



## SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES) POLICY

**Last reviewed: April 2021**

**Next review: April 2022**

**This policy will remain valid until the end of the academic year 2021-22**

*This policy applies to all pupils, including EYFS (Early Years Foundation Stage) and those with English as an additional language.*

### Mission Statement

At Palmers Green High School, we aim to provide each pupil with equal access to the curriculum. Access may be achieved through quality first teaching, reasonable adjustments and additional support or provision as advised by the Individual Needs Department. We recognise the importance of a secure and stimulating learning environment that encourages self-worth and a positive attitude to learning.

This policy has been developed with due regard to the guidance for the support of pupils with Special Educational Needs or Disabilities (SEND) set out in Part 3 of the Code of Practice relating to the Children and Families Act 2014; the Educational Needs and Disability Regulations (2014); the Special Educational Needs (Personal Budgets) Regulations 2014 (in relation to Education Health and Care Plans); and the Mental Special Capacity Act 2005. It describes how PGHS will respond to the Code in order to meet our pupils' additional needs effectively. The policy provides a framework within which the needs of the whole school community may be addressed.

PGHS is committed to providing the highest standards of education for all. We aim to achieve this by recognising and developing the talents of each child and providing the best opportunity for every pupil to thrive and reach their potential. The implementation of this policy is the responsibility of all staff.

### DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

A child at PGHS is defined as having **special educational needs or disabilities** when they have been shown to have a difficulty in learning which is:

- a) significantly greater than that of the majority of the children of their age
- b) a disability which prevents or hinders the child from making use of educational facilities

- c) likely to come into category a) or b) for a child of under five years old upon reaching school age or
- d) where there are significant emotional and behavioural needs.

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.

Special Educational Needs or Disabilities are mainly considered to fall into the following four categories:

- Communication and interaction – difficulties with speech and/or development of language, either with a pupil's understanding of what they hear or with their ability to express themselves, as well as difficulties relating to social interaction - for example, autistic spectrum conditions.
- Cognition and Learning – difficulty in processing or retaining information, and/or in the acquisition of literacy or numeracy, possibly leading to diagnoses of dyslexia, dyscalculia or dyspraxia.
- Social, emotional and mental health difficulties – difficulties in personal development, and/or relationships with other pupils or adults, which may lead to isolation, challenging or disturbing behaviour.
- Sensory and Physical – impairment of sight, hearing or motor skills, which may have implications for a pupil's ability to access the curriculum.

It is important to note that the definition of disability within the Equality Act 2010 is broad. A pupil is defined as having a **disability**, if they have '...a physical or mental impairment which has a long-term and substantial adverse effect on (their) ability to carry out normal daily activities.' There is no need for a pupil to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment, not the cause. National figures indicate that around 14% 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.

Pupils who speak English as an additional language (EAL) may occasionally need support in accessing the curriculum. Scaffolded support would be provided in such circumstances. However, it should be noted that EAL and SEND are very different categories and that in terms of examination access arrangements (such as extra time or the provision of the scribe) the School must have significant evidence that a pupil's difficulties are primarily the result of learning difficulties in their first language, and not just because of difficulties in English, if these are to be granted.

At PGHS, some pupils will be identified as being Able, Gifted or Talented. Able and Gifted pupils are those who have exceptional abilities in one or more core curriculum subjects. At PGHS a Talented pupil is defined as one who demonstrates exceptional ability in creative and practical areas such as Art, D&T, Music, PE or areas involving a physical, visual or performing ability, mechanical ingenuity, outstanding leadership, social awareness or creativity.

We also recognize that some pupils will be identified as having Dual or Multiple Exceptionalities (DME). This refers to pupils who have one or more special need(s) and high learning potential in one or more subjects. According to the charity Potential Plus UK, *'it is estimated that 5-10% of children identified as high ability also have a Special Education Need. This could be due to a sensory impairment, physical difficulty or specific learning difficulty. Conversely, approximately 2-5% of children identified with Special Education Needs have High Learning Potential.'*

The Head of Learning Support, in conjunction with the Senior Leadership Team, regularly reviews the progress and attainment of A,G+T and SEN pupils in order to identify and support any pupil who has DME. This is informed by continuous monitoring of the four categories of pupils who need to be considered:

- 1. Where high ability is recognized but Special Education Needs are unrecognized** – this is where the child's ability is recognized but any special needs or learning difficulties have not been picked up.
- 2. Where Special Education Needs are recognized but high ability is unrecognized** – this is where the child's Special Education Needs are recognized but their High Learning Potential is not seen or supported.
- 3. Where both high ability and Special Education Needs are unrecognized** – this is where the child's high ability and Special Education Needs are unrecognized and so no support for the child is identified.
- 4. Where both high ability and Special Education Needs are recognized** – this is where the child's High Learning Potential *and* their special needs are both recognized.

