

Special Educational Needs (SEND) Policy (3b)

Reviewed and updated: June 2023

Next review: June 2024

Approved by Governor: 1 July 2023

This policy pays due regard to;

- The SEND code of Practice: 0 to 25 years, January 2015
- Part 3 of the Pupils and Families Act 2014 and associated regulations.

Policy Statement

Hemdean House School (HHS) recognises that all pupils have diverse strengths and weaknesses and we aim to enable each child to reach their potential. Through identification and support, we will make education provision to cater for individual needs and differences. This encompasses gifted pupils and pupils with additional needs in learning and cognition; physical/sensory needs; language and communication needs; and/or social, emotional and mental health needs.

“All pupils have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach pupils with special educational needs (S.E.N) and all schools should play their part in educating pupils from their local community whatever their background or ability.” Removing Barriers to Achievement (2003)

School's Aims

We recognise that many pupils will have special needs at some time during their school life and we believe pupils can be helped to manage their difficulties. Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that much can be done by Governors, parents, teachers and pupils working together to support and manage these needs. Although HHS does not have a specific Learning Support Team, we aim to:

- Provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school.
- Ensure all of our pupils are able to access the same opportunities for learning, social and physical development, achieving maximum progress, fulfilling their potential and promoting their well-being.
- Allow pupils with SEND to join in the activities of the school and are fully included in the school community.
- Make successful transition between educational settings.
- Ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities.

Objectives

The SEND Policy of Hemdean House School reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met.

- Enable pupils with special educational needs to have their needs met.
- Consider the views of the pupils with special educational needs.
- Encourage good communication and genuine partnerships with parents/carers of pupils with special educational needs.
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs.
- Make arrangements to support pupils with medical conditions, in line with the Medical Policy, and to have regard to statutory guidance supporting pupils at school with medical conditions.
- Implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs.

School Admissions

In line with the Equality Act 2010 we will not discriminate against a child with a disability or SEN—The admissions process will help us identify if we can meet the needs of the child, on the taster day and subsequently within our curriculum. Parents of a prospective pupil with a disability or SEN must provide the Admissions Team with full written details, including any reports from external agencies, at the point of registering interest. Should the school become aware of information that was withheld on application, any offer of a place maybe subsequently withdrawn and the deposit retained.

We will use our best endeavours to advise, make recommendations and make reasonable adjustments to meet specific learning difficulties, physical/sensory language/communication and social, emotional and mental health needs. We will consult with parents or guardians about the reasonable adjustments and interventions to be made during the admission process and later as a pupil.

Where a child's SEND is identified, or develops, after the child has started at the School, we will endeavour to support the child as long as we have the appropriate resources and facilities to meet their needs. Where, in our judgement, the SEND requires a high level of 1:1 and high incident support, we reserve the right to withdraw a place from the School. In such circumstances, we will support parents in finding an alternative and suitable setting.

Physical and Curriculum Access in Hemdean House School

The site of HHS is on a steep slope with many steps; main school house is a Victorian building with four floors and without space for lifts, stair lifts or other aide to wheelchair users. The only access to the Drama Studio and Art Room is via a flight of steps.

As we are working on accessibility, we seek to attain the position that no child will be discriminated against on entry into the school.

Review of needs

In the spring term of Year 2 for a SEND child entering Key Stage 1, there may be a review to determine if needs can be met at Key Stage 2.

At Key Stage 2, there may be an annual review to determine if additional needs can still be met with reasonable and ordinarily available adjustments

Provision

The school makes provision for pupils with a wide range of educational needs including those with physical disabilities, visual or hearing impairments. As far as possible, we will make reasonable adjustments and provide support within the school's Learning Support resources to meet specific learning difficulties and moderate needs.

Once the pupil's needs have been assessed, the school will provide parents/ carers with a quotation which will be appropriate to the need. This will be subject to change as the need may change. These are the waves of intervention:

Wave 1:

Reasonable adjustments, for example:

- Auxiliary aids and services, like wobble cushions, pencil grips.
- Differentiation and support materials in lessons.

No extra cost.

Wave 2:

Extra group interventions. Cost dependent on number and type of intervention.

Wave 3:

1:1 support by external and/or internal providers. Cost dependent on type of intervention.

