

## **Special Educational Needs and Disabilities Policy**

### **1. Purpose**

1.1 The purpose of this policy is to ensure that the statutory requirements of the Children and Families Act of 2014 and the Special Educational Needs and Disability (SEND) 0 – 25 Code of Practice are in place at Oldfield School. Beyond that, this policy exists to ensure that all students who have special educational needs and/or disabilities have those needs addressed efficiently and effectively.

1.2 This policy complies with the statutory requirement set out in the SEND Code of Practice 0 - 25, section 3.65, and has been written with reference to the following guidance and key documents/school policies: Policies in Blue are statutory

- Equality Act 2010: advice for schools -Reasonable adjustments for disabled pupils
- Equality and Diversity Statement (Single Equality Scheme)
- SEND Code of Practice 0 – 25
- Statutory guidance on ‘supporting pupils at school with medical conditions’
- Medical Conditions Policy
- The Mental Capacity Act Code of Practice: Protecting the vulnerable
- Statutory exclusions guidance
- Behaviour for Learning Policy
- Anti-bullying Policy
- Children and Families Act 2014
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (2024)
- Oldfield School’s SEND Information Report
- Accessibility Policy
- Headteachers’ standards (2020)
- Teaching and Learning Policy

This Policy is developed and updated annually by the Assistant Head of Inclusion and the Special Educational Needs Coordinator (SENCO). As part of this process the Headteacher, SEND Governor, Senior Leadership Team and Assistant SENCOs are all consulted alongside of the relevant statutory documents listed above.

1.3 Oldfield School believes all students deserve a high-quality education that will provide them with the skills needed to maximise their life opportunities. Wherever possible we ensure all aspects of the curriculum are accessible to all students including those with SEND. By valuing all students equally and actively removing barriers to learning all students will be able to meet their potential. Oldfield School recognises that it is everyone’s responsibility to ensure that the needs of children with SEND are met. We aim to:

- offer equal access to students, according to their needs, across a broad and balanced curriculum;
- equip students with the skills to become confident in the management of their special educational needs, to become independent learners and to achieve their potential;
- identify and where practical meet the special educational needs of individual students;
- inform all relevant parties of students' needs;
- maximise students' potential and raise confidence, expectations and self-esteem;
- ensure the Equalities Act 2010 duties for students with disabilities are met;
- implement the graduated approach to meeting the needs of students using the 'Assess, Plan, Do and Review' process (see **Appendix 3**).

1.4 The quality of teaching for pupils with SEN, and the progress made by all pupils, is a core part of the school's performance management arrangements. The Whole School Improvement Plan incorporates adaptive teaching to meet the students' individual needs. The school's CPD programme focuses on adaptive teaching, looking specifically at SEND areas of need such as Autism. Staff appraisals also focus in on targets which look at the quality of teaching and how classrooms and lessons can be adapted to meet students' individual needs.

## 2. Content

2.1 This policy refers to the statutory definition of "special educational needs" i.e. *"Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority"* (SEND CODE OF Practice 2014).

2.2 Students have additional educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them.

2.3 The SEND Code of Practice identifies four broad areas of educational need (AEN):

- **Communication & interaction** - Students and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- **Cognition & learning** - Students and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts.
- **Social, emotional and mental health difficulties** – For some students, difficulties in their emotional and social development can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have undeveloped social skills and may struggle to make and sustain healthy relationships. This has a direct impact on their ability to access the school curriculum.
- **Sensory and/or physical needs** - There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum or the physical environment.

2.4 The provision of all four areas of need are detailed in the Provision Map that is published alongside the SEND policy (see **Appendix 2**)

2.5 Children have a *learning difficulty* if they:

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

2.6 Children may have Social Emotional Mental Health (SEMH) difficulties **if** they;

- have problems of mood (anxiety or depression), problems of conduct (oppositional defiance and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained;
- have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour,
- have recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), pervasive developmental disorder, an anxiety disorder, or, more rarely, schizophrenia or bipolar disorder;
- have a diagnosed mental health condition such as attachment disorder, Post Traumatic Stress Disorder, high anxiety.

2.7 Students who have a learning or SEMH difficulty are placed on the appropriate level of the SEND Register. This policy sets out the procedures for placing a student on the appropriate level of the Register, and the support that is provided at each level.

**3.** The roles and responsibilities of the SENCO- and teaching staff are outlined in **Appendix 6**.

#### **4. Identification and assessment procedure:**

##### **4.1 Early Concerns**

- The progress made by all students is regularly monitored and reviewed. Initially, concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation in the classroom.
- Early intervention to address underlying causes of disruptive behaviour includes an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have.