Our aim is for every DME pupil to fall into this final category.

The Individual Needs Department at PGHS is committed to:

- ensuring a smooth transition to PGHS from a pupil's previous EYFS setting or feeder school for any child with a special education need or disability
- identifying, at the earliest opportunity, any child who may have a special educational need or disability, as defined above
- ensuring that all staff are aware of each child's needs so that such needs may be met in all School situations

- advising on the provision of appropriate intervention to match each child's level of need
- conducting regular reviews of the child's progress
- creating an Individual Action Plan for those with ongoing needs and support, with at least one annual review
- working in partnership with the child's parents at all stages
- including the child in making decisions about types of intervention to achieve appropriate outcomes
- ensuring that no child suffers discrimination in any area of School life on the basis of their disability
- ensuring a smooth transition from PGHS to their post-16 setting, or to their next school, as appropriate, for any child with a special education need or disability

### **INDIVIDUAL ACTION PLANS**

All pupils on the SEND register will be provided with an Individual Action Plan, outlining key areas of need (including strengths and weaknesses), classroom provision and recommended support strategies and details of access arrangements. These plans are reviewed every half term by the Head of Learning Support in the light of the most recent progress, assessment and pastoral data, and any changes notified to all staff. The plan is formally reviewed and updated at the beginning of each academic year.

As well as the SEND Register, there is a Learning Support Summary register for both Lower School and Senior School, which records key information about both SEND pupils and other pupils who have not been identified as SEND but about whom there is a specific learning concern. Very occasionally a pupil on this document will also have an Individual Action Plan.

### **ADMISSIONS PROCESS**

The School's Admissions Policy gives details of the assessment criteria for entry, including information regarding pupils with SEND. Parents of candidates with SEND are advised to discuss their child's individual needs with the School prior to their Entrance Assessment. (Please refer to the Admissions Policy.)

### **ORGANISATION OF THE INDIVIDUAL NEEDS DEPARTMENT**

Much of the work of the department is carried out on the advice of the Head of Learning Support and with the support of teaching assistants. The Deputy Head and Head of Learning Support plan the support timetable in response to discussion with Class Teachers regarding lesson distribution. The Lower School support timetable may be reviewed in Lower School meetings. Support for individual Senior School pupils is monitored by the Head of Learning Support.

## **ROLES AND RESPONSIBILITIES**

**The Head of Learning Support** is responsible for:

- working with the Headmistress and Governors on policy development and implementation
- overseeing the day-to-day operation of the PGHS SEND policy
- regular communication with staff about pupils with SEND or other needs
- the identification of specific learning difficulties by use of assessment procedures and reference to school tracking systems
- advising class and subject teachers and teaching support staff on the development of flexible and multi-sensory methods of teaching so as to overcome barriers to learning
- co-ordinating (and in some cases, teaching) tailor-made programmes before, within or after school or at lunchtimes to address the needs of particular pupils beyond the reasonable adjustments made within timetabled lessons
- advising on a graduated approach to SEN support (assess, plan, do, review)
- sharing information about the effectiveness of individualised programmes and pupil progress with all relevant staff on a regular basis
- providing advice to parents on external specialist agencies where appropriate, and liaising with professionals in relevant fields
- liaising with potential next providers of education for pupils at transition points
- referring parents to the services provided by their Local Authority, and advising as required on the use of Personal Budgets where pupils have an Education, Health and Care plan (EHCP)
- maintaining an up-to-date awareness of current initiatives/legislation in relation to SEND to disseminate to staff
- acting as a point of contact for parents in conjunction with Nursery staff, Class Teachers (Lower School) or Form Tutors (Senior School)
- as a bridge between teaching staff and home when deemed appropriate
- organising special provision and access arrangements as required – for example, extra time in internal and external examinations, after discussion with the pupil, parents, subject teachers and, at GCSE or IGCSE level, the Examinations Officer, and making any necessary application to the Joint Council for Qualifications for approval of such access arrangements in public examinations
- seeking and responding to the views of pupils themselves at all stages
- maintaining records as appropriate, for regular review and evaluation with class or subject teachers, pupil and parents
- updating and reviewing this policy on a regular basis.

**All teaching staff** are responsible for:

- helping to identify, monitor and support pupils with any special educational need or disability

- planning and providing differentiated activities to facilitate inclusive learning in lessons, and meeting pupils' needs within the teaching group wherever possible through high quality teaching
- assessing pupils' progress and alerting the Head of Learning Support where concerns are raised
- maintaining such records as the IN Department requires
- contributing to discussion about appropriate targets for individual pupils
- providing feedback to the Individual Needs Department on the efficacy of interventions put in place and to assist in their evaluation
- planning and providing support to pupils as individuals or in small groups on the advice of the Head of Learning Support.

