



CUNDALL MANOR SCHOOL

## **SEND Policy 2025**

Created  
Reviewed  
Next Review

Headmaster  
Deputy Head  
SENCO

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## **Aims**

This policy recognises the entitlement of all Cundall Manor School pupils, from Early Years Foundation Stage (EYFS) to Year 11, to a balanced, broadly based curriculum. The SEND (Special Educational Needs & Disabilities) policy reinforces the need for teaching that is fully inclusive, does not discriminate and which values the abilities and achievements of all pupils. The Governing Body, through the Senior Leadership team and the Head of Learning Support will, within the resources available, make their best endeavours to ensure all pupils with SEND are able to access the curriculum, take part in all school activities and achieve their potential.

Also, as stated in the school Safeguarding policy, the school promotes a whole school protective ethos' and will establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued.

## **The SEND aims of the school**

- To comply with the current legislative framework, including the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014. As an ISI independent school, the School does not have a statutory obligation to comply with the Send Code of Practice 2015 but aims to do so where relevant.
- To identify all pupils requiring SEND provision as early as possible and follow the school's graduated and individual approach to meet their needs. To ensure equal access, for all our pupils, to all aspects of school life, by making whatever reasonable adjustments are possible within the resources available. Resources to consider include the financial cost of making the adjustment and the extent to which making the adjustment would be practicable, effective, in the best interests of all pupils and safe with respect to Health & Safety requirements.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment and maintain a policy of open communication between home and school. Parents have overall responsibility for taking decisions about the management of their children's Learning Support.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To ensure that all staff are aware of individuals' needs, learning differences and styles, and of the reasonable adjustments that can be made to enable their pupils to access the curriculum and achieve their potential. To provide appropriate INSET to upskill and update our teaching staff.
- To develop positive and effective working relationships between the Learning Support Department (LSD) staff, teachers, support staff, parents, pupils and outside agencies.
- To ensure smooth transition between each phase of the child's school career.
- To offer specialist, 'Additional Tuition' where necessary, and with the agreement of parents.
- To foster confidence, self-esteem and independence in learning.
- To ensure appropriate exam access arrangements are in place for pupils with SEND and that all staff are aware of these.

## **Definition of Special Educational Needs**

The Children & Families Act (2014) defines children as having special educational needs (SEN) or a disability if they have a learning difficulty that calls for *special educational provision* to be made for them.

A child of compulsory school age has learning difficulties if he or she:

1. Has a significantly greater difficulty in learning than the majority of children of the same age
2. Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall into the categories above when they reach school age, or if special educational provision was not made for them.

### **Special education provision means:**

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools)

Whilst the SEND Code of Practice (2015) specifies that, 'difficulties related solely to limitations in English as an additional language are not SEND', the school recognises that these pupils will have specific learning requirements.

## **Roles and Responsibilities**

The SEND team of the school is:

School Governor responsible for SEND: Miss Ann Wheatcroft

Head of Learning Support/Special Educational Needs Coordinator (SENCO):

Mrs Elizabeth Graham: BEd (Hons), PGC (SpLD)

Learning Support Teaching Staff:

Mrs Julie Christy: BEd (Hons), PGC (SpLD)

Peripatetic Learning Support Teacher:

Mrs Elaine Strong

Learning Support Teaching Assistants:

Mrs Victoria Wick

Mr Matthew Bessey

Mrs Baoshu An

The Roles and Responsibilities of the Learning Support Department and Teaching staff are detailed in Appendix A.

The Governing body has a standing agenda item for SEND and alongside the Head Teacher, Senior Leadership team and Head of Learning Support, monitor the policy, provision and resources for these pupils. This includes the identification and facilitation, through links with the school's performance management system, of any staff training or professional development needs with regard to SEND.

## **FULFILLING OUR AIMS**

### **Admissions**

The School complies with the Equalities Act 2010 and does not discriminate in any way regarding entry. We welcome pupils with Special Educational Needs and Disabilities, providing that they are able to take a full and active part in school life and their needs can be met with the reasonable adjustments our Class Teachers and Learning Support Department are able to offer. It is requested that parents discuss with the Admissions Department and Head Teacher, any support that is needed, as early as possible in the admissions process.