- Appendix 4

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision *which is additional to or different from* that normally available in a differentiated curriculum. Hemdean House School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Pupils and Families Act 2014) (SEND Code of Practice, January 2015, Introduction, paragraph xiii, xiv)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

HHS will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. The child will usually be placed on the SEND register when additional provision has been made and/or if a need or difficulty has been identified.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Identification, Assessment and Support of SEND

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. As there is a small SEND department, the school is unlikely to be able to meet the needs of pupils with SLD or PMLD. We consider what should be 'ordinarily available' when meeting the needs of a SEND pupil with SpLD and some MLD.

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need (see Appendix 3).

Cognition and Learning

At HHS, we can support many SpLD through differentiation, in class strategies, educational support plans and/or group intervention.

Social, Emotional and Mental Health Difficulties

HHS is committed to pastoral care and recognises that a pupil's wellbeing can fluctuate due to innate or environmental changes. We will liaise with parents and carers to understand and address these difficulties through pastoral plans and/or pastoral check ins, and to make referrals.

Communication and Interaction needs

Speech, language and communication needs will vary from child to child. HHS will make provision though made in the form of differentiation, educational and/ or pastoral plans; in class strategies and/or group interventions. Where necessary, the school will advise on external assessment and support, some which may require additional cost. HHS is unable to make 1:1 provision without funding through an EHCP but reasonable adjustments will be made.

Sensory and/or Physical needs

Referring to **Physical and Curriculum Access**, it is difficult for pupils with a physical disability to access all curriculum areas of the school. Reasonable adjustment will be made for pupils with moderate needs.

Early identification of SEND in one or more of these four categories can come from different sources: teaching staff, parents/ carers, school screeners, assessment reports and/or transition documents.

Cause for Concern

Concerns are discussed with the class teachers, SENCo, Deputy or Head teacher and parents. A flow diagram outlining the identification process is to be found in Appendix 1. If a cause for concern is made, a discussion about next steps for the pupil will be had with parents and carers.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action (including specialist assessments by external agencies) to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not

made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular assessment, observations and review will help the Local Authority (LA) in determining when this statutory assessment of needs is required. Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so HHS will hold annual review meetings on the behalf of the local authority and complete the appropriate paperwork for this process.

Assessments

The school has a variety of assessments available to identify needs. These are listed in Appendix 2.

If tests are administered, the results are discussed with the class teacher and if necessary with parents and the Head teacher.

Support Strategies

A variety of strategies through wave 1 and 2 provision will be employed to support the continuum of need. This graduated response considers Quality First Teaching and differentiation through pitch and activities. The provision available is identified in the provision map in Appendix 1.

When a new pupil registers with the school, a parent is requested to inform the school of any previous assessments and the results of those where they are thought to impact a child's learning. This registration form gives an indication of previous needs. Parents will also be asked to fill in a questionnaire.

For some, identification allows for teachers to adjust their teaching plans to meet that child's needs. We will also advise on addition support through group interventions in maths and English.

The aim of this provision is to support a child until the child is able to work independently and the support no longer required. When the class teacher and SENCo feel that *adequate progress** is being made, the parents and child are involved in the discussion process. Pupils for whom support is withdrawn are continued to be monitored to ensure their continued progress. Renewed concerns are discussed with the class teacher, Head teacher and parents.

**Adequate progress* can be defined in a number of ways. Progress which:

- Closes the gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the whole curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Para 5.41 & 5.42 SEN Code of Practice 2001

Summary of Learning Support Provision at Hemdean House School

HHS seeks to ensure that the needs of all pupils are met and the provision made for pupils with specific learning difficulties and disabilities is adequate and secure. See Appendix 7 for a list of the interventions.

The person responsible for SEND provision is the Head teacher. The SENCo is Karena Ramchand.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head teacher, SENCo, all members of staff have important responsibilities.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

- All teachers are teachers of Special Educational Needs.
- Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.
- Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – the school, parents/carers, pupils, pupils' services and all other agencies.

