

ABBAY DLD
GROUP OF COLLEGES

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Special Education Needs and Disability ('SEND') Policy

2024-2025

SLT Responsible for this Policy

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| This policy is reviewed on an annual basis | | |
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This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's [portal](#). It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.

Vision/Mission Statement from School

Our Vision for Excellence:

“A community energised by the love of learning and the pursuit of outstanding achievement for all.”

Section A – Principles and Objectives

SECTION 1

1. Vision

In accordance with the College vision, to be ‘A community energised by the love of learning and outstanding academic achievement for all’ all students should have the opportunity to access the curriculum so that they can develop a love of learning. Along with high quality inclusive teaching, the College will offer appropriate interventions and access arrangements for students identified with special educational needs and disabilities.

This document will provide information about the College’s philosophy and aims with regards to students with SEND. It outlines the roles and responsibilities of staff and encourages a whole school approach to ensuring the progress of students with SEND, including raising awareness of the cultural sensitivities surrounding SEND.

2. Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Their needs will be identified as:

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

National figures indicate that around 13% of young people of school age will be affected by some type of special educational need. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

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

3. Legal framework

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

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- Equality Act 2010

4. Definition of Special Educational Needs and Disabilities (SEND)

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

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

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

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

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

The following acronyms are used in this document:

- SENDCo – Special Educational Needs and Disability Coordinator (details of role & responsibilities can be found in the Appendices)

- AfL – Assessment for learning
- DSL – Designated Safeguarding Lead
- EHCP – Education, Health and Care
- ILP – Individual Learning Plan

Abbreviations and agreed definitions are:

SEND student - A student with special need is one who, for any reason, may not be able to gain full access to the curriculum offered to the majority of students.

These reasons may include:

- Physical disability, including visual and hearing impairment.
- Learning difficulties, including specific learning difficulties (e.g. dyslexia).
- Emotional or behavioural difficulties.
- Illness and long-term absence.

ASD – Autistic Spectrum Disorder

ADHD – Attention Deficit Disorder

PSHE – Personal, social and health education

Access arrangement - Supporting learners with needs so that they can access their exams as easily as anyone else.

5. Admissions policy in relation to SEND

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

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

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

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

1. We have the appropriate resources and facilities to provide them with the support they require,
and,
2. We believe it is in the best interest of the child and of the college community to remain at the school/college.

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

6. Principles and Aims

At Abbey College Cambridge we aim to

- ensure that all students have access to a broad and balanced curriculum
- provide learning which is differentiated according to the needs and abilities of the individual
- promote sensitivity and responsiveness to SEND throughout the college
- encourage students with SEND to take as full a part as possible in all college activities
- educate students with SEND, whenever possible, alongside their peers within the mainstream curriculum
- provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- stimulate and maintain curiosity, interest and enjoyment for students with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

7. Objectives

To fulfil our principles and aims, our objectives are:

1. To identify and provide for students who have special educational needs and additional needs and/or disability.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs and disability.
4. To provide a Special Educational Needs Co-Ordinator (SENDCo) and assistant SENDCo, who will work with the SEND Policy.
5. To provide support and advice for all staff working with special educational needs and disabled students.

Section B – Implementation and Monitoring

1.1 Identification, Assessment and Provision

1.1.1 Special Educational Provision

Section 21 of the Children and Families Act 2014 states:

“Special educational provision”, for a child aged two or more, means educational or training provision that is additional to, or different from, that made generally for others of the same age. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

Abbey College Cambridge endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for students.

Where a student is identified as having SEND, action will be taken to remove the barriers to learning. This SEND support will take a four-part cycle, known as the ‘graduated approach’. The four parts to the cycle are: Assess, Plan, Do, Review (SEND Code of Practice 2015). This is a whole school approach to ensuring outstanding progress for students with SEND. Students are central to this approach, and review should be frequent in order for the support to remain effective, personalised and up-to-date.