Following an application for a place at the school and before an offer is made, the school will consider:

- The impact on the provision of efficient education for all pupils in that cohort
- The ability of the school to make the necessary adjustments and meet needs within existing resources in order to prevent any disadvantage.
- Health and Safety requirements

To this end, we require parents to provide all relevant paperwork on application e.g. School Reports, Medical Reports, Educational Psychologist reports etc. The Learning Support Department may also undertake assessment screening prior to an offer of a place being made. All such information will be treated confidentially and only communicated on a 'need to know' basis.

### **Assess**

#### **Categories of Special Educational Need**

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Social, emotional & mental health difficulties
- Sensory and/or physical needs

Early identification of pupils requiring different or additional support is a priority at CMS and follows a graduated approach – WAVE 1, WAVE 2, WAVE 3 and Additional Tuition.

The school uses appropriate screening and assessment tools, (EYFS Profile, GL Assessment Framework), to identify pupils who may require SEND intervention. School staff also identify pupils who may not be achieving the expected levels within their general curriculum.

Reasonable adjustments are made and the process detailed in Figure 1 on page 7 begins. Examples of the sorts of 'Reasonable Adjustments' made are detailed in Appendix B but would clearly vary depending on the individual needs of each pupil.

In EYFS, the Statutory Framework for the Early Years Foundation Stage profile (2021) is used and assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs who is not meeting expected levels of development is identified and supported at the earliest possible opportunity.

Teachers consult with parents at the start of this process and discuss the findings of any assessment.

## Plan

Figure 1 on the next page summarises 'The Graduated Approach' - steps taken when a pupil's access to the curriculum and/or learning becomes a cause for concern or they are not making expected progress.

The aim of SEND provision at our school is to meet individual needs, in the first instance, through an inclusive, accessible and multi-sensory curriculum offering 'Quality First Teaching' (Wave 1) in small classes. This is supported, where necessary, by 'reasonable adjustments' i.e. personalised, structured strategies which build on strengths whilst targeting weaknesses, use additional/alternative methods or resources and enable all pupils to access the curriculum and participate in every school activity (see Appendix B). We aim to engage, challenge and motivate as well as celebrate difference, raise confidence, encourage independence and promote self-advocacy.

Specialist Assessment in the Learning Support Department is offered if the concern continues (Wave 2 & 3) and recommendations are made.

Additional Tuition - This is delivered on an individual basis by Specialist Teachers in the Learning Support Department. This is 'different from and additional to' the support already available in class and the school reserves the right to make a charge for it. This will only be put into place after close consultation and consent from parents.

Therefore, If a pupil:

- Demonstrates difficulty in developing literacy or numeracy skills, despite Quality First Teaching and makes little or no progress despite reasonable adjustments to the general curriculum plan by the class teacher
- Shows persistent emotional/behavioural difficulties which are not affected by relevant behaviour management strategies
- Has sensory/physical problems, and makes little progress despite reasonable adjustments or the provision of specialist equipment

Then the process begins and the Learning Support Staff, in collaboration with teachers, parents and pupils, will make an assessment and decide on a plan of support. If a new pupil enters the school with an existing SEND, their details are added to the MIS and shared with Teaching Staff. They will be placed in the appropriate category (Wave 2 or 3) for their needs and the process of support starts from there.

## Management Information System

All pupils who require their Special Educational Needs or Disabilities to be met through the range of provision listed previously are detailed on the MIS. **Pupil Profiles** are available detailing specific individual needs, recommended reasonable adjustments and effective strategies for supporting pupils in the classroom. These are updated regularly and are helpful, for form/class teachers and boarding staff, in sharing relevant information and in providing a consistent approach to meeting the needs of our pupils.

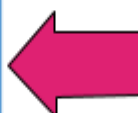
**Wave 1** - Class Teachers are responsible for Quality First Teaching, Differentiation and Reasonable Adjustments for **ALL PUPILS**, as detailed in Appendix B. Pupils with relevant 'Additional Information' at this stage are recorded on the MIS as **Wave 1+**



**Concerns raised at Wave 1:**  
Following consultation with Parents and Class/Form Tutors/Assistant Heads, permission is sought to refer a pupil to the LSD and a Concern Referral Form is completed.



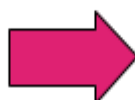
**Wave 2a Monitoring:**  
**Wave 2b Teacher Directed Support:**  
Strategies and recommendations are detailed on the MIS as part of a pupil's **SEND Profile**. Class Teachers are responsible for implementing these and, in conjunction with the LSD, monitoring progress/response. This may include the use of additional adult support or Assistive Technology.



