Special Educational Needs and Disability ('SEND') Policy

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Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

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SECTION 1

Vision/Mission Statement

High aspirations and expectations for all students.

Outstanding leadership at all levels and effective resource management.

Working in partnership with parents and carers.

A focus upon and a passion for high quality teaching and learning.

Background

A student with special educational needs or disability (SEND) is one who may need additional or different support be able to gain full access to the curriculum. Their needs may fall under the following categories of:

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

National figures indicate that around 12.6% of school age students have special educational need support. This policy explains the approach provided to support these students to achieve academic goals.

Legal framework

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

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- Equality Act 2010
- Mental Capacity Act 2005

Definition of Special Educational Needs and Disabilities (SEND)

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

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

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

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

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

The following acronyms are used in this document:

- SENDCo – Special Educational Needs and Disability Coordinator
- EHCP – Education, Health and Care Plan
- IEP – Individual Education Plan
- DSL – Designated Safeguarding Lead
- AfL – Assessment for Learning

Admissions policy in relation to SEND

We are firmly committed to inclusivity and to giving every student the best possible academic opportunities. Irrespective of their special educational needs or disability, we consider all students for admission to the college who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcomed provided that we have the appropriate resources and facilities to provide them with the support that they require.

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

- Parents must disclose to the school/college any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The college reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.

- Based on such disclosure, the college will confirm whether or not it is able to fully meet the needs of the child.

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

a) We have the appropriate resources and facilities to provide them with the support they require, and,

b) We believe it is in the best interest of the student and of the college community to remain at the college.

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

Principles and aims

We aim to:

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

Objectives

To fulfil our aims, our objectives are:

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

Section 2 – Implementation and Monitoring

Identification, Assessment and Provision

We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for students.

We will consider whether a student has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

High quality teaching, differentiated for individual students, is the first step in responding to those who have or may have SEND. Reviews of the quality of teaching will include teacher's understanding of strategies to support SEND pupils.

Identification and Assessment

Identification and provision will be determined through the SEND Support Frameworks for each of the four categories of need and will use a Levelled Approach as set out in the Appendices.

The needs of students are evaluated through a range of indicators:

- The outcome of internal school/college exams
- Concerns raised by parents, the students and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports)
- Behaviour data
- Regular in-class and/or subject assessments. Class and Subject teachers will make regular assessment of all students and identify those who are making less than expected progress

  - The first response to any student who falls into this category will be highly targeted teaching in the area of weakness by the subject and/or class teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities.

  - Following this, if there is no improvement, the subject and/or class teacher will review their own practice still further - reflecting on alternative ways in which to support the student via visual representations, chunking information, presenting

vocabulary prior to learning, over-learning techniques, paired learning with a higher level student, practical activities to consolidate learning.

- o If the student is still not making progress after this, evidence will be gathered (lesson plans demonstrating evidence of the above process and strategies employed, class test results, quality of independent work, views of the student and parents regarding homework).
- o In addition a Record of Concern should be completed and sent to the SENDCO for consideration (advice, observation and/or an intervention proposal).

Please note:

If there are concerns, a brief out-line assessment will be made by the SENDCO and the college team working with the student, to determine if there are other factors such as undiagnosed learning, communication or mental health difficulties.

Parents and Carers will be consulted on whether an additional investigation through a specialist assessment is required. In any instance, it may be that a multi-agency approach might be most appropriate and therefore considered.

SEND provision will be based on all information received, but initially through our own in-school student progress data and teacher views or concerns, via the Record of Concern. Additional information, such as private assessments, will not be the main data used, as this is not available for all students, but will be used in conjunction with our own data.

Once the appropriate assessments have taken place, a decision will be made whether a student has SEND, based on the SEND Support Frameworks (see Appendices) in one or more of the 4 'broad areas of need' as outlined above:

Finally, a student's SEND need will be recorded on the SEND Register, accessible to all teachers via SIMS. The SEND Register records students SEN providing an overview of needs and current support in place. The register is a working document that is updated termly with consultation between the SENDCO and Class teachers.

Special Educational Provision

Section 21 of the Children and Families Act 2014 states:

"Special educational provision", for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age.

Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less

Where a student is identified as having SEND, action will be taken to remove the barriers to learning. This SEND support will take a four–part cycle, known as the 'graduated approach'. The four parts tothe cycle are: Assess, Plan, Do, Review (SEND Code of Practice 2015)

If any additional support, over and above that of the normal curriculum, is to be provided, Parents and Carers will be informed.

SEND Provision may take a number of forms that are specifically appropriate to support the identified individual needs of a student.

