access all the activities and premises normally offered to all.

Where specialist adaptations are required, academies will meet with relevant professionals who will be able to advise on the specific adaptations.

[1.8 Additional support for learning](#)

Across the Trust, there are many members of staff who are trained to support teachers during lesson time and to deliver specific intervention programmes.

The support these staff members offer can take many formats. This may include working with small groups in lessons, working with individuals during lessons or working with the whole class whilst the teacher supports groups and individuals. The work a teaching assistant undertakes in class is planned by the teacher and communicated to them prior to the lesson taking place.

On rare occasions, teaching assistants will support learners on a 1:1 basis when this is necessary to achieve a specific outcome, where 1:1 support is specified as a provision on an EHCP or there is a physical need which requires such support. However, 1:1 support is not usually provided by the same teaching assistant for the duration of the day.

The local authority does not specify the names of teaching assistants who will support learners unless specialized support is required for medical needs.

[1.9 Referrals to specialists](#)

As a Trust, academies work on the principle of supporting needs rather than focussing on gaining a diagnosis. This is because within a diagnosis there can be variety of needs and every learner's needs will be different.

Where academies are concerned about the continuing impact a learner's special education need is having on their ability to access the learning and/ or environment they will then consider making a referral to a relevant specialist.

[Communication and Interaction](#)

For learners who continue to display issues with communication and interaction the academy is able to refer for specialist support from NHS speech and language therapists and the authority social communication specialist team

[Cognition and Learning](#)

For cognition and learning assessments, academies are able to access a variety of online screening tools and also make use of the specialist teacher who is employed by the Trust.

Social Emotional and Mental Health

Where learners have continuing persistent difficulties with social, emotional, and mental health difficulties, the academy is able to refer to child and adolescent mental health services and also to the local authority behavioural support team, Mental Health Advisory Support Team and Healthy Minds.

Physical and/ or Sensory

Where learners have specific physical and/or sensory needs academies are able to make referrals to a variety of services including NHS Occupational therapy, sensory advice services and NHS community paediatrics.

1.10 EHCP- Education Health and Care Plan

Where a learner continues to present with significant complex needs, it may be necessary for an academy to make a request for an Education Health and Care Needs Assessment to be made by the local authority.

If the Local Authority agrees to assess the learner's needs, the parents will be contacted, and the academy will be involved in all discussions surrounding the learner's needs and the support which may be needed to ensure the learner makes progress.

An Education, Health and Care Plan may be issued following this process which will provide the academy with an additional amount of funding to meet the provisions which are set out in the plan.

It is for the academy to decide the most effective way to utilise the funding provided to meet the needs of the learner.

Once a learner has an EHCP issued, the academy will be responsible for acting on behalf of the LA to call annual review meetings and phased transition reviews.

From time to time, the academy may decide to call an annual review early. This may be because the needs of the learner have changed and additional funding is required by the academy to enable them to meet the needs of the learner effectively. Also, an early review may be called if the academy feels they are struggling to meet the needs of the learner, in this case, consideration for placement in a specialist setting may be discussed.

The Local Authority is responsible for agreeing the specialist provision and is reliant on availability of places within said authority.

It is a fundamental right of parents to make the choice between mainstream and specialist provision and the local authority has an obligation to consider this choice.

6. Expertise and Training of Staff

All academies have a named SENCO who has or will be working towards the National Award for Special Educational Needs Coordination (NASENCO).

All academies can access support from the Voyage Education Partnership Inclusion Lead who also holds this qualification and has practised as a SENCO for many years.

The Trust employs a specialist teacher who holds specialist qualifications which enables them to identify learners with Dyslexia and Dyscalculia. They are also registered with the Professional Association of Teachers of Learners with Specific Learning difficulties. (PATOSS)

Academies are responsible for arranging their own training but this covers a wide range of areas including Autism, Dyslexia and Makaton.

7. Access to Academy Opportunities

No learner is ever excluded from taking part in these activities because of their SEN or disability. Where required, an individual risk assessment will take place.

All extra-curricular activities and visits are available to all learners, including (where available) academy before-and after-school clubs.