**Wave 2 Under Investigation:**  
LSD teachers gather appropriate evidence. Internal assessments and observations are carried out by LSD Teachers. Findings are discussed with Parents and Class Teachers and recorded on the MIS.



**Wave 3 SEND:** Further concerns raised at **Wave 2a/2b** may lead to further LSD Assessment and/or referral to Outside Agencies for professional diagnosis. If it is agreed that provision is needed which is different from or additional to that normally provided in the classroom and all reasonable adjustments have been made, further action may be taken. This may include the use of specialist resources, specialist support and/or specific Exam Access Arrangements.



**Wave 3a Classroom Based Additional Support**

**Wave 3b Specialist Additional Tuition:**

- Specialist support at this point may be:
1. Classroom Based Additional Support from a member of the LSD staff.
  2. Specialist Additional Tuition in the Learning Support Dept.
  3. Specialist Intervention from an outside professional.

Specialist provision, different from or additional to that normally provided in the classroom is agreed with parents and chargeable.

**Education, Health and Care Plans (EHCP):**

An EHCP will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives and outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the plan.
- Established through parental/pupil consultation
- Set out in a personalised IEP/ATP
- Implemented in the classroom or in specialist 1:1 lessons

## **Do**

Learning Support Teachers or Teaching Assistants support the needs of small groups or individuals in class where appropriate. Where 'Additional Tuition' lessons are undertaken with a specialist teacher in the LSD, these are planned to rotate through the week, so the pupil, ideally, does not miss the same lesson more than once in a half-term. In some cases, the lesson is fixed at the same time each week. The timing of these lessons depends on the needs of the pupil. Parents are consulted and billed termly for these.

Where applicable, EYFS Summaries or ATP's will record only that which is 'different from or additional to' the normal differentiated curriculum. ATP's concentrate on the personalised support delivered by the Specialist Teacher during Additional Tuition lessons, as well as recommendations for support in class and at home. The ATPs will be discussed with the pupil and a copy sent home for parents. Copies are available, on the MIS, to all relevant staff, along with the Educational Psychologist's or External Professional's report where appropriate and with the permission of Parents.

Support, including the use of appropriate Assistive Technology (ICT), is available for all students, depending on their level of need and at the discretion of the class teacher. Use of ICT is in line with the school acceptable use policy and word-processing in exams will be granted only after guidance/recommendation from the LSD or a specialist assessor and in line with the Exam Access Arrangements (EAA) Policy section on using Word processors.

Appropriate access arrangements, such as readers, scribes or extra time, will also be awarded where necessary, following screening and an assessment by our External Examinations Assessor, to enable pupils to demonstrate their learning in formal and national examinations.

## **Review**

### **Reviews of ATP'S**

ATP's will be reviewed termly, in an informal manner, and wherever possible or appropriate, the school will involve parents and pupils in this process.

### **Reviews of Education, Health and Care plans (EHCP)**

EHCP's must be reviewed annually. The LEA will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews. The Head of Learning Support will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- An External Professional where appropriate
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the Head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress
- Review the provision made for the pupil in the context of the school curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets and outcomes for the coming year

### **Tracking Pupil Progress**

Annual, internal assessments are undertaken within the LSD and the results of these are recorded with the purpose of analysing and tracking pupil progress in reading and spelling. This information, alongside on-going diagnostic assessment, whole school assessment, tracking data, feedback from class teachers/parents and termly reports, informs planning and decisions regarding SEND provision.

### **Evaluating success**

Whilst not always easily quantifiable, the success of the school's SEND Policy and provision is evaluated through:

- Analysis of Whole School and LSD pupil tracking data and test results
- Discussion with teachers and observations of pupil performance in class.
- Discussion and feedback from pupils and parents.
- Consideration, by Learning Support staff, of each pupil's progress in relation to their planned support.
- Whole School self-evaluation.
- The school progress plan/SEND development plan
- Annual Review of the EHCP or re-assessment by External Support Agencies.

## **PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **Links with Teaching staff, Sharing Information and Staff Development.**

LSD staff, teaching staff, teaching assistants and the Head Teacher all work closely together at Cundall Manor to identify, plan for and meet the needs of every pupil. The LSD share information through the school information management system and a file on the Shared Google Drive. Members of the LSD attend and contribute to staff meetings where appropriate and the Head of Learning Support holds a regular briefing/planning meeting with the SLT.