Governing Body:

All members of the Governing Body understand and fulfil their responsibilities namely to ensure that they endeavour to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet pupils and young people's Special Educational Needs
- Ensure that pupils and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENCO
- Inform parents/carers when they are making special educational provision for a child
- Prepare an SEN information report and their arrangements for the admission of disabled pupils, the steps being taken to prevent disabled pupils from being treated less favourably than others, the facilities provided to enable access to the school for disabled pupils and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher:

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. They will keep the Governing Body fully informed on SEN issues, and work closely with the SENCo and the Governor with responsibility for SEND.

SENCo:

In collaboration with the Head Teacher and governing body, the SENCO determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all pupils is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date
- Liaising with parents/carers of pupils with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Principal, Early Years Manager and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Teachers will:

- Be alert to the progress of each child.
- Following discussion with the SENCo or the Head teacher, complete a written Cause for Concern for any pupil who is not making progress.
- Liaise with parents about concerns and/or Individual support plans if applied.
- Have responsibility for meeting the needs of pupils with SEN by appropriate means, including further differentiation of learning activities and expectations;
- Monitor the progress of any pupil who has SEN keeping written details of what they can and cannot achieve, for discussion at termly review meetings;
- Report any marked deterioration in achievement or progress to the Head teacher or the SENCo immediately.
- Be involved with the pupil, the SENCo and the parents over the setting of appropriate targets for support plans for individuals in their class.
- Ensure the necessary strategies within the IEP are being applied.

Teaching Assistants

Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Levels of Provision

As we are a small school, we are able to sustain a higher level of monitoring of pupils with SEN or Additional Needs. We distinguish between three waves of SEN support:

- Wave 1: Quality First Teaching delivered in the class room with careful consideration within planning and teaching to ensure full access to the curriculum for any pupils with an additional need.
- Wave 2: Targeted intervention designed to support pupils who are nearly working at age related expectations but need some additional focussed teaching to get there. This can be a group intervention.
- Wave 3: 1:1 support.

Gifted and Talented

The process of identification is through Teacher Assessment across all year groups and CAT testing in Years 3 and 5. Teachers extend the more able pupils through differentiation in the classroom, regular big brain challenges and enabling attendance at specialist days outside of school.

Record Keeping

It is the class teacher/subject teacher's responsibility to meet the child's needs through differentiation. A teacher should keep a record of the strategies used for a particular child (~~in the IEP~~), follow up assessments, if any, and their success or otherwise.

For a child with behaviour problems a record of incidents must be kept on an ongoing basis. A pastoral plan will detail what is in addition to or different from what has previously been tried with the pupil.

The Support Plan will be reviewed termly. A short review will be conducted by the teacher to discuss how the child feels about their progress where it is felt to be appropriate.

A termly meeting will take place where the SENCo and the class teacher will review the progress of each child on the provision list.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014) They will be placed on the school's SEND register.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Moving on

A referral for statutory assessment, possibly leading to an EHC plan, is more likely to benefit a pupil who may transfer to an LEA or maintained school in the future, though there are exceptional circumstances where funding is given to a child at an independent school.

Records of transfer are sent and received as required by the DfE. Parents or guardians are regarded as having a vital role to play in the identification and support of pupils with SEND.

If a child makes good progress the form teacher and the SENCO may decide to remove them from the provision list. If a child does not progress, the school will recommend an EP assessment is carried out. In both cases the

parents/guardians should be informed and this communication should be recorded. The school will request that all external assessments be paid for by the parents/ carers.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At HHS we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents and carers of a child with SEN support will have the opportunity to meet formally with the SENCo at least twice in the first year, and annually thereafter. The SENCo is happy to arrange additional meetings upon request.

Parents and carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Surrey SEND Information, Advice and Support Service (SSIASS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents and carers are also encouraged to visit the Reading Borough Council Local Offer website www.reading.gov.uk/fis. This website provides valuable information about different agencies, services and resources for pupils, young people with SEND and their families in addition to school resources and information.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Training and Resources

- All staff have access to the SEND Policy and are given advice in its application.
- Resources are allocated to support pupils with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group and/or intervention; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, or support from a Learning Support (LSA) in focused intervention groups.
- Specialist equipment, books or other resources that may help the pupil are purchased as required. Parents may be required to pay for this.