All learners are encouraged to go on residential trips.

All learners are encouraged to take part in sports day/plays/special workshops, etc.

More information about access to the academy and its facilities can be found in the individual Academy accessibility plan.

8. Support for other Needs

1.11 Support for improving emotional, social and mental health

Academies provide support for learners to improve their emotional and social development in the following ways:

- Learners with SEN are encouraged to be part of the student council.

- Learners with SEN are also encouraged to be take part in all clubs to promote teamwork/building friendships etc.
- Friends Programme- delivered by specially qualified members of staff.
- Discovery Sport sessions.
- Referrals to the Healthy Minds service which can support learners with their social and emotional needs.
- Referrals to CAMHS when learners are struggling with their emotions and/ or mental health
- Bespoke support provided by the family and learners support workers and the Trust Safeguarding Lead.
- Access to Art therapy.
- Intervention programmes which specifically target the learner's area of need.

There is a zero-tolerance approach to bullying.

1.12 Support for challenging behaviour

Although behaviour is no longer a specific area in the Code of Practice (2015), academies recognize that where behaviour has become particularly challenging it will affect their ability to access the learning normally provided for learners their age.

Where this is the case, academies will follow the protocol for supporting learners who display challenging behaviour This will include developing a behaviour plan and assessing whether there are unmet learning needs, which are contributing towards the behaviours which are being displayed.

Following a period of support, through a behaviour plan and supportive planned interventions, and where behaviours continue to be challenging, the academy will follow the Lincolnshire Ladder for Behaviour Intervention which may lead to a managed move or a placement in a learner referral unit.

9. Transition arrangements

Voyage Education Partnership is committed to ensuring learners have successful transitions at all stages. Whether this be the next class or another school.

Transition planning for individual learners will begin as early as possible to ensure a smooth transition from one phase of education to another and between year groups.

Transition for will take different format for different learners but may include some or all the following:

- Extra transition days
- Extra visits with parents
- Meetings with new teachers

- Buddy system
- Transition books

Where learners are moving schools, academies will share information with the school, college, or other setting the learner is moving to with the consent of the parent/ carer.

Where a learner has an EHCP, the discussion about the next stage of education will happen in the Year 5 annual review. The Local Authority is then responsible for consulting with the local secondary schools who will have to state whether they can meet the needs of the learner or not. Parents of learners with EHCPs **do not** need to apply for a secondary school in the normal way and they will not have a place confirmed in the normal way either.

Where learners are moving on from secondary to further education or training then the process will begin in Year 9.

10. Preparing for Adulthood

From the earliest stages of education, learners are prepared for adulthood in variety of ways. As learners move through education, this preparation becomes more specific.

Academies within the Trust will ensure that all learners receive appropriate support to make informed decisions about their future, including careers guidance at secondary level.

Further specific guidance can be found in the Gatsby Benchmarks, which make specific reference to learners with SEND.

11. Evaluation and monitoring

1.13 Monitoring the progress of learners on the SEN register

It remains the academy's responsibility to monitor the progress of all groups and individuals within their setting.

Learners with SEN will still make progress, and this should be in-line with their baseline assessments.

The headteacher and the SENCO of each academy will need to agree what progress will be for certain individual learners, as this may not be line with the progress expectations of the cohort.

1.14 Assessment Methods

Formative assessments are the most effective way of monitoring the progress of learners with SEN as often formal testing can cause a great deal of anxiety and therefore cause a learner to underperform. Teachers will gather a range of evidence to support their judgements about a learner's current level of attainment, ensuring that the evidence they utilise is as independent as possible and in line with their level of development.

Summative assessments are utilised at all stages of education to ascertain a learner's level of ability in certain subject areas and these will be adapted for the needs of individual learners.

At all stages it is vital that academies consider how appropriate it is for a learner to be involved in statutory assessments undertaken at various points throughout the phases of education.

It is also vital that the scope of the assessment is within the capabilities of the learner.

At secondary level, academies will ensure that a range of qualifications are available, including those of a vocational nature, so that all learners experience success.

Students with SEND **will not** be subject to unnecessary retesting unless necessary.