Staff are encouraged to seek advice from the Learning Support Department to help acquire the skills needed to work with SEND pupils, share good practice and if necessary attend relevant courses. The school's INSET and staff professional development needs are regularly considered and included in whole school and LSD plans. These are met in house where possible or through the support of external advisory services or training agencies.

The Cundall Manor School SEND Toolkit is given to ECT's and new teachers as part of their induction and forms an increasing bank of resources and practical teaching procedures for use with SEND pupils (see the MIS & Google Drive) – SEND information.

### **Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- Medical Officers, GP's
- Speech and Language Therapists
- Physiotherapists/Occupational Therapists
- Hearing & Visual impairment services
- Autism Outreach
- CAMHS (Child and Adult Mental Health Services)
- Clinical Psychologists
- School Well-Being Support Teacher

All adults working with our pupils will have had Enhanced DBS checks and will comply fully with the Independent Schools standards regulations.

### **The Local Offer**

A more detailed picture of the services available to families of children with a range of SEND needs is available through the 'Local Offer' made by North Yorkshire County Council.

Information about this can be found on: <https://www.northyorks.gov.uk/send-local-offer>

### **Partnership with parents**

Cundall Manor firmly believes in developing a strong partnership with parents that will enable children and young people with SEND to achieve their potential. The school recognises that:

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2012 2.2)

As a school we like to:

- Communicate with parents, formally through parent's evenings or, three times a year via their child's IEP or ATP, if their child is receiving 'Additional tuition'
  - give parents clear information about their child's abilities in school
  - draw parents into the identification process
  - inform parents of any action taken to meet their child's specific needs
  - include parents in the planning of learning support for their child
  - enable parents to contact members of the Learning Support team by phone, by e- mail, via their child's IEP/ATP or by dropping in before school. If necessary longer appointments can be made to meet with LSD staff.
  - listen carefully and take appropriate action where parents do not think their child's needs are being met, dealing with any complaints in line with the school's complaints policy.
- Parents can support their child by:
- telling the school about their child's talents and abilities beyond the classroom as well as their history and development to date.

- providing a suitable environment in which their child can study and encouraging good study habits
- seeking advice from the school when their child is experiencing difficulties
- encouraging their child to take part in worthwhile and varied out of school activities and experiences
- being aware that their child will need a variety of skills and experiences in order to fulfil their potential
- encouraging them to complete learning or reinforcement tasks recommended by their Learning Support Teacher.
- maintaining close contact with their child's LSD teacher and giving any appropriate feedback.

### **The voice of the child**

At Cundall Manor, we encourage pupils to take an active role in making decisions that affect their education from the earliest possible opportunity. The ways in which children are encouraged to participate reflect the child's evolving maturity. Pupils receiving additional tuition in the Learning Support Department are consulted with regard to their Additional Tuition Plan. Confident young children, who take responsibility for their own learning, know that their opinions will be valued. Those who can practise making choices, will be more secure and effective pupils during their school years. Pupil voice is taken into account on IEP's /ATP's and EHCP's.

### **Other Relevant Policies:**

- Safeguarding and Child protection Policy
- Admissions Policy
- Information Technology and Digital Safety Policy
- Behaviour for Learning Policy
- Mission & Aims
- EYFS Policies
- Induction Policy
- Equality Policy
- Anti-bullying Policy
- Risk Assessments Policy
- Accessibility Plan
- Health & Safety Policy
- GDPR & Privacy Notice
- EAL Policy

## **APPENDIX A – Roles and Responsibilities**

### **The Role of the Head of Learning**

#### **Support/SENCO:**

- Overseeing the day-to-day operation of the policy, reviewing and evaluating yearly
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers, including INSET
- Coordinating Learning Support staff and monitoring performance
- Overseeing pupils' records