##### **4.2 How students are identified as SEND;**

- The school receives partner school documentation. This information is screened by the Assistant Head: Inclusion, Head of Year and SENCO.
- Students identified from baseline assessment data provided by the partner school are screened and placed on the relevant stage of the SEND Register;
- Students are referred to the Hemmings Centre by staff and parents/carers who are concerned that they are not making adequate or the expected progress;
- Students are referred to the Hemmings Centre by staff through the SEND identification procedure (see **Appendix 5**) where they have identified significant concerns in any of the main areas of needs detailed in the SEND Code of Practice;
- Parents/external agencies highlight a physical or sensory problem;

external agencies, for example, Child Adolescent Mental Health Service (CAMHS) identify any unmet social and emotional mental health difficulties that directly impact on the student's ability to learn within the classroom.

## **5. How SEND students are supported:**

5.1 The SEND Register – All students identified as SEND are placed on the school's SEND register.

All students on the SEND register have a personalised 'Pupil Passport' which identifies their learning needs and provides strategies on how teachers can support them. All documentation is stored centrally on SharePoint and Satchelone.

5.2 The Wave Model is used to implement support for students (**Appendix 4**). The Wave model is a stepped approach towards supporting students on an individual basis. Each level of the model personalises the amount of support provided.

### **5.3 For students identified on the SEND register:**

- The teacher is asked to differentiate work and adapt or modify their teaching style in order to support the student for whom there is some concern.
- Group interventions may be undertaken depending on the level of need.
- If these strategies are not successful, the member of staff refers the student to the SENCO for further advice and assessment.

5.4 **For the students identified as needing SEND Support:** The following interventions may be delivered based on an individual-needs basis;

- regular assistance from the Hemmings Centre either in class or on a withdrawal basis;
- a support plan may be put in place with specific strategies and targets. This is based on the graduated approach, 'assess/plan/do/review'. The plan is organised by the SENCO in discussion with the relevant staff, key worker, parents, student and outside agencies if appropriate. It is evaluated three times a year by parents, keyworker, student, outside agencies and any other relevant staff. The plan is available to staff on SharePoint; parents are also provided with a copy
- provision of a 'time out', 'medical card' or appropriate arrangement as relevant;
- provision of exam access arrangements for students who meet the requirements as outlined in the JCQ guide 2024-25 ([JCQ - Access Arrangements and Reasonable Adjustments](#)).

## 6. Education and Health Care Plans (EHCP)

- 6.1. An application for an EHCP will be made if:
- despite intervention, and best efforts made, the student still continues to make little or no progress in the areas targeted;
  - assessments from outside agencies, such as Educational Psychologist and/or a Speech and Language assessment indicate that the student would meet the criteria for an EHCP; or
  - a student's circumstance changes significantly warranting an application for an EHCP to be made, for example, being involved in an accident which results in a physical or sensory impairment.
- 6.2 The school or parents/carers can consider making an application for an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of interventions will help the Local Authority in determining when this statutory assessment of needs is required.
- 6.3 Students with an EHCP: sometimes delegated funding is provided by the student's Local Authority. This may be deployed through one or all of the following; in-class or withdrawal support from a teaching assistant, specialist resources, specialist outside agency support.
- 6.4 All students with an EHCP have a Key Worker; they monitor the student's progress and liaise with staff across the school to ensure the best possible outcomes for the student;
- 6.5 Regular meetings are held internally to discuss the progress, any concerns and provision for all students with an EHCP, to ensure the students are fully supported and resources are being used appropriately;
- 6.6 Annual Reviews as part of the School's 'assess/plan/do/review' approach are conducted with the student, parents/carers, outside agencies, the Key Worker and the SENCO or Assistant SENCO. The Key Worker obtains feedback from staff. The learning needs and teaching provision are assessed to evaluate and monitor success. The outcome of the review is used to consolidate and review targets, set new targets and ensure the appropriate resources are being deployed. If appropriate, an application for additional funding is submitted to the Local Authority. When there are concerns over progress between Annual Reviews, an interim or emergency review is arranged.
- 6.7 The SENCO organises training for teaching and support staff as required to ensure all staff are aware and able to meet the needs of SEND students. This training is run by both the SENCO and external providers such as Speech and Language and Hearing Impaired Team practitioners. This is to ensure that high quality and adaptive teaching is provided to meet the needs of all students.

## 7. Documentation

- 7.1 All documentation and other related data on individual students on the SEND register is held securely in the Hemmings Centre office. Information on students on the **SEND** or under investigation for SEND is held on **the** students files on SharePoint.
- 7.2 The SEND Register; support plans including Pupil Passports, Individual Support Plans, Personal Education Plans (PEPs), Medical Action Plans (MAPs) and strategy sheets are available on SharePoint to help support all staff deliver Quality First Teaching.