1.15 Evaluating the effectiveness of SEN provision

Academies will evaluate the effectiveness of provision for learners with SEN by:

- Undertaking an annual cycle of monitoring and evaluation
- Reviewing learners' individual progress towards their goals
- Reviewing the impact of interventions
- Using learner questionnaires
- Holding annual reviews for learners with EHC plans
- Using questionnaires and other forms of 'soft data' to collect the opinions of parents.
- Using questionnaires and other tools to capture the voice of the learner regarding their special needs provision.

12. Funding

1.16 Notional (Delegated) SEND funding

All academies receive SEND block funding which is calculated by the Department for Education.

The headteacher is responsible for ensuring this funding is used to support the needs of learners with SEND.

1.17 Higher needs block funding

In addition to the notional SEND funding, each academy receives top-up funding to enable them to meet the needs of the learners with EHCPs.

This money is used to ensure the needs of the learner are being met by providing the provision laid out in the EHCP and is monitored by the SENCo.

13. Complaints

Complaints about SEN provision

In line with The Trust's procedures, if a parent/carer has concerns or a complaint that has not been resolved, they should in the first instance contact the SENCo at the respective academy. If this matter is not resolved satisfactorily the headteacher of the relevant academy should be notified.

If the concern is not resolved, parents/carers have the right to pursue the issue by following procedures outlined in the Trust Complaints policy.

The parents/carers of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that an academy has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14. SEND Advice and Support for Parents/ Carers

Should a parent feel they need support in relation to their child's special educational need and/ or disability, then the following bodies are able to do this.

- <https://www.lincspcf.org.uk/>
- LIASE- 0800 195 1635 or email liaise@lincolnshire.gov.uk
- <http://www.supportiveparents.org.uk/>
- <https://www.sense.org.uk/get-support/information-and-advice/support-for-learners/send/>
- <https://www.ipsea.org.uk/>

Appendix1-Identification Chart

	<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Physical and/or sensory</u>
Wave 1 Descriptors	<p>Learner displays some immature speech patterns in reception</p> <p>Some minor pronunciation difficulties</p> <p>Interaction skills appropriate for developmental milestones</p> <p>Understanding of language appropriate</p> <p>Eye contact and other social communication skills in line with development</p> <p>Difficulties with listening and attention that affect task engagement and independence</p> <p>Comments and questions indicate difficulties in</p>	<p>Attainment is in line with ARE</p> <p>Attainment is in line with baseline assessments</p> <p>Progress is on target</p> <p>Concentration is good</p>	<p>Normal emotional responses to everyday situations</p> <p>Social in group and individual situations</p> <p>Social and emotional development in line with developmental expectations</p>	<p>Handwriting good to acceptable</p> <p>Normal walking stance</p> <p>Adequate skills demonstrated to participate fully in all physical education activities</p> <p>Eyesight good or corrected with glasses</p> <p>Hearing good or minor difficulties – sometimes supported by a hearing aid</p> <p>Mild issues with self-help skills</p> <p>May have some minimal toileting issues</p> <p>May have an Individual Healthcare Plan</p>

	<p>understanding the main points.</p> <p>Vocabulary is not as developed as expected for the age of the learner.</p> <p>Mild social interaction difficulties</p>			
<u>Quality First Teaching</u>	<p>Check acoustics and position in the classroom</p> <p>Positive peer speech and language models</p> <p>Teachers and additional adults modify spoken language requests and instructions to meet the needs if all learners</p> <p>Provide encouragement and support to collaborate with peers during curriculum activities</p> <p>Instructions supported by visual and written cues</p> <p>Reduction of the quantity of instructions to support attention</p>	<p>Quality differentiation</p> <p>Simplify level/ pace of task</p> <p>Opportunities for skill reinforcement</p> <p>Formal teaching of vocabulary/ concepts</p> <p>Flexible groupings supported by CT/ TA</p> <p>Multisensory approached to tasks</p> <p>Problem solving</p> <p>Links made between new and prior learning with support from review and over learning techniques</p>	<p>Whole school approach to PSHE</p> <p>School ethos which focusses on the promotion of good mental health</p> <p>Positive focus on attendance</p> <p>Positive behaviour policy</p> <p>Classroom and playground environments which focus on positive relationships and the development of social skills</p> <p>Planned opportunities for learners to learn social and emotional skills and build emotional resilience</p> <p>Recognition that everyone may experience some</p>	<p>Annual review of the IHP with parents</p> <p>Access to medication- inhalers etc</p> <p>Risk assessments may be needed for trips</p> <p>Ask parents for review by optician</p> <p>Attention to positioning in the classroom</p> <p>May be input from healthcare professionals</p> <p>Follow handwriting scheme with minimal modifications</p> <p>Differentiation in PE</p> <p>Staff training for medical conditions- including whole school awareness training</p>