- Monitoring and Assessment of SEND pupils and tracking pupil progress
- Liaising with parents - Informing parents of the fact that SEND provision has been made for their child
- Preparation of written reports
- Maintaining and up-dating policies, development plans and SEND details on the MIS.
- Provide in class support, small group and individual specialist lessons.
- Liaising with external agencies e.g. LEA support services, Health and Social Services, Connexions PA/Careers Service, Educational Psychologists and voluntary bodies.
- Identifying and facilitating Continuous Professional Development for Learning Support Staff
- Regularly attend courses to keep as up to date as possible with current research and its implications for good practice.
- Managing the SEND budget including the acquisition and allocation of appropriate resources.
- Assessing prospective pupils under the guidelines of the School Admissions Policy
- Observing and assessing pupils who are identified as having difficulties which come to light during their time at Cundall
- Ensuring all staff are aware of pupils' individual needs for exam access arrangements
- In line with the school child protection policy, ensure confidentiality protocols are adhered to and information is shared appropriately.
- Organise and attend Annual Reviews for those children holding an Education, Health and Care Plan (EHC) plan
- Ensure that the educational objectives and health requirements of those holding an EHC Plan are being met and that these children have access to a broad and balanced curriculum and are fully included in the everyday life of the school
- Ensure that appropriate resources are available to meet the needs of SEND pupils and that adaptations to the site and strategies for ensuring personal safety are regularly reviewed
- Ensure regular meetings with the Parents, Educational and Health and Social care professionals of EHCP pupils.
- Ensure that vulnerable pupils have a quiet space and secure environment where they can go should they so wish and know there is a member of staff on hand to talk.
- Hold regular Learning Support Department staff meetings to ensure that close liaison is maintained and information and good practice is disseminated
- Hold weekly meetings with the SLT.
- Ensure that House Parents and staff on duty in the boarding areas are aware of the needs of the pupils in their care with SEND and how to assist them, particularly with regard to Prep (homework)
- Prepare individual ATP's and Pupils Profiles in consultation with class teachers, pupils and parents.
- Monitor the provision and differentiation for SEND pupils within classes.
- Screen for Exam Access Arrangements and complete the necessary paperwork.

For effective co-ordination the SENCO must ensure staff are aware of:

- The roles of each participant in the SEND process
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern', at which point a Concern Referral is initiated and how this referral process works
- The procedure by which parents are informed of this concern and the subsequent SEND provision

- Additionally, parents must be given clear guidance on the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

#### **The Role of the Learning Support Teacher:**

- Liaise with Class Teachers when concerns are raised about pupils
- Carry out initial classroom observations and initial assessments
- Make recommendations for appropriate intervention e.g. differentiated classroom activities, small group work, work with a Teaching Assistant or withdrawal for specialist one to one lessons
- Plan and deliver individual support lessons for pupils in need of one to one intervention
- Provide additional classroom support where appropriate
- Produce ATP's in conjunction with class teacher and pupil, reviewing plans termly
- Assess pupil performance and monitor progress
- Communicate regularly with parents, give advice where sought and provide termly written reports.
- Support class teachers with INSET, specialist advice and resources
- Keep up to date with current pedagogy, through attendance at CPD training
- Provide carefully matched resources to help meet the needs of pupils
- Provide reading and scribing support for exams where stipulated
- Up-date Pupil Profiles on the MIS and other relevant paperwork
- In line with the school child protection policy, ensure confidentiality protocols are adhered to and information is shared appropriately.
- Make referrals, where appropriate, to external agencies or through the LEA
- Screen pupils for Exam Access Arrangements.

#### **The Role of the Learning Support Assistant:**

- \* Liaise with the SENCO, Learning Support Teachers and Class Teachers to support pupils with SEND both within the class and, where appropriate, on a one to one or small group basis e.g. Reading, Prep support, GCSE Course work support etc.
- \* Support Class Teachers within class to provide and deliver the necessary differentiated and accessible curriculum for SEND pupils.
- \* Liaise with parents where necessary.
- \* Feedback to Teaching staff both individually and in staff meetings any observations and assessments made.
- \* Keep up to date with current pedagogy and good practice, through attendance at CPD training.
- \* Provide reading and scribing support for exams where stipulated.
- \* In line with the school child protection policy, ensure confidentiality protocols are adhered to and information is shared appropriately.
- \* Provide Pastoral support where sought.
- \* Have input into IEP's or ATP's where appropriate.
- \* Prepare resources and display pupils' work when required.
- \* Support the SENCO in LSD admin, keeping exam access files up to date and sending pupil information off to new schools/colleges for leavers.

#### **The Role of the Class Teacher:**

The current Code of Practice clearly acknowledges the importance allocated to the teacher, ***'Every teacher is a teacher of special educational needs'***. Responsibility for the pupil's learning therefore lies with the class teacher.