At Abbey College Cambridge high quality teaching, differentiated for individual students, is the first step in responding to those who have or may have SEND. If any additional support, over and above that of the normal curriculum, is to be provided, parents will be informed as deemed appropriate. Additional support cannot compensate for the lack of high quality teaching. Reviews of the quality of teaching will include teacher’s understanding of strategies to support SEND students.

1.1.2 The SEND register

The details of the process from an administrative point of view are all held within the SEND Master Document on the T-drive. All ILP’s are held in the SEND folder on the t-drive.

Students on the SEND register and receiving additional support or intervention, will have their progress monitored within the targets of their group or individually. This is over and above the school-wide progress tracking.

Access arrangements for examinations and individual educational psychologist's reports are stored securely on the t-drive and have restricted access.

1.1.3 Identification and Assessment

- Classroom teachers and pastoral/boarding staff should communicate any initial concerns about a student to the SENDCo:
 - Behaviour or ability to socialise.
 - Reading and/or writing.
 - Concentration levels.
 - Physical needs or impairments.
 - SEND Support Frameworks for each of the four categories of need will be used to assist with Identification and provision. (See Appendices.)

1.1.4 Screening

The following will be used to assist in making an initial assessment of the student.

- The outcome of internal college tests/exams.
- Concerns raised by parents, teachers, other college staff, the student, and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports)
- Behaviour data
- Regular in-class and/or subject assessments. Subject teachers will make regular assessment of all students and identify those who are making less than expected progress. An in-class approach will be used to support the student before considering a SEND response.
- Response to in class strategies e.g. writing frames, extra time in tests/homeworks, scaffolding, pre-reading etc.

A student learning traw requesting relevant information will be circulated to all teachers, tutor and HSM to gather any evidence that the student is not making the necessary progress and/or finding college life difficult. Staff should supply evidence to support the information which will be reviewed by the SEND team. A register will be kept of those students who are thought to have learning difficulties.

In-class observation of the student by the SENDCO/Asst. SENDCO will be carried out to identify any SEND and to support staff in delivering appropriate high quality differentiated teaching.

1.1.5 Referrals

High quality teaching

- The first response to any student identified as having possible learning difficulties will be highly targeted teaching at the area of weakness by the subject teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities.
- Following this, if there is no improvement, the subject teacher will review their own practice still further - reflecting on alternative ways in which to support the student via visual representations, chunking information, presenting vocabulary prior to learning, over-learning techniques, paired learning with a higher level student, practical activities to consolidate learning.
- If the student is still not making progress after this process, further evidence will be gathered. This evidence will include: - lesson plans demonstrating evidence of the above process and strategies employed, class test results, quality of independent work, views of the student and teacher regarding homework etc.
- An educational psychologist or specialist teacher approved by Abbey College Cambridge may be involved in assessing the student; the results of which will be communicated to parents (as appropriate). All such professionals undergo the relevant checks including qualifications before working with students as part of the SCR vetting process.
- The information from the assessment will be used to produce an ILP for the individual student which will be shared with all relevant teachers by the SENDCO/Assist. SENDCO. Parent approval for permission and funding for an assessment will be sought if the student is under 18 years old. Students over the age of 18 might self-fund and need to give permission before information is shared with parents.

Plan – planning provision

- Support and interventions are agreed upon by the SENDCo/Assist. SENDCo, student and teachers with appropriate communication with parents to contribute towards planning provision.
- A student ILP will be written by the Assist. SENDCo, and will be accessible to staff.
- Individual Learning Plans will be shared at a meeting between the student and the Assist SENDCo.
- The meeting will review progress, set clear targets to move forwards, discuss the support that will be given to help the student achieve their targets and identify the responsibility of the student, school/college and where appropriate the parent. SMART Targets will be used:
- ILP' s will be reviewed following Progression meetings
- Lessons should be differentiated appropriately based on the individual student ILP. While awaiting assessment, early intervention strategies will be communicated to teachers and boarding staff by the SENDCo/Assist. SENDCo.
- The student ILP will provide guidance on:
 - Student name, class, subjects taken.
 - Strengths and areas for improvement.
 - Intended outcomes.
 - Interventions.
 - Access arrangements.
- All students with SEND will be indicated on SIMS as 'K'
- An Assist. SENDCo is employed to provide learning support tailored to meet the needs of each student.
- The Assist. SENDCo will liaise with subject teachers to ensure learning support lessons are designed to help students to meet their targets.
- Boarding staff will make adjustments as per the student ILP and ensure that 'home life' is a supportive environment where students can have a healthy work-life balance and are able to access appropriate support for homework and studying from boarding staff or host families.