	<p>Flexibility in expectations</p> <p>Planning show opportunities for language-based activities</p>		<p>short-term difficulties managing their emotions and behaviour</p> <p>Effective systems in place which have both a positive and negative consequence to behaviour choices</p> <p>Quiet areas for learners to be able to calm/ refocus</p> <p>Good liaison in place so that parents are informed of their learner's behaviour choices</p> <p>Appropriate differentiation</p> <p>Structures systems in place to support internal; transitions between classes/ around the academy</p> <p>Systems in place which enable learners to easily communicate difficulties and worries</p>	<p>for anaphylaxis, asthma, epilepsy and diabetes</p> <p>Differentiated writing materials and equipment-adapted pencils, scissors, writing slope</p>
Wave 2	Learner may continue to have speech difficulties despite QFT strategies being employed	<p>Attainment is up to 18 months behind ARE</p> <p>Rates of progress have slowed</p>	Some emotional responses are more frequent or higher than expected for developmental stage	Handwriting is moderate and causes issues will legibility

	<p>More significant pronunciation difficulties</p> <p>Phonological awareness difficulties which impact on progress in reading and spelling</p> <p>Mild receptive language difficulties</p> <p>Mild expressive language difficulties</p> <p>Some mild social communication difficulties, which are not impacting significantly on educational outcomes</p> <p>Difficulties in the understanding of language of learning (conceptual language, size, time, shape and position)</p> <p>May rely more heavily than expected on NVC</p> <p>More pronounced difficulties with making and maintaining friendships</p>	<p>Not on target to meet expected standard</p> <p>Some concentration and attention difficulties</p> <p>Some difficulties with concept development</p> <p>Difficulty with the pace of curriculum</p> <p>Difficulty with the acquisition/ use of language, literacy and/ or numeracy skill</p>	<p>Some difficulties with friendships and relationships repeated over time</p> <p>Social and emotional development is behind developmental expectations</p> <p>Some issues with school refusal</p>	<p>Mild to moderate issues with hand/eye coordination</p> <p>Mild/moderate fine/gross motor skills difficulties</p> <p>Continuing issues with toileting- beyond reception year</p> <p>Continuing issues with self-help skills</p> <p>May require some adult supervision to manage a medical condition in school- diabetes/ asthma etc</p> <p>Some vision difficulties identified</p> <p>Some hearing difficulties identified</p>
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<p><u>Strategies</u></p>	<p>WELLCOMM Assessment (EAL learners)</p> <p>Communication Trust Assessment</p> <p>Modifying teacher talk and scaffolding and modelling responses</p> <p>Chatterbox</p> <p>Colourful semantics</p> <p>Talk across the Curriculum</p>	<p>Wave 2 interventions- catch up</p> <p>Enhanced differentiation</p> <p>Modify level/pace/amount of teacher talk to learners' identified need</p> <p>Pre teach concepts and vocabulary</p> <p>Emphasis on generalization of skills</p> <p>Individual targets within group programmes</p>	<p>Plans for groups of individual learners to enable them to manage difficult parts of the academy day</p> <p>Parents encouraged to support targets at home</p> <p>Individual targets for learners</p> <p>Individual rewards systems</p> <p>Home school communication- daily</p> <p>Individual Behaviour Plan</p> <p>Behaviour Risk assessment</p>	<p>Dough Gym intervention</p> <p>Annual support for learner specific medical conditions- diabetes, medication administration</p> <p>Care Plan written by healthcare specialist</p> <p>Alternative ways of recording</p> <p>Provide supervision for hygiene needs</p> <p>Further modification to academy handwriting scheme</p> <p>Practice dressing and undressing</p> <p>First Move/ Motor skills united interventions in small groups</p>
<p>Wave 3</p>	<p>Persistent delay against age related norms</p> <p>Significant difficulties with pronunciation</p>	<p>Attainment is at least 18months + behind ARE</p> <p>Progress has stopped or is very minimal in relation to baseline</p>	<p>Emotional responses are continuing or worsening in everyday situations</p> <p>Some aggressive behaviour has been observed</p>	<p>Moderate or persistent gross and/ or fine motor skill difficulties</p> <p>Recording and mobility impacting on access to the</p>