As such, all teachers and support staff must:

- Be aware of and robustly follow the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Be aware of the pupils with SEND in their classes and regularly refer to the SEND information on Engage in order to keep fully informed of pupils' needs and the recommendations for their support.
- Collaborate with the LSD staff to decide the action required to assist the pupil to access the curriculum and make progress.
- Work with the LSD staff to collect all available information on the pupil and keep appropriate records, including evidence to support exam access arrangements
- Collaborate with the LSD staff in the development of IEP's (Individual Education Plans), Additional Tuition Plans (ATP's) or summaries for EYFS and Pre-Prep, for SEND pupils.
- Work with SEND pupils on a daily basis to deliver support within the Wave 1, 2 and 3 approach and individually adapted curriculum planning, endeavouring to take every reasonable step possible to meet their needs.
- Use their performance management process to identify any CPD needs with regard to SEND.

## Appendix B

|                      | <u>Wave 1</u> – Quality First Teaching for all pupils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Wave 2</u> – Initial short term, class-based interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u>Wave 3</u> – Specialist Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognition & Learning | <ul style="list-style-type: none"> <li>• Setting according to achievement &amp; ability</li> <li>• Differentiated schemes of work &amp; curriculum planning</li> <li>• Multi-sensory teaching methods &amp; materials</li> <li>• Variety of methods of recording work and assessing knowledge/skills</li> <li>• Appropriate staff training &amp; sharing of good practice</li> <li>• Use of ICT where relevant</li> <li>• Progress reviews, target setting, pupil voice &amp; parental involvement</li> <li>• Termly reports &amp; regular parents' evenings</li> <li>• Use of teaching assistants in core subjects</li> <li>• Positive &amp; constructive marking</li> <li>• Clear process of early identification &amp; referral to LSD for concerns – Graduated Response</li> <li>• Monitoring &amp; Tracking of pupil performance data</li> <li>• Opportunities for repetition, reinforcement &amp; generalisation</li> <li>• Regular diagnostic &amp; formative assessment to inform planning</li> </ul> | <ul style="list-style-type: none"> <li>• Differentiated weekly spellings/tables</li> <li>• In-class additional targeted teacher support</li> <li>• Pre-teaching of topic vocab or use of specific word banks</li> <li>• Use of additional resources, visual aids, concrete apparatus</li> <li>• Appropriate seating &amp; grouping arrangements</li> <li>• Additional individual, paired or group reading</li> <li>• Differentiated targets</li> <li>• Parents &amp; pupil consulted &amp; involved in planning support</li> <li>• LSD consulted &amp; recommendations given – reference to LSD Dyslexia &amp; Autism strategy documents.</li> <li>• Use of coloured overlays, pen/pencil grips, green/buff paper etc</li> <li>• Reduced copying from the board, writing prep in prep diaries &amp; enlarged scripts</li> </ul> | <ul style="list-style-type: none"> <li>• Referral to Learning Support Department for observation &amp; assessment</li> <li>• Consultation with parents and Pupil Voice</li> <li>• Referral to Educational Psychologist for formal assessment, recommendations &amp; diagnosis</li> <li>• Possible referral to GP for ADHD or Autism</li> <li>• Offer of one to one specialist teaching in the Learning Support Dept</li> <li>• Pupil Profiles completed</li> <li>• Literacy &amp; Numeracy interventions</li> <li>• Additional use of specialist resources</li> <li>• Specialist support in class on a one to one or small group basis</li> <li>• Progress &amp; outcomes measured and monitored</li> <li>• Application to the Local Education Authority for</li> </ul> |