Teacher's plans and/or an Individual Education Plan (IEP), will be available to all staff via the Teachers' Shared Site.

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

Individual Education Plans (IEP)

If a student is deemed to have an additional need the SENDCo will provide all teachers with an individualised IEP to advise other staff of useful support strategies and enhance opportunities of academic success. This plan will be created in collaboration with the student and/ or parents and carers.

Progress of SEND students will be monitored by the SENDCO and the IEP will be reviewed. Clear targets will be set to move forward. Support will be given to help the student achieve the targets. SMART Targets will be used:

- Specific – target a specific area for improvement.
- Measurable – quantify or at least suggest an indicator of progress.
- Assignable – specify who will do it.
- Realistic – state what results can realistically be achieved, given available resources.
- Time-related – specify when the result(s) can be achieved.

The new IEP will be made available to all staff working with the student.

Any student with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed. Additionally, an annual Review will be held between the Head Teacher, SENDCO,

Parent Carers, Local Authority representative and any other specialists to assess progress and current needs in order to ensure their welfare and the continued successful provision of their education.

Reasonable Adjustments for Examinations

The Joint Council for Qualifications (JCQ) guidelines for theimplementation of reasonable adjustments is followed within our school/college and for all our internal exams.

In practice, this means that whilst advice and recommendations may be given in external specialist reports, it may not always be possible to follow these if the assessment results data does not fall with the limits set down by the JCQ. However, we will enforce all reasonable adjustments in examinations, as recommended by a specialist report (e.g. Educational Psychologist), that are supported by the evidence of standardized data, which fall within the JCQ guidelines.

A student receiving reasonable adjustments for examinations may not be on the SEND register if theirneeds are being met through high quality teaching.

Involving Specialists

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

Equal Access

The school/college has limited wheelchair accessibility due to the confines of the building. This can, on occasion, restrict our ability to offer students with mobility difficulties a place. However, each case will be considered individually.

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

All teachers should be aware of the individual and differing needs of the students and have access to individual records via SIMS and the Teachers Shared site. The SENDCO will ensure that when an external report is received, a language accessible summary is provided for the teaching staff of that student, with practical suggestions where possible.

Resources

The overall level of funding for SEND is delegated to the college by the Abbey DLD Colleges and is identified in the school/college budget statement. This amount is not ring-fenced.

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

The SENDCO is a budget holder receiving an annual allocation of the overall budget.

The resources for SEND are used to provide specific training on SEND and specialist resources. The costs of the SENDCO are met from the main college budget.

The SENDCO has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and may also consult the rest of the staff regarding areas of need within the classroom.

SEND Professional Development

All staff in the college will be provided with general or specific training or information on meeting the needs of SEND within their classroom.

The SEND department should be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND students.

The Abbey DLD Colleges offer regular SENCO Network meetings providing an opportunity for SENDCOs to receive up-to-date information and training.

The SENDCO should be aware of relevant courses relating to SEND which staff can request access to and the SENDCO can advise as necessary. All staff have access to training. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

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

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

Roles and Responsibilities

The Head has overall responsibility for the management of SEND provision. On a day-to-day basis, this responsibility is delegated to the SENDCO who keeps the Head and SLT fully informed.

The SENDCO will take a strategic overview of all forms of support designed to ensure that students

with specials educational needs achieve success. The full responsibilities of the SENDCO are set out in Appendices.

All teachers have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEND students in their classes.

Communication and Collaboration – Partnership with Parent Carers

We will ensure that all Parent Carers are fully informed of any SEND their child may have.

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

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

Parent Carers may be expected to:

- Recognise and fulfil their responsibilities playing an active and valued role in their child's education by in supporting their child's SEND needs.
- Alert the college to any concerns they have about their child's learning or provision.
- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/Meetings (informal or formal); ISP reviews and Annual Statement reviews.

Parent Carers may expect to:

- Be informed by the college of their child's placement within the SEND framework
- Be informed what support their child is receiving
- Be informed of their child's progress via parent-teacher meetings, school/college reports, exam results and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their IEP (if an IEP is necessary)
- Have the opportunity to make their views known about how their child is educated during IEP review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCO.

Student Participation

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

Parental Concerns regarding SEND

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

- Raise initial concerns with the Class or Subject teacher. Usually, any problem can be dealt with at this stage.
- Arrange a meeting with the Class or Subject teacher.
- Raise the issue with the SENDCO
- Arrange a meeting with the SENDCO - if it involves a conflict which cannot be resolved, the Head should be involved.
- Arrange a meeting with the Head/Principal
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For further details of formal complaints, refer to our Complaints Procedure (available on our website).