When collaborating with the Individual Needs Department, **teaching assistants** are responsible for:

- helping to identify, monitor and support pupils with any special educational need or disability
- leading differentiated activities to facilitate personalised learning in lessons to meet pupils' needs
- assessing pupils' progress where appropriate and alerting the class or subject teacher (or the Head of Learning Support) where adequate progress is not being made
- maintaining such records as the IN Department requires
- contributing to discussion about appropriate targets for individual pupils
- providing feedback to the class or subject teacher on the efficacy of any interventions put in place and to assist in the evaluation of interventions
- providing support to pupils as individuals or in small groups on the advice of class or subject teachers, in consultation with the Head of Learning Support and the Deputy Head.

### **REFERRAL AND RESPONSE**

All staff are responsible for identifying pupils with special educational needs or disabilities and we recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for pupils.

In the EYFS at PGHS (comprising the Nursery and the Reception Class), the Statutory Framework for the Early Years Foundation Stage (2021) and non-statutory Development Matters (2020) is followed. The seven areas of learning and development comprise three Prime Areas: communication and language; physical development; personal, social and emotional development; as well as four Specific Areas: literacy; mathematics, understanding the world; and expressive arts and design. If a pupil appears to be behind expected levels or if their progress is causing concern, all the information about the child's progress from within and beyond the setting, including formal checks, observations and any assessments will be reviewed.

The Development Matters document has observation checkpoints for 3 and 4 year olds that are useful reminders to early years practitioners of what to look out for when assessing this age group and in each area of learning and development, suggestions of how to support a child's learning.

In the final term of the Reception Class, the Reception teacher will finalise the EYFS profile. Each pupil will be given a description of 'emerging' or 'expected' in relation to the Early Learning Goals (ELGs). At PGHS, pupils described as 'emerging' may signal a concern and be reported to the Head of Learning Support. This may then trigger additional support for pupils passing into Year 1. At any point, if the Early Years Lead (Head of Nursery) or Reception Class teacher has concerns about a pupil, they will inform the Head of Learning Support and, if necessary, request support. To support continuity of provision, information about a pupil identified with SEND will be shared with Nursery, Reception and the Head of Learning Support. The Early Years Lead visits and communicates with the Reception Class teacher at least once a week.

The Head of Learning Support liaises with all teachers on a regular basis to discuss pupils of concern, keeping records of these meetings, and working with the staff to ensure that those pupils who may need differentiated support are identified at an early stage.

Between Reception and Year 6, all subject specific teachers are responsible for passing concerns to Class Teachers or the Head of Learning Support. This will initiate action and/or monitoring. Between Years 7-11 subject specialist teachers are responsible for passing concerns to the Form Tutor or Head of Learning Support; this will initiate observation, action and/or monitoring.

Parents, too, may raise concerns regarding their child's progress or difficulties. The School will respond to concerns by monitoring the child's level of achievement and progress.

If a child receives additional support, they will be placed on the School's SEND Register. Adding and removing children from the SEND Register involves discussion between parents, teachers, the Head of Learning Support and the child, where appropriate. The Senior and Lower School SEND Registers are updated at least termly to ensure these details are accurate and current.

### Assessment

The School uses assessment and tracking data to identify children in need of support or additional challenge. This is achieved through:

### EYFS:

- ongoing observations and tracking of progress with reference to documents such as the Statutory Framework for the Early Years Foundation Stage and Development Matters
- ongoing discussions between the members of staff in the settings to discuss and address concerns through planning and targeted activities, which will subsequently be reviewed for effectiveness
- considering concerns of parents from their personal observations
- consulting the Head of Learning Support, and if necessary, outside agencies.

### Lower School:

- assessment of understanding from class discussion and oral work
- continuous teacher assessment and marking of work
- termly summaries of attainment for English and Mathematics for each child to determine whether they are working towards, at, or beyond the expected level for their year group
- termly formal assessments in reading; writing; grammar, punctuation and spelling and Mathematics at the end of each term for Years 1-6
- use of past SATS papers
- CAT4 tests in the Autumn term for Year 2- 6
- GL Progress tests in English and Mathematics (PTE/PTM) in the Summer term
- assessment of pupils who present with dyslexic tendencies in Year 3 by the Head of Learning Support, who holds a Level 7 qualification as an Access Arrangements Assessor and is currently working towards a Level 5 specialist dyslexia qualification from the British Dyslexia Association. This may include the use of screening tools such as Lucid Recall (for working memory).