## **8. Supporting students with disabilities**

8.1.1 Some students have a disability under the Equality Act 2012 – that is '*...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This definition includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer. These students are placed on the disability list and reasonable adjustments are made to ensure that they are not disadvantaged.

8.1.2 The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Medical Action Plans/ Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such students.

8.1.3 Where children and young people with disabilities also have SEND needs, their provision should be planned and co-ordinated. For those students their EHCP brings together health and social care needs, as well as their special educational need provision.

8.1.4 The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equalities Act 2010.

8.2 **Medical funding.** Applications for medical funding will be requested when an individual student's need is such that they require significant personalised support to enable them to access the curriculum so that they have the same experience as all other students.

## **9. Monitoring**

9.1 In addition to their progress in class, students on the SEND Register who are receiving interventions are screened to monitor their progress within their intervention by the Hemmings Centre.

9.2 Students are moved on or off the SEND Register following assessments, according to need, or as a result of outside agency involvement.

9.3 Individual Support Plans with associated strategies and targets are evaluated, reviewed and developed according to student progress in discussion with the SENCO, key worker, parents, staff, students and outside agencies if required.

## **10. Evaluation**

10.1 The SENCO will review this Policy and the associated procedures regularly. All staff can contribute to these reviews.

10.2 The Head teacher (using information provided by the SENCO) provides two reports annually to the Governing Body giving an overview of the provision for students on the SEND register.

10.3 The Governing Body, in particular the SEND Governor, will use the criteria below to assess the effectiveness of Oldfield's SEND provision.

- interventions for each child are reviewed regularly to assess impact (i.e. progress of each child annually);
- EHCPs are actioned appropriately, and reviews are held within the prescribed time limits;
- SEND provision takes into account the wishes of the student concerned in light of their age and understanding, and the wishes of the parents;
- the school's SEND provision matches the needs of the student;
- the school's delegated funding for EHCP students is used to meet the needs of those students.

The Governing Bodies role is to review SEND- related data and provide strategic challenge around the actions taken by the school in response to analysis of the data. Their role is ensuring resources allocated to SEND are used effectively and appropriately.

# Appendix 1

## A SUMMARY OF THE SEN THRESHOLD LEVELS

**Statement Level / Education and Health Care Plan** - A student at this level will be in the process of getting an EHCP or will have a statement of Special Educational Need. This outlines resources, needs and provision for the individual students which are in addition to the support outlined below.

**SEND Support** - The school issues a Pupil Passport and an Individual Support Plan for each student at this level. The student is placed on the SEND register (K code on SIMS). These plans will outline relevant strategies of support and set short-term targets for the student. The plan is reviewed at least three times a year by staff, the SENCO, the student's key worker, parent/s and the student, and outside agencies where appropriate.

**Quality First Teaching (QFT)** – Through high quality, differentiated and personalised teaching, the student's needs are met in the classroom. Small adjustments may need to be implemented to ensure the specific student can learn and make progress in line with all students.