- Staff setting detentions will ensure that detention tasks are appropriate for all learners and planned for students with SEND.
- The Examinations Officer will plan to ensure all available Access Arrangements are prepared in liaison with the Assist. SENDCo overseen by the SENDCo/Vice Principal Pastoral and will include: -
 - Extra time allowance as suggested by assessment/SENDCo.
 - Application for access arrangements.
 - Supervised rest breaks.
 - Provide prompter, scribe or reader depending on need.
 - Use of a word processor.
 - Large print papers.
 - CPD for Invigilators working with SEND candidates.

Do – implementing support

The classroom teacher remains central to ensuring that the intentions of the student ILP are carried through in the classroom on a daily basis.

- Teachers should use the summary to: -
 - Focus on the intended outcomes for the student.
 - Continuously evaluate the quality of support provided.
 - Have high aspirations for every student.
- The Head of Department will ensure that the schemes of work and resources provided are appropriate to a range of abilities and SEND.
- The Assist. SENDCo will plan timetabled learning support sessions for either groups or individual students to support their learning in the classroom. Attendance is compulsory for students.
- Guidance and support for teaching and SEND students is provided in the form of in-house CPD training, individualised department support and resources.
- Boarding staff and where appropriate host families will ensure SEND students are completing their homework and have full support at home with their studies. In-house CPD will be provided.

At Abbey College Cambridge we are committed to ensuring that learning support is regarded as a collaborative effort between teachers, the pastoral team, parents, the SEND team, boarding/host families' staff and the student.

Review – monitoring progress

The purpose of the review is for the classroom teacher, Assist. SENDCo/SENDCo to discuss whether a student is making adequate progress. Student summary reviews will be termly and will draw on evidence such as: -

- progression,
- behaviour,
- ability to work independently,
- health and development,
- medical considerations
- and advice from external experts.

Reviews will also take into careful consideration the views of the student and, where possible, the parents.

- SLT/SMT will track SEND students as part of Assuring Excellence by conducting observations for students with SEND to make sure that the SEND policy is used in working practice, and to ensure that the student is receiving the support they need, and that learning is differentiated according to the student ILP.
- During Progression meetings, the SENDCo/Assist. SENDCo will ensure that each student receives a 360° degree review taking into consideration pastoral and academic views, and update the ILP accordingly.
- Progress of students with SEND is reported to parents through the school reporting system.
- School governors review whole college SEND provision annually through a report from the SEND team and visits which include learning walks and observations.

1.2. Equal Access

All teaching and non-teaching staff are responsible for ensuring that all students, in accordance with the Equalities Act 2010, irrespective of ethnic origin, sexual orientation and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our college.

All staff working with a SEND student should be aware of the individual and differing needs of the student, and have access to ILPs via the T-drive. The SENDCo will ensure that when

an external report is received, a language accessible summary (ILP) is made available with practical suggestions where possible.

1.3. Resources

The responsibility for determining the amount of resources for SEND lies with the school/college Senior Leadership Team who will seek advice from the SENDCo.

- The resources for SEND are used to provide specific training on SEND and specialist resources. The costs of the SENDCo are met from the main college budget.
- The SENDCo has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and may also consult the rest of the staff regarding areas of need within the classroom.
- The school provides a dedicated classroom for students with SEND – the learning hub. The room can be accessed by students at all times during the school day.