### Senior School:

- assessment of pupils who present with dyslexic tendencies in Year 7 by the Head of Learning Support. The GL Lucid Exact (literacy) and Lucid Recall (working memory) screeners, alongside other appropriate screening tools, may be used to identify the most effective strategies to help pupils achieve their potential
- ongoing assessment and marking of work
- assessment of understanding from class discussion and oral work
- end of unit tests
- end of year examinations
- MidYIS tests in Year 7
- mock examinations in the Spring Term for Y10-11
- internal examinations in the Summer Term for Y7-10
- GCSE/IGCSE/FSMQ examinations in Year 11.

The Code of Practice envisages a graduated response to meeting the needs of learners, starting with high quality teaching. Where this alone, or a small support group cannot meet a pupil's needs, 1-1 targeted support may be provided. The progress of all



children (and associated records) is a confidential matter between the School staff and the child's parents together with any contributing external professional. Where needs are such that the pupil is failing to respond to interventions due to the severity of their difficulty, the Head of Learning Support may arrange for a statutory multi-disciplinary assessment which may lead to an Education, Health and Care Plan (EHCP). Particular arrangements will also be put in place for those with difficulties, and additional provision may be required to meet the needs of those designated Able, Gifted and Talented, or those for whom English is an Additional Language.

In order to best inform support for a child's individual needs, the Head of Learning Support is able to undertake the following kinds of specialist assessment tests:

<b>Area of Need</b>	<b>Test (s) used</b>
Phonological Awareness Phonological Memory Rapid Automatic Naming	PHAB 2, CTOPP 2, Dyslexia Portfolio
Receptive Vocabulary	BVPS
Visual Processing	SDMT
Memory and Learning	TOMAL 2, Dyslexia Portfolio
Sight Word Fluency	SWST, Dyslexia Portfolio
ORAL Reading	Hodder Oral Reading test, GORT 5
Reading	Access Reading Test, YARC, DRA
Spelling	HAST 2, Dyslexia Portfolio
Handwriting and writing speed	DASH, Dyslexia Portfolio
General Ability	WRIT, KTEA3

#### Internal support / provision

Provision is made in the form of support from teaching assistants or differentiated teaching materials; one-to-one or small group teaching may be offered where appropriate. The Head of Learning Support will follow the 'Assess/Plan/Do/Review' strategy outlined in the Code of Practice, whereby an analysis of need is followed by a discussion with the Head of Learning Support, pupil and parents about effective intervention, which is subsequently implemented and the effectiveness measured.

#### External advice / support

Where response to intervention fails to produce the desired outcomes, where there are other concerns about a pupil's well-being or where it appears that a pupil may be eligible for access arrangements, the School may refer pupils to other service providers, such as their GP, or CAMHS (Child and Adolescent Mental Health Services), or assist parents in choosing appropriate support. Funding for any such assessment will be the responsibility of parents. Recommendations from external professionals will be disseminated to the teachers of the pupil and taken into account in the planning of intervention and support for the pupil. Parents should always

inform the School immediately when their child is seeing an outside professional or if parents are considering an assessment. This is particularly important for any assessments taking place after the *start* of Year 9, at which time an assessor *must* be known to or have approval of the School. This is a JCQ requirement. Neglecting to do this is likely to result in the JCQ rejecting access arrangements for GCSE.

#### Pupils with statements or EHC plans

PGHS accommodates pupils with Education, Health and Care plans funded by a Local Authority (LA) who are academically able. In addition to regular termly discussions involving pupil and parents, the School has a statutory duty to review annually the pupil's progress towards the outcomes specified in the statement or EHCP, and to provide a report for the LA. The Authority will then decide whether to:

- maintain the current provision
- make additional provision if there is significant professional evidence that a child's needs have changed or are not being met by current provision
- discontinue a statement or EHCP due to a child making significant progress.

#### Physical Disability

Where a pupil is identified as having a physical disability, we act on the advice and in co-operation with outside professionals. We ensure we are informed of the individual's needs. This is often achieved through regular reviews of current provision and through the progress and views of the child. As far as possible, we seek to provide for physical needs outside the classroom as well as during lessons – for example, by making accommodations for access on school visits, dietary requirements, administering medication, provision of support and space for physiotherapy exercises. Our First Aid Co-ordinator provides all staff with written information about medical conditions, and supervises medication, liaising with parents and pupils as required. PGHS Lower School and Senior School staff liaise regarding the progress of pupils from Year 6 to Year 7. To ensure a smooth transition for external pupils we create links with the primary schools of prospective Year 7 pupils and with post-16 settings for pupils in Y11.

