SEND Policy

Approved by Governors:	
Version:	**I**
Author Initials:	**JK (reviewed by MC)**
Review Date:	This policy should be read in conjunction with • Accessibility Policy • Behaviour Management Policy • SEND Code of Practice 2015

Contents

1. Preamble....3

2. Principles....3

3. Identifying and supporting Special Educational Needs & Disabilities....4

4. A Graduated Response to SEND....5

5. Monitoring and Evaluation of SEND....6

6. Exit Criteria....6

7. Training and Resources....8

8. Responsibility....8

9. SEND Information Report....10

10. Complaints....11

Appendix 1....12

Appendix 2....13

1. Preamble

Schools and Colleges in Education South West (ESW) take pride in providing genuinely inclusive practice for learners at all levels with a wide range of special educational needs and disabilities.

1.1 This policy pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- The Equality Act 2010

1.2 This policy is in line with our Teaching and Learning Policy and Single Equality Policy and aims to support inclusion for all of our children.

1.3 High quality teaching is that which is adapted to meet the needs of the majority of pupils. Across ESW, we ensure that we use wider ranging Ordinarily Available Inclusive Provision (OAIP) (Appendix 2) to enable pupils to access classroom learning effectively. Some pupils need something ***additional to*** and ***different from*** what is ordinarily available, and provided for, the majority of pupils; this is special educational provision and we use our best endeavors to ensure provision is made for those who need it.

1.4 The staff and governors of the School/College work to ensure that all Pupils with SEND reach their full potential, are fully included within the School/College community and are able to make successful transfers between educational establishments. This policy supports all members of staff in providing a positive whole School/College approach towards the learning, progress and achievement of Pupils with SEND. With this as an underlying principle, we believe that:

1.5 ***All teachers are teachers of Special Educational Needs***

1.6 ***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from additional adults or specialist staff.***

2. Principles

2.1 No pupil is refused admission to the School/College on the basis of his or her special educational need. In line with the Equality Act 2010 we do not discriminate against disabled children in respect of admissions for a reason related to their disability. We use our best endeavors to provide effective educational provision.

2.2 This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2015).

2.3 To provide the structure for a pupil-centered process that engages pupils, family, the School/College and other professionals in planning for and implementing high quality, needs led provision that is consistent across the School/College. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well- being.

- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- To enable pupils with special educational needs to have their needs met
- To take into account the views of the pupils with special educational needs
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- To facilitate full access to a broad, balanced and relevant education
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at School/College with medical conditions
- To 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 each School/College, 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/College; ESW (our Multi Academy Trust), and the local learning community
- Make efficient and effective use of resources
- Have regard to the Code of Practice (2014) for the identification, assessment support and review of special educational needs
- Have regard to guidance detailed by Devon County Council.

3. Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

3.1 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. This is provision ***which additional to or different from*** the ordinarily available inclusive provision (OAIP) accessible to all pupils. This may be ongoing or for a limited time. We regard 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 School/Colleges 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 Children and Families Act 2014)

3.2 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 are taught.

3.3 We have regard to the SEND Code of Practice 2014/2015 when carrying out our duties towards all pupils with SEND and ensure that parents/carers are informed by the School/College that SEND provision is being made for their child.

3.4 Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

3.5 Under the SEND Code of Practice 2014/2015 pupils identified as having a special educational need or disability (SEND) are considered within one or more of the following categories of need:

Communication and Interaction needs

3.6 Children 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.

3.7 Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome/high-functioning autism)

Cognition and Learning:

3.8 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.

3.9 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

3.10 Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. 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.

3.11 Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder
- Unprocessed Trauma
- Depression/Anxiety

Sensory and/or Physical needs

3.12 Some children require special educational provision because they have a sensory and/or physical disability. These difficulties can be age related and may fluctuate over time.

3.13 Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

4. A Graduated Response to SEND

Early Concerns

4.1 The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed through the ordinarily available inclusive provision (OAIP) within the classroom and a record is kept of strategies used and outcomes.

How we identify and support pupils with SEND

4.2 All pupils' attainment and achievements are monitored by their teachers who are required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers (data tracked termly), additional support is provided under

the guidance of the teachers.