1.4. SEND Professional Development

- All staff in the school/college will be provided with general or specific training or information on meeting the needs of SEND student within their classroom.
- The SEND department should be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND students.
- The SENDCo should be aware of relevant courses relating to SEND which staff can request access to and the SENDCo can advise as necessary. All staff have access to training.
- Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND students.

As part of staff training staff are made aware that: -

Persistent disruptive or withdrawn behaviour do not necessarily mean that a young person has SEND. If there are concerns, a brief out-line assessment will be made by the SENDCo/Assist. SENDCo and the pastoral team working with the student, to try to determine if there are causal factors such as undiagnosed learning, EAL, communication or social/emotional needs.

Beyond the Label

At Abbey College we want to move away from a diagnosis of or specific traits of neurodiversity or other specific learning difficulties, when concerns are raised and look 'Beyond the Label'. Instead we will look at 4 main cognitive functions - attention, language, processing & working memory.

Students with the most common diagnoses or 'labels' will usually need support in one or more of these areas therefore, when asking for input from teaching & boarding staff, comments in respect of these 4 cognitive functions will form the basis of any support we put in place.

By going 'Beyond the Label', we hope to foster more constructive conversations with students, parents & agents regarding any concerns that we have while still being able to be fully mindful of cultural difference that may restrict such interactions.

N.B. If a student has a diagnosis, we will still ask that parents advise us and provide copies of any relevant paperwork as a diagnosis can still be an important part of getting a student the support they need; however, in most cases, a UK diagnosis is needed for Access Arrangement purposes.

1.5 Reasonable Adjustments for Examinations

- The Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed within Abbey College Cambridge and for all our internal exams.
- In practice this means that, whilst advice and recommendations may be given in external specialist reports, it may not always be possible to follow these if the assessment results data does not fall within the limits set down by the JCQ. However, we will enforce all reasonable adjustments in examinations, as recommended by a specialist report (e.g. Educational Psychologist), that are supported by the evidence of standardized data, which fall within the JCQ guidelines.
- A student receiving reasonable adjustments for examinations may not be on the SEND register if their needs are being met through high quality teaching.

1.6 Communication and Collaboration –

1.6.1 Partnership with Parent Carers

We will ensure that all parents are fully informed of any SEND their son/daughter may have.

Partnership with parents plays a key role in promoting a culture of co-operation. This is important in enabling students with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a student's needs. We actively seek to work with parents and value the contribution they make.

Parents may be expected to:

- Recognise and fulfil their responsibilities playing an active and valued role in their child's education by in supporting their son/daughter's SEND needs.
- Alert Abbey College Cambridge to any concerns they have about their son/daughter's learning or provision.
- Fulfil their parental obligations to their son/daughter. This will usually be done through: Parent Consultations/Meetings/Correspondence (informal or formal)

Parent may expect to:

- Be informed by the school/college of their child's placement within the SEND framework
- Be informed what support their son/daughter is receiving
- Be informed of their son/daughter's progress via parent-tutor-Housemaster communications such as email or direct conversation, college reports, exam results and feedback from personal tutor meetings.
- Have the opportunity to make their views known about how their son/daughter is educated via direct communication with their son/daughter's tutor, teacher, Housemaster or SENDCo/Assist. SENDCo.

1.6.2 Parental Concerns regarding SEND

If any Parent has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the Subject teacher. Usually any problem can be dealt with at this stage.
- Raise the issue with the SENDCo
- Arrange a meeting with the SENDCo - if it involves a conflict which cannot be resolved, the Head should be involved.
- Arrange a meeting with the Principal

For further details of formal complaints, refer to our Complaints Procedure (available on our website).

1.6.3 Student Voice

For students with SEND, we aim to involve the student in understanding their difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore, as part of the student's SEND provision the college will ensure that the views of the student are listened to and acted upon if appropriate.

1.6.4 Specialist Support

Where a student continues to make less than expected progress due to SEND, despite the use of an evidence-based approach and well matched interventions, we may recommend consultation, assessment and support from outside agencies (for example Speech and Language or Occupational Therapy). Equally, parents are advised to involve the college if specialist provision is sought privately.