## Appendix 2 Provision Map

	<b>Provision</b> Disclaimer: Provision is subject to change as the school reviews its provision annually.	<b>SEN Support</b>	<b>SEN and Disabilities</b>
<b>Cognition and Learning</b>	<b>WAVE 1: Promoting Inclusion in the Classroom.</b>	<b>WAVE 2: Additional to / Different From most students.</b>	<b>WAVE 3: Personalised (EHC Plans)</b>
	<p><b>In Class:</b></p> <p><b>Differentiated curriculum planning, activities, delivery and outcomes:</b>            Quality First teaching (differentiated teaching to meet the needs of all students)</p> <ul style="list-style-type: none"> <li>• Suitable learning challenges</li> <li>• VAK learning challenges – increased use of visual aids for concepts</li> <li>• Extra time to complete work</li> <li>• Examples and exemplars</li> <li>• Consolidation of key points</li> <li>• Vocabulary lists / word walls / key terms</li> <li>• Metacognition (transferable skills: “how” to learn)</li> <li>• Writing frames and the gradual withdrawal of them over KS3 where appropriate</li> <li>• Learning support materials on the intranet shared area and school website</li> <li>• Frequent formative feedback &amp; Dedicated Improvement and Reflection Time (DIRT) tasks</li> <li>• Visual timetables</li> </ul> <p>In-class <b>TA support</b> (where available)</p> <p>In-class targeted <b>teacher support</b> / subject report cards</p> <p><b>Dyslexic friendly classrooms</b></p> <p>Access to whole school <b>homework club</b>. Targeted towards specific students.            Examination <b>revision classes</b></p> <p>After school and in-school <b>enrichment activities</b> through individual departments</p> <p><b>Modified curriculum pathways</b></p> <p><b>KS4 Study Skills</b> and exam preparation</p> <p><b>Report Cards, parents’ evenings and routine assessments</b></p> <p><b>Inset Training and Support for all staff: Regular drop in session for all staff to support with Speech &amp; Language Difficulties and students’ SEND</b></p>	<p><b>Additional:</b></p> <p><b>Support Programmes</b> –progress reviewed according to the graduated four stages of action: “Assess, Plan, Do, Review” cycle.</p> <p><b>KS3 Literacy Support 1:1</b>, paired and group intervention, requiring withdrawal from tutorial or lesson across the curriculum</p> <p>Online literacy support - Reading plus and IXL- online learning platform</p> <p><b>Numeracy Support 1:1</b>, paired or small group, withdrawn from lessons across the curriculum.</p> <p>In class TA support (where available)</p> <p><b>Personalised timetable</b> at KS3 as appropriate to need</p> <p><b>Alternative curriculum</b> at KS4: Alternative accreditation / vocational courses e.g. COPE, DIDA, Entry Level Functional Skills, additional English and Maths.</p> <p><b>Access arrangements</b> – with an <b>established history of need</b>, supporting data and evidence from teachers</p> <p><b>Transition support</b> Year 6 and post 16 where applicable</p> <p>Detailed <b>Pupil Passports</b></p>	<p><b>Individualised / Personalised Learning.</b></p> <p><b>Support Programmes</b> – progress reviewed termly according to the graduated four stages of action: “Assess, Plan, Do, Review” cycle.</p> <p><b>Small group or 1:1</b> literacy / numeracy support which can mean a reduced / modified curriculum</p> <p><b>Educational Psychologist (EP) / specialist teacher / outside agencies guidance and advice / Speech and Language Therapist (SALT)</b> where it can be delivered and used to support strategies</p> <p><b>EHC Plan Outcomes</b></p> <p><b>Annual Review</b> meetings and student – SENCO / Key Worker and parent meetings throughout the year</p> <p>Open conversation as part of the EHC Plan / multiagency plan process</p> <p>Support in accordance with <b>school based decisions</b> by the Head Teacher and Senior Leadership Team (SLT)</p> <p><b>Personalised timetable</b> as appropriate to need and as a result of school-based decision</p> <p>Use of the <b>Hemmings Centre, BASE and Skills Centre</b> for planned interventions</p> <p><b>Exam access arrangements</b></p> <p><b>Transition: Year 6</b> visits and additional home-school contact</p> <p><b>Transition: post 16</b> additional visits to providers. Liaise with post 16 providers.</p> <p>Focused in-class <b>TA support</b></p>

## Appendix 2 Provision Map (continued)

Provision Disclaimer: Provision is subject to change as the school reviews its provision annually.		SEN Support	SEN and Disabilities
Communication and Interaction	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	<p><b>In class:</b></p> <p><b>Differentiated</b> curriculum planning, activities, delivery and outcome:</p> <ul style="list-style-type: none"> <li>• Simplified language</li> <li>• Appropriate prompting / refocusing</li> <li>• Checking comprehension</li> <li>• Key words</li> <li>• Increased visual aids / modelling etc</li> <li>• Use of symbols / memory aids</li> </ul> <p><b>Structured school and class routines</b> as manageable chunks; e.g. Do Now reminders and prompts (visual and spoken) After school and in-school clubs for structured social activity</p> <p><b>Inset Training and Support for staff</b> guidance and strategies from Autism Education Trust schools programme . All staff receive Autism Educational Trust (AET) level 1 training and all TA staff receive AET level 2 training.</p> <p><b>Autism Spectrum Disorder (ASD) supportive tutor groups</b> where needed specific support given to tutor groups</p>	<p><b>Additional:</b></p> <p><b>ASD BASE</b> – quiet area during break and lunch times</p> <p><b>KS3 Social Skills and ASD groups</b></p> <p><b>Sensory aids</b> to support self management e.g. weighted blanket, fiddle toys etc</p> <p><b>ASD Group</b> and working through the “What Autism Means to Me” book</p> <p><b>Referral</b> to outside agencies as appropriate and access to <b>ASD Champion</b> and ASD Outreach Service (SASS in BANES)</p> <p><b>In-class TA support</b> in key lessons (where available)</p> <p><b>Year 6 visits and home school contact (SALT)</b></p> <p>Detailed <b>Pupil Passports</b></p>	<p><b>Individualised / Personalised Learning:</b></p> <p><b>Small group or 1:1 emotional literacy / social skills support work / ASD specific groups</b></p> <p><b>Speech and Language support</b> (as required on EHCP)</p> <p><b>ASD Champion</b> – to advocate for ASD students and support staff and students.</p> <p><b>ASD Outreach Service</b> support 1:1, small group</p> <p><b>Parent sessions</b> (by arrangement) with ASD Outreach Service and / or ASD Champion</p> <p><b>Advice</b> from EP / Local Authority / Specialist services / SALT / Occupational Therapist (OT)</p> <p>Sensory needs met – sensory deprivation room, modified uniform etc</p> <p>Additional Year 6 <b>transition</b> visits and home-school contact</p> <p>Focused in-class <b>TA support</b></p>