	<p>Intelligible speech/ disordered speech</p> <p>Jumbled word order in sentences</p> <p>Understanding of language is limited</p> <p>Unable to express needs clearly</p> <p>Stutters</p> <p>Difficulties in conveying meaning, feelings and needs due to speech intelligibility</p> <p>Speech sound difficulties impact on literacy development</p> <p>Difficulties in word storage and retrieval that affect fluency</p> <p>Difficulties in formulating sentences</p> <p>Difficulties following instructions, answering questions, processing verbal</p>	<p>Concentration and attention difficulties are persistent and regularly impact learning time</p> <p>Mild but persistent difficulties in the acquisition/ use of language/literacy/numeracy skills</p> <p>Processing difficulties limit independence and may need adult support in some areas</p>	<p>Frequent swearing or offensive language used</p> <p>Disruptive behaviour seen in a regular pattern</p> <p>Threats of self-harm</p> <p>Depressive state</p> <p>Targeted intervention to address the issues a learner has taken place- for at least 1 short term.</p>	<p>curriculum and/ or the environment</p> <p>May need specialist input to comply with health and safety legislation</p> <p>Increased dependence on mobility aids</p> <p>Increased use of alternative methods for extended recording</p>
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	<p>information, following everyday conversations.</p> <p>Not able to focus attention for sustained periods. May appear passive or distracted.</p> <p>Difficulties sequencing, predicting and inference within both social and academic contexts</p> <p>Difficulties using and understanding non-verbal communication</p> <p>Poor understanding of abstract language and verbal reasoning skills</p> <p>Needs reassurance and forewarning of changes to routine of when encountering new situations/ experiences</p>			
<u>Strategies</u>	<p>Careful attention paid to position in the classroom- not necessarily at the front</p> <p>Referral to SALT</p>	<p>Quality First Teaching-tasks and presentation modified for an inclusive curriculum</p>	<p>Boxall Profile complete</p> <p>PSP</p> <p>Communication Trust Assessment Completed</p>	<p>Extended healthcare support in place- physiotherapy, occupational therapy,</p>

	<p>Positive speech and language models</p> <p>Regular focused intervention 1:1</p> <p>Individualized SMART targets</p> <p>Tasks and presentation personalised to meet learner needs</p> <p>First Call</p> <p>Elklan Support</p> <p>Social communication intervention programmes- social stories, comic strip conversations 1:1 or small groups</p> <p>Socially speaking Intervention</p>	<p>Intensive planned interventions- 1:1 or very small groups</p> <p>Carefully differentiated learning opportunities</p> <p>Individualized SMART targets reviewed every small term</p> <p>Frequent opportunities for small group work</p>	<p>Specialist Teacher Assessment</p> <p>Referral to BOSS</p> <p>Advice from PRT</p> <p>Learning Plan with a focus on SEMH targets</p> <p>CAMHS referral</p> <p>Healthy Minds referral</p> <p>Daily targeted intervention to address the learner's specific difficulties</p>	<p>Referral to SEST</p> <p>Manual handling training provided to staff</p> <p>Modified curriculum/ planning for PE</p> <p>Adaptations to the learning environment</p> <p>Individual interventions to practice skills/ programme</p> <p>Buddy systems</p> <p>Specialist equipment in place to support needs</p> <p>Adaptations to academy site may be necessary</p> <p>Access to hygiene/ medical room may be necessary</p>
EHCP	<p>Primary Area of Need</p> <p>May use AAC</p> <p>Some or all aspects of language acquisition are significantly below ARE</p>	<p>Moderate/significant difficulties in the acquisition/ use of language/ literacy/numeracy skills</p>	<p>Difficulties identified at previous stage continue/ worsen and there has been no significant change in the target behaviour/ social skill despite QFT and</p>	<p>Significant physical/ medical difficulties with or without associated learning difficulties</p> <p>Physical/ medical condition will have a significant</p>