1.7 Record-keeping and evaluating the success of the policy

Records are kept of the progress of SEND students and this policy is reviewed on an annual basis to assess how we are doing. The process of review will involve the SENDCo and the SLT. Review of the policy will take into account:

- Any legislative changes

- The progress made by students with SEND at the Abbey College Cambridge College
- The success of Abbey College Cambridge in including students with SEND
- Any recommendations from internal governance reviews and external inspections

Links to other Documents

- Curriculum Policy
- Accessibility Policy
- Attendance Policy
- Safeguarding Policy
- Examinations Policy
- Behaviour Policy
- Admissions Policy
- Equal Opportunities Policy
- Equality Act 2010
- SEND Code of Practice 2015

Appendix I - The Role of the SENDCO

Appendix 1 - Checklist for Early Detection of SEND

Name of student:

Teacher:

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

| Criteria | ✓ |
|--|---|
| Significant discrepancy between oral and written performance | |
| Persistent difficulties with spelling easy or common words | |
| Erratic spelling- has good and bad days | |
| Difficulty getting ideas down on paper | |
| Problems putting things in sequential order | |
| Written work fails to express the student's understanding, ideas or vocabulary | |
| Easily misreads or miscopies | |
| Loses place easily when reading or following instructions | |
| Has difficulty seeing errors- cannot proof-read | |

| | |
|--|--|
| Finds reading new words difficult | |
| Handwriting may be messy, poorly constructed or immature | |
| Shows left / right confusion | |
| Finds it difficult to memorise / remember new facts, new words, and new instructions | |
| Has trouble generalising or acquiring and applying new rules | |
| Does not seem to learn by ordinary teaching methods | |
| May be described as a quick forgetter rather than a slow learner | |

NB: Not every student with SEND shows all these difficulties, but when a number of difficulties are manifested simultaneously further investigations should be made.

Appendix 2 – SEND Support Framework (4 Key Areas) Communication and Interaction

| Level | Possible Indicators | | Possible Student Support | Staff Involved |
|---|--|---|---|---|
| | SLCN | ASC | | |
| 1- Underachieving | <ul style="list-style-type: none"> Minor difficulties with social inference | <ul style="list-style-type: none"> Generally attends in lessons, follows teacher instruction Enjoys structure/routine Becomes disorientated by change in routine or familiarity | <ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning <i>Inclusive Teaching Strategies Booklet</i> | <ul style="list-style-type: none"> Class teacher |
| 2 High Quality Differentiated Teaching | <ul style="list-style-type: none"> Some difficulties with social inference Cannot recall more than 5 unrelated items, in correct order, in a verbal memory task Minor receptive or expressive language irregularities/difficulties | <ul style="list-style-type: none"> Generally attends well-structured lessons, follows teacher instruction literally Agitated, upset by change in routine or familiarity or finds them quite challenging Challenged by group work, often wanting control | <ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful) Intervention via social group support x 1 per week Access Arrangements (for tests and exams) | <ul style="list-style-type: none"> Class teacher SENDCo TAs |
| 3 SEN Support | <ul style="list-style-type: none"> Regular/noticeable difficulties with social inference Frequent receptive or expressive language irregularities / difficulties (word finding difficulties) Unable to follow a 2-part (Infants), 3-part (junior) instruction | <ul style="list-style-type: none"> Possibly diagnosed with ASC or PDD Noticeable difficulties with social interaction, poor communication and understanding affecting behaviour Struggles to follow whole class situation – needs to be told instruction directly May be socially withdrawn / vulnerable | <ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Withdrawal for intervention 1:2 or 1:1 x 1 per week (social skills) by school staff Access Arrangements (for tests and exams) SALT x 1 session per week <i>Lego Therapy</i> | <ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of Year |
| 4 SEN Support + | <ul style="list-style-type: none"> Cannot recall 4 unrelated items in correct order Cannot understand spatial concepts (e.g. above, below) Cannot use pronouns (e.g. their) Moderate word finding difficulties | <ul style="list-style-type: none"> Has diagnosis of ASD or PDD Has significant difficulty functioning independently in the classroom Is unable to follow whole class instructions Significantly misjudges social situations Extreme levels of anxiety and need for routine, excessive behaviours relating to routine | <ul style="list-style-type: none"> Withdrawal for intervention 1:1 x 2 per week (social and language/vocab skills) Access Arrangements (tests and exams) Individual Support Plan SALT x 1 session per week <i>Lego Therapy</i> <i>SIMS Personal Profile</i> EHCP consideration | <ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of Year |
| 5 | Education Health and Care Plan (EHCP) | | <ul style="list-style-type: none"> As detailed in the EHCP | <ul style="list-style-type: none"> SENDCo TA/LSA Class Teachers Other external agencies |