With regard to disability, we aim to:

- provide equal access to the curriculum
- promote an awareness of how the physical environment of the Nursery and main School affects access
- create as much reasonable physical access to the buildings and facilities as possible
- promote equality of opportunity between pupils
- promote awareness of the Equality Act 2010, which states that discrimination is unlawful
- actively nurture and promote positive attitudes towards pupils with a learning difference

- encourage inclusion of all pupils in public life and the School community
- involve those with learning differences (pupils, staff, parents) in discussions about provision within the School
- review our provision annually, revise and update our objectives and action plan when necessary.
- monitor the educational opportunities available and the achievements of pupils with learning differences

### Complaints

Where parents, pupils or others have complaints about SEND provision for any reason, the SMT and Head of Learning Support should be contacted and the PGHS Complaints Policy (available on the School website) should be consulted.

# EYFS SEND SUPPORT AND INTERVENTION FRAMEWORK

## Communication and Interaction

Wave	Difficulties	Support	Staff
1	<p>Minor difficulties with social inference.</p> <p>Normally focused in lessons, and is able to follow teacher instruction.</p> <p>Enjoys structure/routine.</p> <p>Can become disorientated by change in routine or familiarity.</p>	<p>A rich and varied experience of oral language and a range of reading, story-telling and role playing (drama activities) to develop individual skills.</p> <p>Differentiated tasks and visual/concrete materials.</p> <p>Visual timetable.</p> <p>Broken down instructions.</p>	<p>Class Teacher</p>
2	<p>Some difficulties with social inference.</p> <p>Some difficulties with verbal memory (e.g. cannot recall more than 5 unrelated items, in correct order).</p> <p>Minor receptive or expressive language irregularities/difficulties.</p> <p>Normally focused in well-structured lessons, follows teacher instruction literally.</p> <p>Agitated, upset by change in routine or familiarity or finds them quite challenging.</p> <p>Challenged by group work, often wanting control.</p>	<p>Concern raised with SENDCO for advice, support, observation or notification.</p> <p>Further differentiation, using specialist support resources from external agencies such as ELKAN.</p> <p>Intervention via social group/TA support.</p> <p>Observation/recommendations from SALT.</p> <p>Contact parents.</p>	<p>Class Teacher</p> <p>Head of Nursery</p> <p>SENDCO</p> <p>TAs</p> <p>Speech and Language Therapist</p>
3	<p>Regular/noticeable difficulties with social inference.</p> <p>Frequent receptive or expressive language irregularities/difficulties (word finding difficulties).</p> <p>Unable to follow a 2- part (Infants), 3-part (junior) instruction.</p> <p>Possibly diagnosed with ASD or PDD.</p> <p>Noticeable difficulties with social interaction, poor communication and understanding affecting behaviour.</p> <p>Struggles to follow whole class situation – needs to be told instruction directly.</p> <p>May be socially withdrawn/vulnerable.</p>	<p>1:1 support received and external agencies involved.</p> <p>Withdrawal for intervention 1:2 or 1:1 (social skills) by school staff.</p> <p>EHCP process actioned.</p> <p>Speech and Language Therapy.</p>	<p>SENDCO</p> <p>TAs</p> <p>Class Teacher</p> <p>Speech and Language Therapist or Educational Psychologist</p> <p>Local Authority</p>

## Cognition and Learning

Wave	Difficulties	Support	Staff
1	Lower than expected progress and attainment in verbal reasoning, non-verbal reasoning, numeracy, literacy.	First class quality teaching and literacy, mathematics, understanding the world and expressive arts and design embedded in curriculum. Synthetic phonics programmes to teach development of spelling and reading. All pupils observed formally at least once every half term and records of progress and next steps collated and reviewed each term. Differentiation/extension where applicable.	Class Teacher TAs
2	Significantly lower than expected progress and attainment in verbal reasoning, non-verbal reasoning, numeracy, literacy.	Concern raised with SENDCO for advice, support, observation or notification. Support from class teacher using high quality differentiated tasks and visual/concrete materials. In-class support. Small group intervention. Contact parents.	Class Teacher Head of Nursery SENDCO TAs
3	Very low progress and attainment in verbal reasoning, non-verbal reasoning, numeracy, literacy.	1:1 support received or external agencies involved. Withdrawal for intervention 1:2 or 1:1 (social skills) by school staff. EHCP process actioned.	SENDCO Head of Nursery TAs Educational Psychologist Local Authority