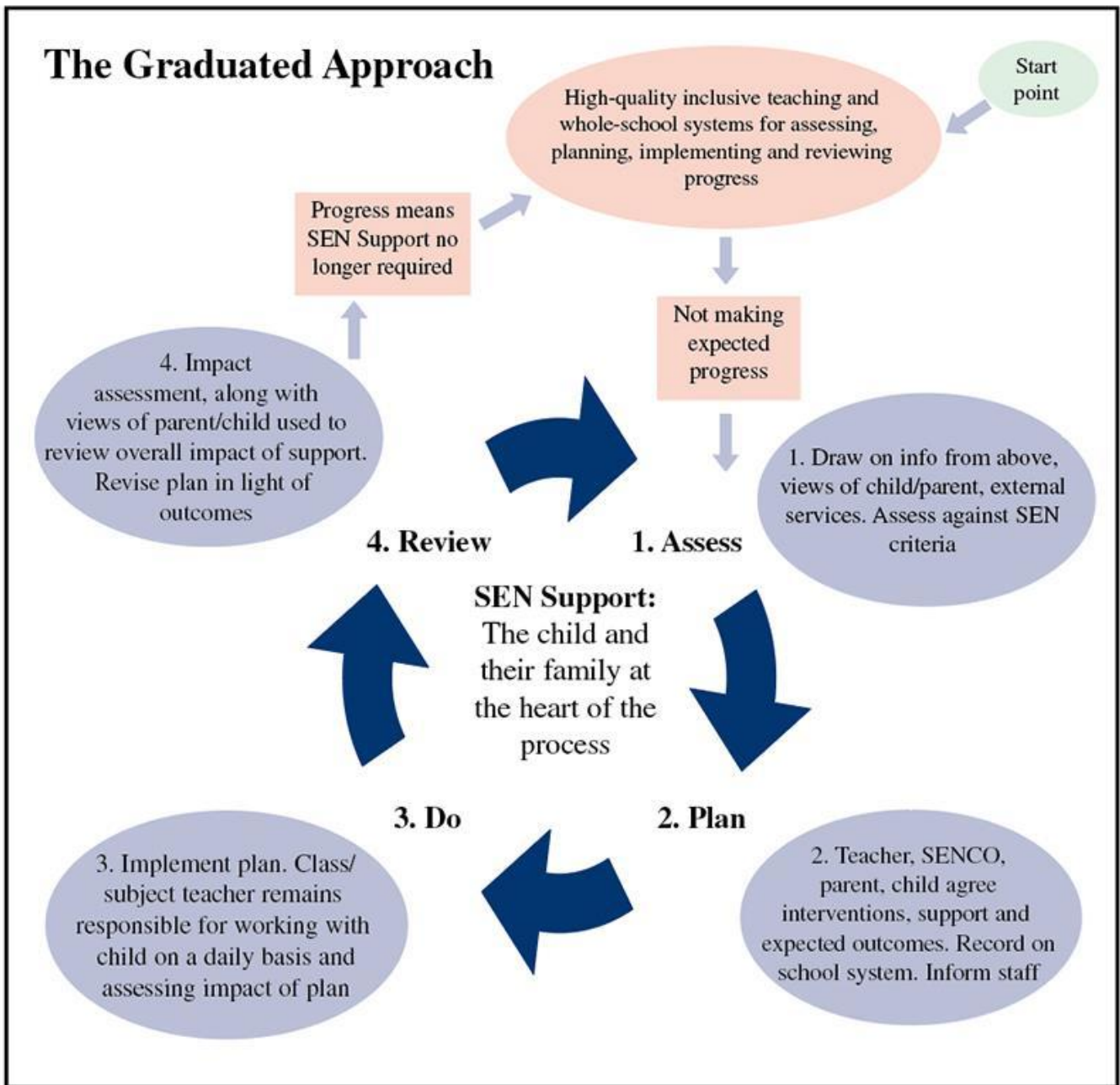
## Appendix 2 Provision Map (continued)