4.3 Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher works with the Special Educational Needs Coordinator (SENDCo) to agree appropriate support. Psychometric testing, or other assessments, may be used to identify difficulties.

4.4 In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This always involves discussion and agreement with the pupil's parents/carers.

4.5 When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted to meet a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the Use of ordinarily available inclusive provision (OAIP);
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualized plan;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

5. Monitoring and Evaluation of SEND

5.1 Regular monitoring of the quality of provision for all pupils including those with SEND follows the School/College's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly.

Assess, Plan, Do and Review

5.2 SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review.**

5.3 For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** fits into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs, or for whom a more frequent cycle needs to be employed, additional meeting dates are set.

6. Exit Criteria

6.1 When a pupil has made enough progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is ordinarily available in the classroom, they are no longer seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil is removed from the SEND register.

6.2 Where, despite the School/College having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the School/College and/or parents/carers may consider requesting an Education, Health and Care (EHC) needs

assessment. The evidence gathered through the process of review helps to support the Local Authority in determining when this statutory assessment of needs is required.

6.3 Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The School/College holds annual or Interim review meetings on the behalf of the Local Authority and completes the appropriate paperwork for this process.

Supporting Pupils and Families

6.4 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/College and other professionals to ensure that their child's needs are identified properly and met as early as possible.

6.5 At the School/College we endeavor 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
- Are provided with relevant resources so they reinforce learning in the home.
- Contribute to Parent Voice' and target setting on the Individual Education Plan (IEP) or Learning Plan (LP)

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

6.7 Parents/carers are also encouraged to visit the Devon County Council Local Offer website **www.devon.gov.uk/send.** This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to School/College resources and information.

Pupil Voice

6.8 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 stage of development).

6.9 These views are welcome at any time but are specifically sought as part of the review process and at the end of a targeted intervention. We ask all pupils to contribute to target setting and on the Individual Education Plan (IEP) / Learning Plan (LP).

Partnership with External Agencies

6.10 The School/College is supported by a wide range of different agencies and teams. The School/College's SEND Information Report details which agencies the School/College has worked with in the last 12 months. This report can be found on the School/College website and is updated annually.

6.11 A change of School/College, 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 endeavor to make sure these periods of change are carefully planned and managed to provide continuity of high- quality provision and reassurance to pupils and families. The School/College takes early action is taken to liaise with new settings. See Appendix

2 for examples.

7. Training and Resources

7.1 Allocation of resources

- Each year we map our provision to show how we allocate resources to each year group; 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/adapted work in class, support from a Teaching Assistant in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

7.2 Continuing Professional Development (CPD) for Special Educational Needs

- All staff have regular CPD when Quality First Teaching is addressed.
- The SENDCo and other SLT members provide regular CPD to other staff in specific aspects of meeting the needs of pupils with SEND.
- Teaching assistants and the Inclusion Team are engaged in an ongoing training whereby their awareness of a range of needs and responses is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

7.3 Funding for SEND in our mainstream School/Colleges is mainly delegated to the School/College's budget. It is the expectation that School/Colleges provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the School/College can access additional funding with an Education, Health and Social Care Plan (EHCP).

7.4 The School/College must demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it will be used. This additional EHCP funding is then paid from the Local Authority's high needs block into the School/College's budget.

Personal Budgets

7.5 Personal Budgets are only available to 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, with the approval of the Local Authority. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

8. Responsibility

8.1 Provision for pupils with special educational needs is a matter for the School/College as a whole.

8.2 In addition to the Local Governing Body, Head teacher/Head of School/College and SENDCo, all members of staff have important responsibilities.

Local Governing Body:

8.3 The Local Governing Body follows the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the School/College alongside pupils who do not have SEND designate a teacher to be responsible for coordinating SEND provision – the SEND co-ordinator, or SENDCo.
- inform parents/carers when they are making special educational provision for a child
- prepare a SEND Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the School/College for disabled children and their accessibility plan showing how they plan to improve access progressively over time

The Headteacher:

8.4 The Headteacher has responsibility for the day-to-day management of all aspects of the School/College's work, including provision for children with special educational needs and disabilities. The Headteacher keeps the Local Governing Body fully informed on Special Educational Needs and Disability concerns. The Headteacher works closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

8.5 In collaboration with the Headteacher and Local Governing Body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

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

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

8.8 The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

8.9 The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for Pupils with SEND and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the School/College's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children 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 other School/Colleges, 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/College improvement plan
- Working with the Headteacher and the LGB governors to ensure that the School/College meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

8.10 All staff are aware of the School/College's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

8.11 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 SEND most frequently encountered.