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| <p>Communication &amp; Interaction</p> | <ul style="list-style-type: none"> <li>• Use of prep diary</li> <li>• Interactive classroom displays and use of 'Word Walls'</li> <li>• Differentiated use of questioning by the teacher with differentiated ways &amp; times to respond</li> </ul> | <ul style="list-style-type: none"> <li>• Use of reading buddies, scribes or relevant IT</li> <li>• Booster groups</li> <li>• Access to laptops</li> <li>• Opportunities for repetition, reinforcement &amp; over learning</li> <li>• Visual timetables</li> <li>• Support from a TA or Learning Support Teacher in class</li> <li>• Extra time given to answer questions, in tests &amp; exams</li> <li>• Extra subject sessions/supported prep etc.</li> <li>• Variety of methods of recording learning</li> <li>• Scaffolding writing tasks &amp; use of graphic organisers for planning</li> <li>• Visual Timetables</li> <li>• Use of appropriate IT &amp; aids</li> <li>• Pre-teaching topic vocab &amp; use of Word banks</li> <li>• Additional language intervention &amp; use of social stories</li> <li>• Appropriate seating &amp; grouping</li> <li>• In-class support from TA or Learning Support Teacher</li> </ul> | <p>Education &amp; Health Care Plans where appropriate</p> <ul style="list-style-type: none"> <li>• Liaison with outside agencies</li> <li>• Use of IT</li> <li>• Reduced timetable and 'off languages' in extreme circumstances and with the agreement of Head teachers and parents</li> <li>• Study skills support</li> <li>• Exam Access Arrangements</li> <li>• ATP'S</li> <li>• Whole School SEND policy &amp; process</li> <li>• LSD assessment &amp; pupil profile completed.</li> <li>• Parents consulted &amp; one to one specialist teaching offered</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Instructions relevant to age &amp; cohort</li> <li>• Multi-sensory teaching methods, materials and class groupings</li> <li>• Use of Modelling</li> <li>• Interactive Whiteboards in every classroom</li> <li>• School council to promote Pupil Voice</li> <li>• Structured Routines</li> <li>• Paired &amp; Small groups learning</li> <li>• Educational Visits, School Drama Productions, Class Assemblies, ESB, Poetry, Evenings and presentations to parents</li> <li>• School Newsletter</li> <li>• Teacher Language that is clear and simple</li> <li>• Opportunities for repetition and reinforcement – use of visual cues where necessary</li> <li>• Open Door Policy for parents</li> <li>• Conflict Resolution with the Well-being Support Teacher, Form Tutor or Head of Station</li> <li>• Pastoral House System</li> <li>• Progress reviews, target setting, pupil voice &amp; parental involvement</li> </ul> | <ul style="list-style-type: none"> <li>• Visual prompts, sentence starters, use of writing frames, mind maps &amp; graphic organisers</li> <li>• Small group intervention</li> <li>• 'Lego' Club – social communication/integration group – Pupil Voice</li> <li>• Speech &amp; Language support</li> <li>• EAL support</li> <li>• Differentiated tasks, questioning &amp; ways of recording</li> <li>• Use of laptops or tablets</li> <li>• Parental involvement &amp; closer communication with Home via Prep Diary</li> <li>• PSHE curriculum</li> <li>• Buddy system</li> <li>• Specific targets, rewards &amp; close monitoring/review</li> <li>• Extra time given for answering questions</li> </ul> | <ul style="list-style-type: none"> <li>• Use of Social communication groups and Social Stories</li> <li>• Differentiated language use in class e.g. instructions given more simply, repetition, visual prompts, questioning techniques, use of IT</li> <li>• In class support from a LSD specialist teacher</li> <li>• Exam Access arrangements</li> <li>• Specialist auxiliary aids</li> <li>• ATP's &amp; Pupil Voice</li> <li>• Whole School SEND Policy &amp; process</li> <li>• Reduced timetable and 'off languages' in extreme circumstances and with the agreement of Head teachers and parents</li> <li>• Referral to Outside Agencies for further assessment e.g. Speech &amp; Language Therapist, Educational psychologist, GP, Occupational Therapist, Autism Support Services</li> <li>• Monitor Outcomes</li> <li>• Application to the Local Education Authority for Education &amp; Health Care Plans where appropriate</li> </ul> |