	Provision Disclaimer: Provision is subject to change as the school reviews its provision annually.	SEN Support	SEN and Disabilities
Emotional, Social and Mental	<p><b>In class:</b></p> <p>Whole school policies Whole school <b>reward and sanctions systems</b></p> <p><b>PSHE</b> focused work</p> <p>Emotional Coaching approach</p> <p>Tutor and <b>pastoral system</b> support</p> <p>After school and in-school <b>clubs</b></p> <p><b>Training and support for staff</b> e.g. emotional coaching</p> <p><b>CPD</b> – all staff trained to support the learning of students with SEMH needs</p> <p><b>Assemblies</b></p>	<p><b>Additional:</b></p> <p><b>Inclusion and behaviour management</b> support through BASE, the Hemmings Centre and Pastoral Support and Welfare Officers</p> <p><b>THRIVE support</b></p> <p><b>Emotional Literacy Support (ELSA)</b></p> <p>Increased monitoring and feedback for an individual or teaching group as appropriate</p> <p><b>Support from</b> outside agencies as appropriate – Mentoring Plus, Off the Record etc</p> <p>In class <b>TA support</b> in key lessons (where available)</p> <p><b>Year 6 visits and home-school contact</b></p> <p><b>SEMH mentoring</b> completed using THRIVE</p> <p>Support from <b>School Welfare Officer</b></p> <p>Detailed <b>Pupil Passports</b></p> <p><b>SALT</b> support</p>	<p><b>Individual / Personalised Learning:</b></p> <p><b>School’s support services</b> (counsellor, school nurse etc)</p> <p><b>Individual support or mentoring</b> through pastoral area</p> <p><b>EP / specialist teacher / outside agencies guidance and advice/ SALT</b> where it can be delivered and used to support strategies</p> <p><b>THRIVE approach</b> and interventions</p> <p>Extended <b>ELSA support / support from the Skills Centre.</b></p> <p><b>Personalising learning</b> through individual targets and reasonable adjustments</p> <p><b>Pastoral Support Plan / Medical Action Plan / Personal Education Plan</b> as appropriate</p> <p>Additional Year 6 <b>transition</b> visits and home-school contact</p> <p>Focused in-class <b>TA support</b></p>