8.12 Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

8.13 Teaching assistants and the wider Inclusion Team liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review)

Meeting Medical Needs

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

8.15 Where children and young people also have SEND, their provision is planned and delivered in a coordinated way. The *Early Help Assessment* and *Right for Children* are systems used to support multi-agency working. These systems support us in brings together health and social care needs, as well as special educational provision through the Team Around the Family (TAF).

8.16 The School/College recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the School/College complies with its duties under the Equality Act 2010. ***Please see the School/College's Medical Policy for further details. The Single Equality Policy, the Intimate Care Policy and the Accessibility Policy may also be relevant.***

Children in Hospital

8.17 The member of staff responsible for ensuring that pupils with health needs have proper access to education liaises with other agencies and professionals, as well as parents/carers, to ensure the pupil is able to access learning whilst under continuous hospital care.

9. SEND Information Report

9.1 The School/College ensures that the SEND Information Report is accessible on the School/College website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year is updated as soon as possible.

10. Complaints

10.1 Any complaint in respect of this policy is to be done via the Trust Complaints policy.

APPENDIX I

Context
This policy pays due regard to; • The SEND Code of Practice: 0 to 25 years, July 2014, January 2015 • Part 3 of the Children and Families Act 2014 and associated regulations • The Equality Act 2010
Governor responsible for SEND: Jess Humphrey
Headteacher: Danny Brown
SENDCo: Rachel O'Sullivan
SENDCo Qualifications: National SENDCo Award
Contact details: sendco@rydonprimary.org.uk

APPENDIX 2 (Secondary)

What is good for pupils with Special Education Needs and Disabilities is good for all!



SEND abbreviations

There are 4 areas of need in the SEND Code of Practice

These reflected underlying learning difficulties or disabilities:

C&I: *Communication & Interaction*

- ASC – Autistic spectrum condition incl high-functioning autism (previously Aspergers)
- DLD – Developmental language disorder
- SLCN – Speech, language & communication needs

C&L: *Cognition & Learning*

- GD – Global delay
- SpLD – Specific learning difficulties e.g. dyslexia, strong dyslexic traits *NB – formal diagnosis not needed for support,* dyscalculia, dysgraphia, dyspraxia *(medical diagnosis)*
- MLD – Moderate learning difficulties

SEMH: *Social, Emotional & Mental Health*

- ADD – Attention deficit disorder
- ADHD – Attention deficit hyperactivity disorder
- OCD – Obsessive compulsive disorder

PS: *Physical or Sensory*

- HI – Hearing impairment
- PD – Physical disability
- SPD – Sensory processing disorder
- VI – Visual impairment

- Med - medical needs, e.g. Signficant individual medical condition impacting learning
- NSA – No statutory assessment (e.g. may be waiting for a referral / on the waiting list)

We plan ordinarily-available provision (O-P) to support all learners in the classroom

Cognition & Learning: this can include dyslexia, dyscalculia, dyspraxia, dysgraphia and similar traits; memory & retention needs

What behaviours might I see?

- Difficulties with sequencing or ordering
- Increasingly low self-esteem
- Low levels of resilience with 'difficult' tasks, reading aloud or articulating thought processes
- Limited comprehension and/or vocabulary
- Difficulty with handwriting or misformed letter shapes
- 'Dyslexia-type' difficulties; difficulty grasping number concepts
- Reluctant reader, refusal to work, disengagement from learning
- Doesn't write in full sentences