## Social Emotional and Mental Health

Wave	Difficulties	Support	Staff
1	Shy, introverted, low confidence.	All pupils to developing warm and supportive relationships with teachers and support staff. Class Teacher/TA to talk to child. Give pupil roles of responsibility to improve self-esteem.	Class Teacher TAs
2	Homework regularly not complete (Reception only). Significantly broken attendance. Disengagement in 2 or more subjects.	Concern raised with SENDCO for advice, support, observation or notification. Attendance monitoring. Buddy system.	Class Teacher Head of Nursery SENDCO TAs

	Withdrawn/behaviour issues. Troubled friendships Poor/unkept clothing or hair appearance. Poor self-esteem.	Contact parents.	
3	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. Behaviour is significantly impacting on learning for the individual and the class.	1:1 support received or external agencies involved. Attendance monitoring – contact parents. Specialist support. Individual Learning Plan. EHCP process actioned.	SENDCO Head of Nursery TAs Educational Psychologist/Psychiatrist Local Authority

## Sensory and Physical

Wave	Indicators	Support	Staff
1	Mild hearing loss. Mild hypermobility/poor writing speed. Short sighted.	Child to be seated at the front near teacher for whole class activities such as Phonics or story. Child to be seated near to teacher or TA for one-to-one or small group activities.	Class Teacher TAs
2	Visual Difficulties impacting development of reading. Mild hearing loss. Difficulty with attention and/or concentration. Fatigue. Hypermobility Syndrome, poor writing speed. Generally, takes longer to complete tasks.	Concern raised with SENDCO for advice, support, observation or notification. Contact parents.	Class Teacher Head of Nursery SENDCO TAs
3	Registered as partially sighted. Distance vision worse than 6/18. Spatial and perception difficulties. Coordination difficulties. Moderate hearing loss. Possible use of hearing aids. Student specific e.g. significant hypermobility syndrome affecting many areas of life.	1:1 support received or external agencies involved. Individually adapted curriculum to reflect physical or sensory needs. Individual Health Plan. Individual Pupil Evacuation Plan. Individual Accessibility Plan. Specialist support. Individual Learning Plan. EHCP process actioned.	SENDCO Head of Nursery TAs Medical professionals Local Authority

# KS1/ KS2 SEND SUPPORT AND INTERVENTION FRAMEWORK

## Communication and Interaction

Wave	Difficulties	Support	Staff
1	<p>Minor difficulties with social inference.</p> <p>Normally focused in lessons, and is able to follow teacher instruction.</p> <p>Enjoys structure/routine.</p> <p>Can become disorientated by change in routine or familiarity.</p>	<p>A rich and varied experience of oral language embedded in all areas of the curriculum.</p> <p>Specialist teacher of performance and drama teaches all pupils.</p> <p>Quality first teaching.</p> <p>Differentiation in planning and task setting.</p> <p>Visual timetable.</p> <p>Broken down instructions.</p>	<p>Class Teacher</p> <p>TAs</p>
2	<p>Some difficulties with social inference.</p> <p>Some difficulties with verbal memory.</p> <p>Minor receptive or expressive language irregularities/difficulties.</p> <p>Normally focused in well-structured lessons, follows teacher instruction literally.</p> <p>Agitated, upset by change in routine or familiarity or finds them quite challenging.</p> <p>Challenged by group work, often wanting control.</p>	<p>Concern raised with SENDCO for advice, support, observation or notification.</p> <p>Further differentiation, using specialist support resources from external agencies such as ELKAN.</p> <p>LAMDA lessons in speaking, performance and drama.</p> <p>Intervention via social group/TA support.</p> <p>Observation/recommendations from SALT.</p> <p>Contact parents.</p> <p>Individual Action Plan.</p>	<p>Class Teacher</p> <p>SENDCO</p> <p>TAs</p>
3	<p>Regular/noticeable difficulties with social inference.</p> <p>Frequent receptive or expressive language irregularities/difficulties.</p> <p>Possibly diagnosed with ASD or PDD.</p> <p>Noticeable difficulties with social interaction, poor communication and understanding affecting behaviour.</p> <p>Struggles to follow whole class situation – needs to be told instruction directly.</p> <p>May be socially withdrawn/vulnerable.</p>	<p>1:1 support received and external agencies involved.</p> <p>Withdrawal for intervention 1:2 or 1:1 (social skills) by school staff.</p> <p>EHCP process actioned.</p> <p>Speech and Language Therapy.</p>	<p>SENDCO</p> <p>Class Teacher</p> <p>TAs</p> <p>Speech and Language Therapist or Educational Psychologist</p> <p>Local Authority</p>