Continuing Professional Development (CPD) for Special Educational Needs

- All teaching staff at the school engage in regular meetings where aspects of Quality First Teaching are addressed.
- The SENCo provides CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – an online training programme covering a variety of SEND is available and staff can sign up to the sessions that meet their CPD needs.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs when necessary.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Hemdean House School is an independent school and fees are sought from parents/cares to cover the cost of their child's education. Funding from the local authority for pupils with special educational needs is unusual. Therefore, funding for learning support provision must be redeemed from the parents. Parents of pupils identified as having special educational needs will be offered learning support at the appropriate levels available within the school, but it is at their discretion whether they decide to accept the offer. If parents decline learning support, the class teacher will make every effort to provide for the pupils's needs within the class room setting. Early Years children who also have SEND can apply for funding using the DAF paperwork.

<https://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=myVTywwh2SM>

Personal Budgets

Personal Budgets are only available for pupils with an EHCP or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions

Meeting Medical Needs

The Pupils and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

For those pupils with an EHC plan, this brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. *Please see the schools Medical Policy for further details.*

Pupils in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

Pupils in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has appointed the Head teacher as the member of staff for Looked After Pupils.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

Responding to Complaints

On the first instance, parent complaints about the provision of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of an independent person with a view to avoiding or resolving disagreements between parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Concerns raised - **CAUSE FOR CONCERN FORM** to be completed by teacher

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Consultation between class teacher and SENCo to discuss progress and provision of Quality First teaching. Screener and /or assessments done if appropriate with parent/carer permission.

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Concerns addressed and progress made. Continue to monitor. Parents informed.

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Concerns remain: Consultation between class teacher, SENCo and parents/carers to create a Support Plan detailing support to be delivered

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Behavioural Emotional and Social: Request EP or clinical psychologist involvement and support. If not, or if not age appropriate, add to waves of intervention. Monitor progress.

Cognition and learning: Administer screener if necessary. If area of difficulty identified, request EP involvement and support. If not, or if not age appropriate, add to waves of intervention. Monitor progress.

Communication and interaction: Observe; refer to advice from NHS <https://cypf.berkshirehealthcare.nhs.uk/> recommend EP/ SALT assessment if appropriate

Physical and sensory needs: Observe; refer to advice from NHS <https://cypf.berkshirehealthcare.nhs.uk/> or refer to GP

EXTERNAL ASSESSMENT REVIEW (3)

Recommendations from external professions will be included in a pupil's Individual Education Plan which will be reviewed termly.

Pupils identified as such will be eligible for assessment for additional time in the yr 6 external exams

Teaching and support staff, the SENCo and parents will need to have regular communications to ensure effective practice for pupil support.

Once a pupil is coping with class work at age appropriate levels, support to be reduced/amended/withdrawn as appropriate. The child's progress will continue to be monitored to ensure good levels of progress are sustained.

Appendix 2

List of Assessments

NGRT Reading Test

Phonics Assessment Progress

Maths Baseline Test

Dyslexia / Dyscalculia screener

CATS 4Tests (Years 3 and 5)

Teacher Assessment

PTM, PTE, PTS, NGRT- external assessments in maths, English and science

Appendix 3

There are 4 areas of SEND as set out by the SEND Code of Practice 2014

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of the following: dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways and at different times during their educational career. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Communication and Interaction needs

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with autistic tendencies are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others, and may impact on imaginative writing and reading comprehension.

Sensory and/or Physical needs

Some pupils require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 4

Levels of Provision

As we are a small school, we are able to sustain a higher level of monitoring of pupils with SEN or Additional Needs.

We distinguish between two waves of SEN support:

- Wave 1: Quality First Teaching delivered in the class room with careful consideration within planning and teaching to ensure full access to the curriculum for any pupils with an additional need.
- Wave 2: Targeted intervention designed to support pupils who are nearly working at age related expectations but need some additional focussed teaching to get there. This can be a group intervention.
- Wave 3: 1:1 support.

Appendix 5

Internal group interventions:

- Sensory circuits
- Lexia / English intervention
- In class math support 2:1
- LEGO therapy
- Colourful semantics

1:1 interventions:

- EAL sessions
- Pastoral sessions

1:1 external interventions which are at an additional cost and paid directly to the provider:

- Specialist dyslexia tutor
- Maths and English tutor
- Draw and Talk Therapist
- Neuroplastician therapist

Note: Purple text denotes the changes made in the most recent policy review.