Main strategies

- ✓ Provide visuals: dual-coding, colour-coding, images to support concepts
- ✓ Explicit teaching of key vocabulary: preteaching; short topic word-lists; Frayer models
- ✓ Chunking: now & next; whiteboard/post-it mini-tasks; animation to chunk reading
- ✓ Use alternative methods of recording information / supporting sequencing e.g. graphic organisers; dictation incl opportunities within homelearning
- ✓ Provide handouts: print the DiN & key slides from PPT; photo of notes; laptop
- ✓ Plan tasks which support extra time within class
- ✓ Read questions & texts aloud as standard or offer use of IT (laptop)
- ✓ Adapted questioning: hinge-questions, team talk, oracy scaffolds
- ✓ Include planned think-time: cold-calling, inviting responses, writing, reading
- ✓ Check students' understanding: students narrate their response - first/next/finally
- ✓ Provide context to tasks – relate to the world around us where possible

Physical & Sensory: this can include hearing / visual impairment, multi-sensory needs, colour-blind

What behaviours might I see?

Hearing impairment & visual impairment (VI):

- Inattentive behaviour – student moving around in their seat, looking around
- Talking to other students
- Poor spelling; difficulty reading / decoding

Wider sensory behaviours:

- Uniform discrepancies
- Avoidant behaviours in response to sound, light, movement, heat, smell, fabric
- Requirement for personal space / misreading personal space
- Higher levels of fatigue than peers

Main strategies

- ✓ Cue students in with name
- ✓ Check seating plans – can students see & hear? Which side is better/worse? Do the windows help or hinder? Are you facing them?
- ✓ Provide copies of texts & print-outs of slides; check font size
- ✓ Explicit modelling with key points highlighted on the page or screen
- ✓ Check in with students during the lesson to identify any gaps in learning
- ✓ Check individual preferences with students e.g. colour needs
- ✓ Accept alternative forms of recording – dictation instead of writing?
- ✓ Provide rest breaks during assessments for high levels of stress
- ✓ Offer an alternative venue for assessments – smaller room?
- ✓ Label colours where this is critical for reading a resource, e.g. electrical circuits, maps
- ✓ Promote clutter-free environment, esp around board & front of room

We plan ordinarily-available provision (O-P) to support all learners in the classroom

Communication & Interaction: social communication needs including autism (ASC) & demand avoidance (PDA)

What behaviours might I see?

- Struggles with group work
- Prefers to talk to adults or younger children
- Difficulties making / maintaining friendships
- Anxiety in busy / unfamiliar places
- Struggles with unstructured social time or unplanned change
- Low self-esteem
- Does not understand or use facial expressions or tones of voice
- May misjudge social responses or give literal answers

Main strategies

- ✓ Use visual prompts for instructions & routines
- ✓ Have an explicit and regular classroom routine incl thresholding
- ✓ Pre-warn of changes, e.g. room changes, planned absence, practicals
- ✓ Use clear and unambiguous language at all times
- ✓ Chunk lessons using now & next

You could also…

- In-class supervised rest breaks/re-sets, incl during longer tasks / tests
- Provide written prompts / instruction cards for group roles
- Maintain a calm & tidy, predictable learning environment
- Pre-warn of new seating plans, e.g. new seats at the end of the previous lesson; pre-select groups or pairings to avoid social discomfort
- Positively phrase corrections / avoid criticism / positive redirection
- Provide alternative individual tasks instead of pair/group work

Communication & Interaction: speech, language & communication needs (SLCN) including DLD & stammering

What behaviours might I see?

- Finds it difficult to listen / short attention span
- Difficulty in processing instructions esp when there are multiple steps
- Doesn't start tasks independently
- Asks a friend 'so what are we doing?'
- Unclear speech
- Reluctant to ask for help
- Struggles with everyday organisation
- Misapplies language or misjudges language for situations

Main strategies

- ✓ Individual tasks chunked into 1. 2. 3. on post-it/whiteboard
- ✓ Scaffolded responses with explicit modelling
- ✓ Visuals to support new vocabulary incl homophones or similar words
- ✓ Language is modelled back ignoring pronunciation / stammer / unclear speech – avoid long speeches

You could also…

- Accept alternative forms of answers incl mini whiteboard / gap-fills
- Prepare sentence starters for written tasks / give choice of answers
- Always use the student's name to gain attention
- Prepare questions in advance to support student responses
- Guided reading for decoding, comprehension & inference
- Model correct sentences
- Check understanding of tasks/explanations – RAG cards, student explains

We plan ordinarily-available provision (O-P) to support all learners in the classroom

Social, emotional & mental health (SEMH): anxiety, depression etc., insecure attachment profile, trauma

What behaviours might I see?