SLCN = Speech and Language Communication Needs; ASC = Autistic Spectrum Conditions; PDD-NOS Pervasive Developmental Disorder (not otherwise specified)

Appendix 2 – SEND Support Framework Cognition and Learning

| Level | Possible Indicators | | | | | Possible Student Support | Staff Involved |
|--|---------------------------------------|--------|------------------------------|-------|---------------------------|---|---|
| | Non-verbal | Verbal | Reading Comprehension (NGRT) | SWST | Numeracy (Sandwell/ PiMs) | | |
| 1- Underachieving | 91-95 | 91-95 | 91-95 | 91-95 | 2 sublevels below NC | <ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning In-class support <i>Inclusive Teaching Strategies Booklet</i> | <ul style="list-style-type: none"> Class teacher Head of Year TA |
| 2 High Quality Differentiated Teaching | 85-90 | 85-90 | 85-90 | 85-90 | 3 sublevels below NC | <ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful) Intervention group support x 1 per week (withdrawn) And/or Early morning group (spelling or comprehension) Access Arrangements (for tests and exams) | <ul style="list-style-type: none"> Class teacher SENDCo TAs |
| 3 SEN Support | 81-84 | 81-84 | 81-84 | 81-84 | 4 sublevels below NC | <ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Group support Or may be withdrawn for targeted intervention 1:2 or 1:1 x 1 per week (literacy/numeracy skills) by school staff Access Arrangements (for tests and exams) | <ul style="list-style-type: none"> SENDCo Class teacher SEND teacher TAs Educational Psychologist Head of Year |
| 4 SEN Support + | ≤ 80 | ≤ 80 | ≤ 80 | ≤ 80 | 5 sublevels below NC | <ul style="list-style-type: none"> Withdrawal for 1:1 x 2 sessions per week Plus Early Morning Group TA in-class support for daily 1:1 intervention programmes Access Arrangements Individual Support Plan (ILP) <i>SIMS Personal Profile</i> External Dyslexia tutor EHCP consideration | <ul style="list-style-type: none"> SENDCo Class teacher SEND teacher TAs External support? Educational Psychologist Head of Year |
| 5 EHCP | Education Health and Care Plan (EHCP) | | | | | <ul style="list-style-type: none"> As detailed in EHCP | <ul style="list-style-type: none"> All of the above + Local Authority |