## Appendix 2 Provision Map (continued)

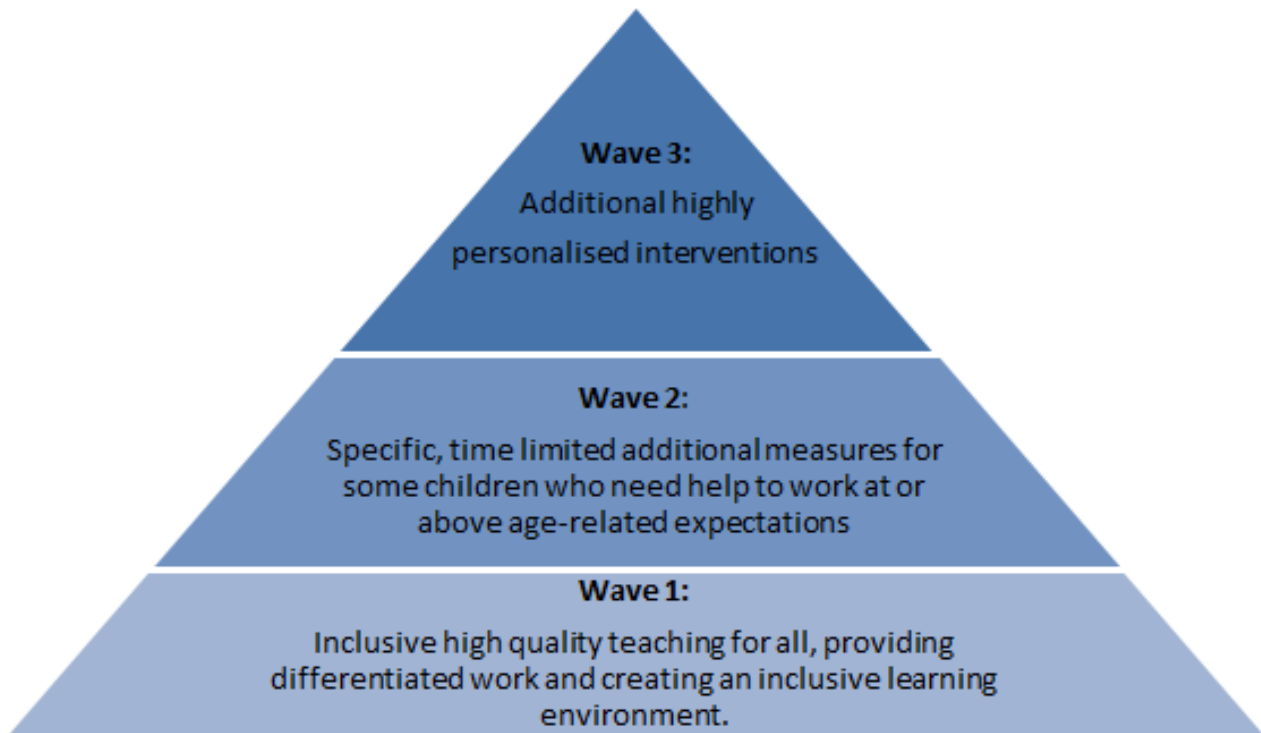
Provision Disclaimer: Provision is subject to change as the school reviews its provision annually.		SEN Support	SEN and Disabilities
Sensory	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	<p><b>In class</b></p> <p><b>Flexible teaching arrangements</b> e.g seating, font size, enlarged documents, coloured filters.</p> <p>Self-awareness of implications of physical impairment</p> <p>Improved accessibility of buildings through reasonable adjustments</p> <p><b>Relevant school policies:</b> Accessibility Plan, SEN Policy, Medical plan</p> <p>After school and in-school clubs</p> <p><b>Training and support for staff</b></p> <p><b>CPD</b> for staff from external professionals</p>	<p><b>Additional:</b></p> <p><b>Modified materials</b> in line with modification of papers as an access arrangement</p> <p><b>Flexible teaching arrangements</b> e.g. rooming</p> <p><b>Increased levels of support and supervision</b> on school trips and visits</p> <p><b>Year 6 and Post 16 Transition visits</b></p> <p>Detailed <b>Pupil Passports</b></p>	<p><b>Individualised / Personalised Learning:</b></p> <p><b>Individual support</b> in class during appropriate subjects e.g. PE, Science</p> <p><b>Use of appropriate resources</b> e.g. radio aids</p> <p><b>Advice</b> from EP / Specialist teacher</p> <p><b>Pupil Inclusion Plan</b>, reviewed with EHCP</p> <p><b>Specialist training</b> for specific staff as required</p> <p>Environmental audit as required</p> <p><b>Additional transition visits.</b></p> <p><b>Teaching from professionals</b> – teaching for deaf</p> <p>Focused in-class <b>TA support</b></p> <p>Additional Year 6 <b>transition</b> visits and home-school contact</p>

## Appendix 3 The Graduated Approach



## Appendix 4 – The Wave Model

The Wave model is used to implement support for students:

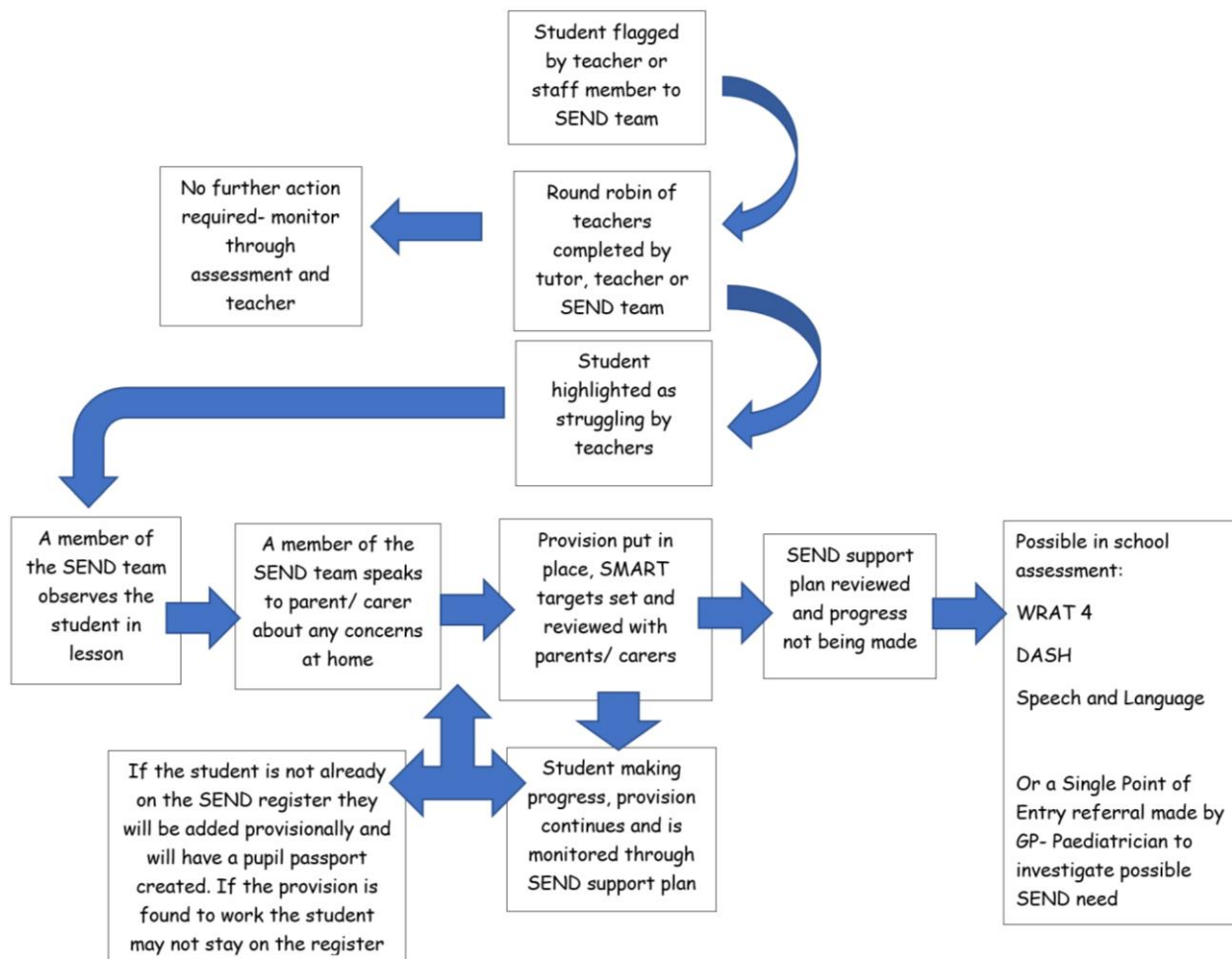


**Wave 1** is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2** outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of students with similar needs.

**Wave 3** is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs, or is for children who have been identified for an intervention designed to accelerate progress.

## Appendix 5: Flow diagram for teaching staff referring to the SEND department



Key:

WRAT- Wide Range Achievement Test

DASH- Detailed Assessment of Speed of Handwriting Test

## Appendix 6

### **The role of the SENCO is:**

- Managing the support for students with SEN and/or disabilities.
- Coordinating all the support for students with special educational needs (SEN) and / or disabilities, and developing the school's SEN Policy to make sure all students get a consistent, high quality response to meeting their needs in school.
- Making sure, in liaison with the Senior Leadership Team, that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Oversight of the school's graduated response appropriate to the needs of the individual student (assess, plan, do, review).
- Ensuring that parents are: involved in supporting their son/daughter's learning; kept informed about the support their son/daughter is receiving; involved in reviewing how their son/daughter is doing; taking part in planning ahead for them.
- Liaising with external agencies who come into contact with the school or help support their students' learning.
- Updating the school's SEND record of need, (a system for ensuring all special educational, physical and sensory needs of students in the school are known and understood).
- To provide specialist support for teachers and support staff in the school so they can help students to achieve their potential.
- In liaison with the relevant staff and agencies, write Pupil Passports and/or Individual Support Plans (ISPs) that specify the targets set for their son/daughter to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of the SEND students within the school.
- Keep the SEND Registers up to date and staff informed of any changes.
- Attend Behaviour Support Plan and readmission meetings where SEMH needs have been identified.

### **The role of teaching staff is to:**

- Be aware of the school's SEND policy, be part of the assess, plan, do review approach and plan their lessons using the principals of Quality First Teaching (QFT).
- Be aware of the protocol for identifying SENs and to assist in this process.
- Fully implement the ethos of QFT by differentiating lessons to meet the needs of SEND students.
- Use CPD opportunities effectively to enable them to meet the specific needs of the students they teach. This involves improving their understanding of strategies required to assist the SEND students they most frequently encounter.

### **The role of the teaching assistant (TA) is to:**

- Support SEND students wherever required.
- Support with raising the awareness of and highlighting the needs of SEND students.
- Communicate SEND students' needs with parent/carers.
- Attend and support departmental meetings.
- Offer teachers advice when planning and differentiating for SEND students.
- Support SEND students on external trips.
- Act as a Key Worker for individual students on the SEND register, meet with the student and their parent/s to review their Pupil Passport, and assist with record keeping and provide information for all stages of the assess, plan, do, review process.
- Liaise with external agencies to ensure appropriate support is in place for SEND students.