## Cognition and Learning

Wave	Difficulties	Support	Staff
1	Lower than expected progress and attainment in class compared to baseline ability data. Below 100 in Baseline Maths, English, Verbal Reasoning, Quantitative Reasoning, Non-verbal Reasoning or Spatial Reasoning.	Differentiation in planning and task setting. In class support from LSA. Pupil observation by SENDCO. Baseline assessments in Maths, English and Cognitive Ability to monitor and evaluate progress. Year 1 Phonics Check. Lunchtime catch up sessions.	Class Teacher TAs
2	Lower than expected progress and attainment in Reading, Writing, Spelling and Maths compared to baseline ability data. Below 90 in Baseline Maths, English, Verbal Reasoning, Quantitative Reasoning, Non-verbal Reasoning or Spatial Reasoning.	Formal concern raised with SENDCO for advice and support. Cognitive assessment(s) by Head of Learning Support. Individual Action Plan. Extra 1:1 reading. 1:1 Handwriting support. Small group or 1:1 Literacy and Maths support in class. Small group or individual Maths withdrawal. Toe by Toe and Stride Ahead 1:1 intervention 3 times per week. Contact parents.	Class Teacher Deputy Head SENDCO TAs
3	Very low progress and attainment in Reading, Writing, Spelling and Maths compared to baseline ability data. Below 80 in Baseline Maths, English, Verbal Reasoning, Quantitative Reasoning, Non-verbal Reasoning or Spatial Reasoning.	Specialist assessment and intervention via external professionals (e.g. educational or child psychologist, occupational therapist). Withdrawal for intervention 1:2 or 1:1. EHCP process actioned.	SENDCO SMT TAs Educational Psychologist Local Authority

## Social Emotional and Mental Health

Wave	Difficulties	Support	Staff
1	Shy, introverted, low confidence.	All pupils to developing warm and supportive relationships with teachers and support staff. Class teacher/TA to talk to child.	Class Teacher TAs



		Give pupil roles of responsibility to improve self-esteem.	
2	Homework regularly not complete. Significantly broken attendance. Disengagement in 2 or more subjects. Withdrawn/behaviour issues Troubled friendships. Poor/unkept clothing or hair appearance. Poor self-esteem.	Concern raised with SENDCO for advice, support, observation or notification. Attendance monitoring. Buddy system. Clear personalised reward chart. Contact parents.	Class Teacher Deputy Head SENDCO TAs
3	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. Behaviour is significantly impacting on learning for the individual and the class.	1:1 support received or external agencies involved. Attendance monitoring – contact parents. Specialist support. Individual Learning Plan. EHCP process actioned.	SENDCO SMT TAs Educational Psychologist/Psychiatrist Local Authority

## Sensory and Physical

Wave	Indicators	Support	Staff
1	Mild hearing loss. Mild hypermobility/poor writing speed.	Risk assessments for all teaching spaces. Seating Plans. Provision of pencil grips and writing slopes. Interactive Whiteboards. Quality First Teaching.	Class Teacher TAs
2	Visual Difficulties impacting development of reading. Mild hearing loss. Difficulty with attention and/or concentration. Fatigue. Hypermobility Syndrome. Poor writing speed. Generally, takes longer to complete tasks.	Concern raised with SENDCO for advice, support, observation or notification. Contact parents.	Class Teacher Head of Nursery SENDCO TAs
3	Registered as partially sighted. Distance vision worse than 6/18. Spatial and perception difficulties. Coordination difficulties. Moderate hearing loss. Possible use of hearing aids.	Individually adapted curriculum to reflect physical or sensory needs. Individual Health Plan. Individual Pupil Evacuation Plan. Individual Accessibility Plan.	SENDCO Head of Nursery TAs Medical professionals Local Authority

	Student specific e.g. significant hypermobility syndrome affecting many areas of life.	Specialist assessment and intervention via external professionals, for example a specialist teacher of the deaf. Assistive technology such a teacher microphone for pupils with cochlear implants. EHCP Process actioned.	
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## KS3/ KS4 SEND SUPPORT AND INTERVENTION FRAMEWORK

### Communication and Interaction

Wave	Difficulties	Support	Staff
1	Minor difficulties with social inference. Normally focused in lessons, and is able to follow teacher instruction. Enjoys structure/routine. Can become disorientated by change in routine or familiarity.	A rich and varied experience of oral language embedded in all areas of the curriculum. Specialist teacher of performance and drama teaches all pupil. Quality first teaching. Differentiation in planning and task setting.	Subject teachers/HODS Pastoral Tutor
2	Some difficulties with social inference. Some difficulties with verbal memory. Minor receptive or expressive language irregularities/difficulties. Normally focused in 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.	Individual Action Plan. Use of specialist support resources from external agencies such as ELKAN. LAMDA lessons in speaking, performance and drama. Access Arrangements such as extra time. Contact with parents.	Subject teachers/HODS Pastoral Tutor SENDCO SMT
3	Regular/noticeable difficulties with social inference. Frequent receptive or expressive language irregularities/difficulties. Possibly diagnosed with ASD 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.	1:1 support received and external agencies involved. Withdrawal for intervention 1:2 or 1:1 (social skills) by school staff. EHCP process actioned. Speech and Language Therapy.	Subject teachers/HODS Pastoral Tutor SENDCO SMT Speech and Language Therapist or Educational Psychologist Local Authority LSA