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| <p>Social, Emotional &amp; Mental Health</p> | <ul style="list-style-type: none"> <li>• Consistent positive discipline &amp; high expectations</li> <li>• Focus on Praise, Show Up's &amp; House Rewards System</li> <li>• Use of Prefects</li> <li>• Extra-Curricular &amp; Enrichment programme</li> <li>• Structured PSHE curriculum across the whole school</li> <li>• Availability of the Well-being Support Teacher &amp; School Listener</li> <li>• Relevant School Policies &amp; clear SEND referral system</li> <li>• Annual Prize giving</li> <li>• Weekly Assembly &amp; Termly Theme based on core values</li> <li>• Form Tutor Pastoral system &amp; Head of Station</li> <li>• Open Door Policy &amp; parental consultation</li> <li>• Buddy systems for new pupils</li> <li>• Use of Report system, levels &amp; clear sanction procedure</li> <li>• Behaviour Management support from LSD or the Well-being Support Teacher in consultation with parents</li> <li>• Use of prep diary</li> <li>• Regular staff training &amp; up to date legislation. Raised staff awareness &amp; safeguarding concerns</li> </ul> | <ul style="list-style-type: none"> <li>• Individual School Report Card</li> <li>• Pastoral support programmes from LSD or the Well-being Support Teacher</li> <li>• Social Communication groups &amp; use of Social Stories</li> <li>• Supported Break &amp; Lunch times</li> <li>• Use of 'Timeout'</li> <li>• Behaviour Management programmes from LSD or the Well-being Support Teacher</li> <li>• Clear lines of Communication between home &amp; school, parental involvement &amp; Pupil voice</li> <li>• Reference to LSD Autism strategies documents.</li> <li>• Safeguarding concerns.</li> </ul> | <ul style="list-style-type: none"> <li>• Referral to LSD or the Well-being Support Teacher</li> <li>• Consultation with parents &amp; Pupil voice</li> <li>• Referral to Outside agencies e.g. CAMHS, Prevent Service</li> <li>• Pastoral Support programme</li> <li>• Safeguarding concerns</li> <li>• Whole School SEND Policy &amp; process</li> <li>• Use of Social communication groups and Social Stories</li> <li>• Possible referral to GP for ADHD or Autism</li> <li>• Pupil Profiles completed</li> <li>• Specialist support offered in class on a one to one or small group basis</li> <li>• Application to the Local Education Authority for Education &amp; Health Care Plans where appropriate</li> <li>• Involvement of the Educational Psychologist</li> <li>• Exam Access Arrangements</li> <li>• Monitor Outcomes</li> </ul> |
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| Sensory & Physical | <ul style="list-style-type: none"> <li>• Appropriate seating in class</li> <li>• Use of ICT where necessary</li> <li>• Visual Timetables &amp; Visual Prompts</li> <li>• Link with LSD, External Agencies &amp; placement on the SEND register</li> <li>• Staff awareness &amp; relevant training</li> <li>• Health &amp; Safety inspections regularly</li> <li>• Appropriate lighting</li> <li>• Use of differentiated classroom resources</li> <li>• Use of Teaching Assistants</li> <li>• Adapted resources &amp; environment</li> <li>• Progression of writing tools &amp; weekly handwriting lessons</li> <li>• Whole school Epipen training</li> <li>• Staff First Aiders available &amp; regularly updated</li> <li>• School Matron for medication procedures</li> <li>• Suitable school furniture</li> <li>• Clear school routines</li> <li>• Touch typing, laptops &amp; use of tablets possible</li> <li>• Health Care Plans &amp; Risk Assessments carried out</li> <li>• Raised staff awareness</li> <li>• Parental involvement &amp; pupil voice</li> </ul> | <ul style="list-style-type: none"> <li>• Access to touch Typing programmes, Use of IT &amp; auxiliary aids</li> <li>• Enlarged/Braille texts</li> <li>• Use of Hearing Aids &amp; Hearing Loop</li> <li>• Additional individual &amp; small group handwriting programmes</li> <li>• Pen/pencil grips, writing slopes &amp; adapted resources</li> <li>• Health care plans &amp; appropriate staff training</li> <li>• Relevant Risk assessments</li> <li>• 'Fiddle' toys if helpful</li> <li>• Rest/movement breaks in exams</li> <li>• Coloured whiteboard screens, paper &amp; coloured glasses</li> <li>• Reasonable adjustments/modifications to the school site, taking into account Health &amp; Safety concerns</li> <li>• Buddy system</li> <li>• Monitoring background noise in classrooms &amp; possible use of ear defenders</li> <li>• Parental involvement &amp; pupil voice</li> </ul> | <ul style="list-style-type: none"> <li>• Referral to Outside agencies, provision of specialist teaching &amp; support, specialist resources, auxiliary aids &amp; equipment</li> <li>• Specialist support offered in class on a one to one or small group basis – IEP'S</li> <li>• Application to the Local Education Authority for Education &amp; Health Care Plans where appropriate</li> <li>• Pupil profiles completed</li> <li>• Relevant staff given specialist training</li> <li>• Risk assessments for school trips etc</li> <li>• Adapted materials, teaching methods &amp; working environments</li> <li>• Use of IT</li> <li>• Consultation with parents &amp; include Pupil Voice</li> <li>• Pastoral Support programme</li> <li>• Exam Access Arrangements</li> <li>• Progress &amp; outcomes monitored</li> </ul> |
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