Record-keeping and evaluating the success of the policy

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

- Any legislative changes
- The progress made by pupils with SEND at the school/college using the 4-Part Cycle of SEND Practice (see Appendices)
- The success of the school/college at including students with SEND
- Any recommendations from internal governance reviews and external inspections

Appendix I - The Role of the SENDCO

The SENDCO is responsible for:

- The implementation of the SEND policy and the monitoring of its effectiveness
- Ensuring that SEND records are properly kept
- Assessment and screening of students
- Co-ordinating SEND provision
- Overseeing the writing of IEPs, in collaboration with other staff and specialists.
- Where appropriate, teaching students with SEND
- Liaising with outside agencies to support students with additional support strategies
- Liaising with colleagues and advising on differentiation
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school.
- Ensuring that provision is made for special dispensations for exams, such as extra time, the use of laptops or scribes (where such action has been recommended by a relevant expert/agency)
- Sourcing and ordering resources for SEND provision.
- Ensuring that there is support for those who are learning to touch-type or need assistance with handwriting; providing additional reading support to weaker readers.
- In the event of a student applying for statutory assessment, the SENDCO must collate all the necessarypaperwork required by the local education authority. If the pupil has an EHC plan, the SENDCO would be responsible for co-ordinating the provision and organising the Annual Reviews.
- Their own professional development – e.g. keeping up to date with knowledge of the Government's changing policies in regard to SEND, as well as attending relevant courses
- Liaising with the education team at Abbey DLD Colleges Head Office to ensure the SEND policy isaccurate and up-to-date, both in practice, and in regulatory compliance.

Appendix II - Checklist for Early Detection of SEND

Name of student:

Teacher:

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

Criteria	✓
Significant discrepancy between oral and written performance	
Persistent difficulties with spelling easy or common words	
Erratic spelling- has good and bad days	
Difficulty getting ideas down on paper	
Problems putting things in sequential order	
Written work fails to express the student's understanding, ideas or vocabulary	
Easily misreads or miscopies	
Loses place easily when reading or following instructions	
Has difficulty seeing errors- cannot proof-read	
Finds reading new words difficult	
Handwriting may be messy, poorly constructed or immature	
Shows left / right confusion	
Finds it difficult to memorise / remember new facts, new words, and new instructions	
Has trouble generalising or acquiring and applying new rules	
Does not seem to learn by ordinary teaching methods	
May be described as a quick forgetter rather than a slow learner	

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

Appendix III – SEND Support Framework (4 Key Areas)

1. Communication and Interaction

Level	Possible Indicators		Possible Pupil Support	Staff Involved
	SLCN	ASC		
1. Monitoring Level. Not classed at SEN	• Minor difficulties with social inference	• Generally attends in lessons, follows teacher instruction • Enjoys structure/routine • Becomes disorientated by change in routine or familiarity	• Support from class teacher using high quality differentiated tasks and visual / concrete materials • Noted on planning • *Inclusive Teaching Strategies Booklet*	• Class teacher
2	• Some difficulties with social inference • Cannot recall more than 5 unrelated items, in correct order, in a verbal memory task • Minor receptive or expressive language irregularities/difficulties	• Generally attends well-structured lessons, follows teacher instruction literally • Agitated, upset by change in routine or familiarity or finds them quite challenging • Challenged by group work, often wanting control	• Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful) • Intervention via social group support x 1 per week • Access Arrangements (for tests and exams)	• Class teacher • SENDCo • TAs
3	• Regular/noticeable difficulties with social inference • Frequent receptive or expressive language irregularities / difficulties (word finding difficulties) • Unable to follow a 2-part (Infants), 3-part (junior) instruction	• Possibly diagnosed with ASC or PDD • Noticeable difficulties with social interaction, poor communication and understanding affecting behaviour • Struggles to follow whole class situation – needs to be told instruction directly • May be socially withdrawn / vulnerable	• Record of Concern submitted by Class Teacher • Withdrawal for intervention 1:2 or 1:1 x 1 per week (social skills) by school staff • Access Arrangements (for tests and exams) • SALT x 1 session per week • *Lego Therapy*	• SENDCo • TAs • Class teacher • Speech and Language Therapist • Head of Year
4	• Cannot recall 4 unrelated items in correct order • Cannot understand spatial concepts (e.g. above, below) • Cannot use pronouns (e.g. their) • Moderate word finding difficulties	• Has diagnosis of ASD or PDD • Has significant difficulty functioning independently in the classroom • Is unable to follow whole class instructions • Significantly misjudges social situations • Extreme levels of anxiety and need for routine, excessive behaviours relating to routine	• Withdrawal for intervention 1:1 x 2 per week (social and language/vocab skills) • Access Arrangements (tests and exams) • Individual Support Plan • SALT x 1 session per week • *Lego Therapy* • *SIMS Personal Profile* • EHCP consideration	• SENDCo • TAs • Class teacher Speech and Language Therapist Head of Year
5	Statement (until 2016) or Education Health and Care Plan (EHCP)		• As detailed in Statement or EHCP	• SENDCo • TA/LSA • Class Teachers • Other external agencies