## Cognition and Learning

Wave	Difficulties	Support	Staff
1	Lower than expected progress and attainment in class compared to baseline ability data.	Quality first teaching. Differentiation in planning and task setting. Baseline assessments in Literacy and MidYIS to help monitor and evaluate progress. Lunchtime catch up sessions with subject teachers. Lucid Exact Literacy screening for all Year 7 pupils. Subject surgeries.	Subject teachers/HODs Pastoral Tutor
2	Significantly lower than expected progress and attainment in class compared to baseline ability data. Band C in MidYIS Skills.	Cognitive assessment(s) by Head of Learning Support. Individual Action Plan. Access Arrangements (use of a laptop, extra time, exam reading pen, computer reader, scribe or voice recognition software). Individually adapted curriculum programme, giving supervised independent study time for consolidation and overlearning. Individual subject revision sessions.	Subject teachers/HODs Pastoral Tutor SENDCO SMT
3	Very low progress and attainment in Reading, Writing, Spelling and Maths compared to baseline ability data. Band D in MidYIS Skills.	Specialist assessment and intervention via external professionals (e.g. educational or child psychologist, occupational therapist). Withdrawal for intervention 1:2 or 1:1. EHCP process actioned. Individual LSA if required by EHCP.	Subject teachers/HODS Pastoral Tutor SENDCO SMT Educational Psychologist Local Authority LSA

## Social Emotional and Mental Health

Wave	Difficulties	Support	Staff
1	Shy, introverted, low confidence.	Small tutor groups with daily contact and interaction to monitor and support.	Subject teachers/HODS Pastoral Tutor

		PSHEE programme and curriculum. Pastoral Assembly Programme. Senior School Wellbeing Newsletter.	
2	Homework regularly not complete. Significantly broken attendance. Disengagement in 2 or more subjects. Withdrawn/behaviour issues. Troubled friendships. Poor/unkept clothing or hair appearance. Poor self-esteem.	Individual Action Plan. Pastoral Support Plan. Safe spaces in Deputy Head's Office and SEND Office. Coloured Card Signal System. Access Arrangements including extra time, rest breaks, prompts, individual invigilation, individually adapted curriculum programme, with reduced curriculum load to reduce anxiety. Informal Mentoring by Deputy Head or Head of Learning Support.	Subject teachers/HODs Pastoral Tutor SENDCO SMT
3	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. Behaviour is significantly impacting on learning for the individual and the class.	Specialist assessment and intervention via external professionals (e.g. GP, counsellor, therapist, child psychiatrist). EHCP process actioned. Individual LSA if required by EHCP.	Subject teachers/HODS Pastoral Tutor SENDCO SMT Educational Psychologist Local Authority LSA

## Sensory and Physical

Wave	Indicators	Support	Staff
1	Mild hearing loss. Mild hypermobility/poor writing speed.	Risk assessments for all teaching spaces. Seating Plans. Provision of pencil grips and writing slopes. Interactive Whiteboards. Quality First Teaching.	Subject teachers/HODs Pastoral Tutor
2	Visual Difficulties impacting development of reading. Mild hearing loss. Difficulty with attention and/or concentration. Fatigue. Hypermobility Syndrome. Poor writing speed. Generally, takes longer to complete tasks.	Concern raised with SENDCO for advice, support, observation or notification. Contact parents.	Subject teachers/HODs Pastoral Tutor SENDCO SMT

3	<p>Registered as partially sighted. Distance vision worse than 6/18. Spatial and perception difficulties. Coordination difficulties. Moderate hearing loss. Possible use of hearing aids. Student specific e.g. significant hypermobility syndrome affecting many areas of life.</p>	<p>Individually adapted curriculum to reflect physical or sensory needs. Individual Health Plan. Individual Pupil Evacuation Plan. Individual Accessibility Plan. Specialist assessment and intervention via external professionals, for example a specialist teacher of the deaf. Assistive technology such a teacher microphone for pupils with cochlear implants. EHCP Process actioned.</p>	<p>Subject teachers/HODs Pastoral Tutor SENDCO SMT Medical professionals Local Authority LSA</p>
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