Appendix 2 – SEND Support Framework Social Emotional and Mental Health

| Level | Possible Indicators | Possible Student Support | Staff Involved |
|---|--|--|--|
| 1- Underachieving | <ul style="list-style-type: none"> Homework regularly not completed Significantly broken attendance Disengagement in 2 or more subjects Withdrawn / behaviour issues Troubled friendships Poor / unkempt clothing or hair appearance Poor self-esteem | <ul style="list-style-type: none"> Attendance monitoring Class teacher / TA to talk to child Give student roles of responsibility to improve self-esteem | <ul style="list-style-type: none"> Class teacher TAs |
| 2 High Quality Differentiated Teaching | <ul style="list-style-type: none"> Persistent absence / broken attendance Disengagement in 3 or 4 subjects Significantly withdrawn / behaviour issues Very troubled friendships Extremely poor self-esteem | <ul style="list-style-type: none"> Attendance monitoring – contact parents Record of Concern possibly submitted to SENDCo for advice, support, observation or notification Buddy system Clear personalized reward chart Significant responsibility within class | <ul style="list-style-type: none"> SENDCo Class Teacher TAs |
| 3 SEN Support | <ul style="list-style-type: none"> School refusal Attendance is extremely patchy, rare Rarely on-target in class Achievement is extremely poor Progress is limited, if at all Very poor self-esteem indeed Behaviour is significantly impacting on learning for the individual and the class | <ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Attendance monitoring – HKE to contact parents Social groups x 1 weekly Specialist support Individual Support Plan? | <ul style="list-style-type: none"> HKE SENDCo Class Teacher TAs LA? Social Services? CAMHs? Paediatrician? Head of Year |
| 4 SEN Support + | <ul style="list-style-type: none"> School refusal Attendance is extremely patchy, rare Rarely on-target in class Achievement in all areas is extremely poor Progress is limited, if at all Very poor self-esteem indeed Significantly poor and inappropriate behaviour / attention, seriously disruptive to the whole class | <ul style="list-style-type: none"> Attendance monitoring – HKE to contact parents Social groups Specialist support Individual Support Plan 1:1 intervention x 2 weekly <i>SIMS Personal Profile</i> | <ul style="list-style-type: none"> HKE SENDCo Class Teacher TAs LA? Social Services? CAMHs? Paediatrician? Head of Year |
| 5 EHCP | Education Health and Care Plan (EHCP) | <ul style="list-style-type: none"> As detailed in the EHCP | <ul style="list-style-type: none"> SENDCo Class Teachers TA/LSA |

Appendix 2 – SEND Support Framework Sensory and Physical

| Level | Possible Indicators | | | Possible Student Support | Staff Involved |
|--|--|---|--|---|---|
| | Visual | Hearing | Medical | | |
| 1- Underachieving | <ul style="list-style-type: none"> Visual difficulties that cannot be corrected by glasses Gets tired easily | <ul style="list-style-type: none"> Mild hearing loss | <ul style="list-style-type: none"> Fatigue Hypermobility Syndrome | <ul style="list-style-type: none"> Consider seating position in class | <ul style="list-style-type: none"> Class teacher TAs |
| 2 High quality differentiated teaching | <ul style="list-style-type: none"> Frustration with work Poor reading speed Poor writing speed | <ul style="list-style-type: none"> Mild hearing loss Difficulty with attention and / or concentration | <ul style="list-style-type: none"> Poor writing speed Generally takes longer to complete tasks | <ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification | <ul style="list-style-type: none"> SENDCo Class Teacher TAs |
| 3 SEN Support | <ul style="list-style-type: none"> Registered as partially sighted Distance vision worse than 6/18 Spatial and perception difficulties Coordination difficulties | <ul style="list-style-type: none"> Moderate hearing loss Possible use of hearing aids | <ul style="list-style-type: none"> Student specific e.g. significant hypermobility syndrome affecting many areas of life. | <ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Student seated facing and close to teacher Teacher to look at student when speaking Possibly seek advice from specialists | <ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year External Services |
| 4 SEN Support + | <ul style="list-style-type: none"> Vision deteriorating Restricted visual field Mobility is affected Distance vision worse than 6/36 | <ul style="list-style-type: none"> Moderate to profound hearing loss Use of hearing aids | <ul style="list-style-type: none"> Student specific | <ul style="list-style-type: none"> Advice from outside agencies, specialist support | <ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year External Services |
| 5 | Education Health and Care Plan (EHCP) | | | <ul style="list-style-type: none"> As detailed in the EHCP | <ul style="list-style-type: none"> SENDCo TA/LSA Class Teachers |

Appendix 3 - The 4-Part Cycle of SEND Practice

We operate a holistic approach for assessing, tracking and monitoring progress. It builds on frequent review in successive four stage cycles: Assess; Plan; Do; Review:

Whole School / Setting Approach 'Assess, Plan, Do, Review'