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

2. Cognition and Learning

Level	Possible Indicators					Possible Pupil Support	Staff Involved
	Non-verbal	Verbal	Reading Comprehension (NGRT)	SWST	Numeracy (Sandwell/ PiMs)		
1 Monitoring Level. Not classed at SEN	91-95	91-95	91-95	91-95	*2 sublevels below NC*	• Support from class teacher using high quality differentiated tasks and visual / concrete materials • Noted on planning • In-class support • *Inclusive Teaching Strategies Booklet*	• Class teacher • Head of Year • TA
2	85-90	85-90	85-90	85-90	*3 sublevels below NC*	• Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful) • Intervention group support x 1 per week (withdrawn) • And/or Early morning group (spelling or comprehension) • Access Arrangements (for tests and exams)	• Class teacher • SENDCo • TAs
3	81-84	81-84	81-84	81-84	*4 sublevels below NC*	• Record of Concern submitted by Class Teacher • Group support • Or may be withdrawn for targeted intervention 1:2 or 1:1 x 1 per week (literacy/numeracy skills) by school staff • Access Arrangements (for tests and exams)	• SENDCo • Class teacher • SEND teacher • TAs • Educational Psychologist • Head of Year
4	≤ 80	≤ 80	≤ 80	≤ 80	*5 sublevels below NC*	• Withdrawal for 1:1 x 2 sessions per week • Plus Early Morning Group • TA in-class support for daily 1:1 intervention programmes • Access Arrangements • Individual Support Plan (ISP) • *SIMS Personal Profile* • External Dyslexia tutor • EHCP consideration	• SENDCo • Class teacher • SEND teacher • TAs • External support? • Educational Psychologist • Head of Year
5	Statement (until 2016) or Education Health and Care Plan (EHCP)					• As detailed in Statement or EHCP	• All of the above + Local Authority

3. Social Emotional and Mental Health

Level	Possible Indicators	Possible Pupil Support	Staff Involved
1 Monitoring Level. Not classed at SEN	• Homework regularly not completed • Significantly broken attendance • Disengagement in 2 or more subjects • Withdrawn / behaviour issues • Troubled friendships • Poor / unkempt clothing or hair appearance • Poor self-esteem	• Attendance monitoring • Class teacher / TA to talk to child • Give pupil roles of responsibility to improve self-esteem	• Class teacher • TAs
2	• Persistent absence / broken attendance • Disengagement in 3 or 4 subjects • Significantly withdrawn / behaviour issues • Very troubled friendships • Extremely poor self-esteem	• Attendance monitoring – contact parents • Record of Concern possibly submitted to SENDCo for advice, support, observation or notification • Buddy system • Clear personalized reward chart • Significant responsibility within class	• SENDCo • Class Teacher • 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 indeed • Behaviour is significantly impacting on learning for the individual and the class	• Record of Concern submitted by Class Teacher • Attendance monitoring – HKE to contact parents • Social groups x 1 weekly • Specialist support • Individual Support Plan?	• HKE • SENDCo • Class Teacher • TAs • LA? Social Services? • CAMHs? Paediatrician? • Head of Year
4	• School refusal • Attendance is extremely patchy, rare • Rarely on-target in class • Achievement in all areas is extremely poor • Progress is limited, if at all • Very poor self-esteem indeed • Significantly poor and inappropriate behaviour / attention, seriously disruptive to the whole class	• Attendance monitoring – HKE to contact parents • Social groups • Specialist support • Individual Support Plan • 1:1 intervention x 2 weekly • *SIMS Personal Profile*	• HKE • SENDCo • Class Teacher • TAs • LA? Social Services? CAMHs? Paediatrician? • Head of Year
5	Statement (until 2016) or Education Health and Care Plan (EHCP)	• As detailed in Statement or EHCP	• SENDCo • Class Teachers • TA/LSA