	<p>Significant speech sound difficulties</p> <p>Diagnosis of language impairment/ Disorder or speech Impairment/ Disorder</p>	<p>Needs persist and appear resistant to previous interventions</p> <p>Attainment is at least $\frac{3}{4}$ years behind ARE despite differentiated learning opportunities and concentrated support with wave 2/3 interventions</p> <p>Moderate difficulties with independent working and needs the support of an adult and a modified curriculum</p> <p>Cognitive assessments by a specialist teacher likely to indicate significantly below average range of cognitive ability (SS<72 at the 3rd percentile or below)</p>	<p>targeted interventions for at least 2 terms.</p>	<p>impact on the learner's ability to access the curriculum</p> <p>Significant and persistent difficulties in mobility around the building and in the classroom</p> <p>Significant personal care needs which require adult support</p> <p>Significant visual impairment</p> <p>Significant hearing impairment</p>
Strategies	<p>SALT programme carries out 1:1 daily</p> <p>Learner's academic potential must not be underestimated</p>	<p>Quality first teaching provided by the subject/class teacher in the classroom as much as possible</p>	<p>Individual support provided for at least 10 hours per week</p> <p>Intervention Placement in the PRU</p>	<p>Manual handling assessment</p> <p>Personal care assessment</p> <p>Intimate Care Plan agreed</p> <p>Modified curriculum in some/ all areas</p>

	<p>Significant adult support to ensure access to the full curriculum</p> <p>Significant personalised differentiation to ensure curriculum access</p> <p>Individualised SMART targets</p> <p>Pastoral Support programme to address social difficulties</p> <p>Social communication intervention programme 1:1 or small groups</p> <p>Use of AAC if appropriate</p>	<p>Mainstream class, working on a modified inclusive curriculum</p> <p>Frequent opportunities for small group work based on identified need</p> <p>Additional adult support, under the direction of the teacher,</p> <p>Specialist targeted interventions on a 1:1 basis</p> <p>Visual clues to support auditory information</p> <p>Withdrawal from classroom environment to complete tasks planned for by the teacher</p> <p>Emphasis on basic acquisition of literacy, numeracy, ICT and life skills (KS3/4)</p>	<p>Regular 1:1 support to ensure a modified curriculum</p> <p>Individual intervention programme targeted at meeting the learner's specific SEMH need</p> <p>Daily access to member of staff with SEMH experience</p> <p>Targeted times of the academy day supported by adult</p> <p>Therapeutic interventions- art therapy, play therapy, counselling, CBT, emotional; regulation work</p> <p>Daily target monitoring</p> <p>1:1 pre teaching of new concepts</p> <p>Involvement of wider services</p>	<p>Alternative ways of recording to minimize handwriting</p> <p>Daily specialist programmes in place 1:1</p> <p>Enhanced adult support to enable access to the curriculum and QFT</p> <p>Specialist medical training may be required for specific medical procedures</p> <p>Accessibility to the whole site may need to be considered and adapted where necessary.</p>
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Appendix 2



Parental Consent for Addition to SEN Register

Name of academy:

Date of request:

Learner's Name:

Learner's Date of Birth:

Referred by:

Class/ Form & Year Group:

Learner's First Language & Nationality:

Reasons for request for placement on SEN register/concerns:

Strengths/What is done well:

Current attainment/EYFS stages:

Interventions/systems already in place/What works well:

I agree for my child to be placed on the academy's SEN register if required.

Parent/Guardian

I agree for the SEN team to share my child's information with supporting agencies and/ or their next school.

Parent/ Guardian