4. Sensory and Physical

Level	Possible Indicators			Possible Pupil Support	Staff Involved
	Visual	Hearing	Medical		
1 Monitoring Level. Not classed at SEN	• Visual difficulties that cannot be corrected by glasses • Gets tired easily	• Mild hearing loss	• Fatigue • Hypermobility Syndrome	• Consider seating position in class	• Class teacher • TAs
2	• Frustration with work • Poor reading speeding • Poor writing speed	• Mild hearing loss • Difficulty with attention and / or concentration	• Poor writing speed • Generally takes longer to complete tasks	• Record of Concern possibly submitted to SENDCo for advice, support, observation or notification	• SENDCo • Class Teacher • 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.	• Record of Concern submitted by Class Teacher • Pupil seated facing and close to teacher • Teacher to look at pupil when speaking • Possibly seek advice from specialists	• SENDCo • Class Teacher • TAs • Head of Year • External Services
4	• Vision deteriorating • Restricted visual field • Mobility is affected • Distance vision worse than 6/36	• Moderate to profound hearing loss • Use of hearing aids	• Student specific	• Advice from outside agencies, specialist support	• SENDCo • Class Teacher • TAs • Head of Year • External Services
5	Statement (until 2016) or Education Health and Care Plan (EHCP)			• As detailed in Statement or EHCP	• SENDCo • TA/LSA • Class Teachers

Appendix IV - The 4-Part Cycle of SEND Practice

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

1. Assess (Teacher, SENCO, and External where appropriate)
Pupils who are not making expected progress will be referred to the SENDCO using the checklist for early identification of SEND

Classroom teachers should communicate any initial concerns about the student to the SENDCO. These concerns can include:

- Behaviour or ability to socialise
- Reading and/or writing
- Concentration levels
- Physical needs or impairments

With parental approval, an educational psychologist or other appropriate specialist may be involved in assessing the pupil for SEND, the results of which will be communicated to parents and all relevant teachers by the SENDCO.

2. Plan (Teacher, SENCO)
We recognise that differentiation is essential to meet the diverse range of abilities within any class. Class teachers will plan levels of activities so that more able pupils are stretched whilst others can still cope with lessons and understand the concepts taught. For those pupils who may not necessarily need their own learning intervention programme, teachers plan and deliver differentiated material or modify teaching styles

and resources used according to individual pupil's needs. Support and interventions are agreed upon by the SENDCO, teacher, parent and pupil.

Where an IEP is required it is written and circulated by the SENDCO to provide guidance to classroom teachers. Lessons should be differentiated appropriately based on the IEP. The SENDCO communicates to parents about SEN. Where appropriate, the SENDCO communicates with the DSL regarding any sensitivities surrounding SEN and repercussions on welfare and wellbeing, particularly where cultural attitudes towards SEN may be detrimental to the pupil's welfare.

The IEP will provide details and guidance, including:

- Pupil name, class, subjects taken
- Strengths and areas for improvement
- Intended outcomes
- Interventions
- Access arrangements

Available access arrangements include:

- Extra time allowance as suggested by assessment
- Supervised rest breaks
- Use of a scribe, transcript or reader depending on need
- Use of a word processor
- Large print and coloured papers

3. Do (Teacher)

The classroom teacher remains central to ensuring that the intentions of the IEP are carried through in the classroom on a daily basis. Teachers should use the IEP to:

- Focus on the intended outcomes for the pupil
- Continuously evaluate the quality of support provided
- Contribute to whole school improvement
- Have high aspirations for every pupil

Teachers should encourage all students to become independent learners. AfL should be used effectively to increase participation and engagement of pupils with SEN; suitable support will help improve intended outcomes. The Head of Department will ensure that the schemes of work and resources provided are appropriate to a range of abilities and learning styles.

It must be noted that ensuring correct provisions are made for students with SEN is a whole school responsibility. Provisions are pupil-centred and may change often, in accordance to information revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes for each pupil with SEN.

4. Review (Teacher, SENDCO)

The purpose of the review is for the classroom teacher and SENDCO to discuss whether a pupil is making adequate progress. Reviews will be frequent and will draw on evidence such as the teacher's assessment and experience of the pupil, information on pupil behaviour, and their development compared to their peers. The views of the pupil and parents will also be taken into account.

The Head of House will conduct observations for pupils with SEND to make sure that they are utilising the strategies which have been suggested to them by the teacher and LSA. Feedback from these observations will be discussed with SENDCO and will inform the review process.

Assess, Plan, Do, Review is a whole college approach to ensuring outstanding progress for pupils with SEND. Pupils are central to this approach, and review should be frequent in order for the support to remain effective, personalised and up-to-date.