- Sporadic attendance
- Disengagement in lessons, incl body language
- 'Stressed' answers / tone / abrupt responses
- Unexpected responses to topics – easily escalated
- Decreasing quality of work – classwork, homelearning – 'don't care' attitude
- Sense of distrust towards adults; friendship deterioration; testing reactions from others – constantly seeing if the reaction will change
- Misreading social situations – others' intent / judging own reactions

Main strategies

- ✓ Positive thresholding & consistent routines to build warm predictability
- ✓ Planed de-escalation to reduce conflict, e.g. extra time to remove coat
- ✓ Seek students getting it right early-on; meaningful & specific recognition
- ✓ Check any patterns in absence – tests? Active lessons? Reading? Other?
- ✓ Maintain warmth & sense of liking / valuing the student
- ✓ Avoid drawing public attention to areas of concern, e.g. attendance

You could also…

- Actively seek to maintain an invisible thread – student interests, asking about the weekend/holidays (don't presume it was good), sports etc
- Identify why you want the student in your lesson, at 1:1 level
- Give advance warning of questions, new topics or seating changes – time to think, process & raise any queries without fear of criticism

Social, emotional & mental health (SEMH): ADHD, ADD aspects of OCD

What behaviours might I see?

- Restlessness & fidgeting; difficult to sit still
- Fiddling with small items; broken pens
- Missing equipment & sense of disorganisation
- Literal responses to questions
- Difficulty expanding on answers
- Multiple trains of thought / talking on a tangent
- Can find it hard to get started
- Presentation – extremes (hyper-organised/disorganised) - be aware of overlap with other areas of neurodivergence and mental health needs

Main strategies

- ✓ Verbal explanations / instructions are supported visually
- ✓ Chunk tasks – list, number – to avoid feeling overwhelmed
- ✓ Encourage brief planning – 3 bullet points to support memory for longer written responses
- ✓ Plan opportunities for unobtrusive movement breaks within class routines, eg. handing out resources, opening the window, etc

You could also…

- Trial wordprocessing – allows students to brain-dump then reorganise
- Offer rest-breaks during prolonged responses, plus extra time
- Praise – recognise strong answers, use work as example for visualiser
- Pre-teach new topics – YouTube clip, Knowledge Organiser work
- Set explicit revision tasks – don't expect students to automatically infer

Appendix 2 (Primary)

High quality teaching, benefits pupils with SEND

The EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND.
Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact.

1 Explicit instruction
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2 Cognitive and metacognitive strategies
Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3 Scaffolding
When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 Flexible grouping
Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 Using technology
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

SEND abbreviations

There are 4 areas of need in the SEND Code of Practice

C&I: *Communication & Interaction*
- ASC – Autistic Spectrum Condition incl high-functioning autism (previously Aspergers)
- DLD – Developmental Language Disorder
- SLCN – Speech, Language & Communication Needs

C&L: *Cognition & Learning*
- GD – Global Delay
- SpLD – Specific Learning Difficulties e.g. dyslexia, strong dyslexic traits *NB – formal diagnosis not needed for support*, dyscalculia, dysgraphia, dyspraxia *(medical diagnosis)*
- MLD – Moderate Learning Difficulties

SEMH: *Social, Emotional & Mental Health*
- ADD – Attention Deficit Disorder
- ADHD – Attention Deficit Hyperactivity Disorder
- OCD – Obsessive Compulsive Disorder

PS: *Physical or Sensory*
- HI – Hearing Impairment
- PD – Physical Disability
- SPD – Sensory Processing Disorder
- VI – Visual Impairment

Med - medical needs, e.g. Significant individual medical condition impacting learning
NSA – No statutory assessment (e.g. may be waiting for a referral / on the waiting list)

We plan Ordinarily Available Inclusive Provision (OAIP) to support all learners in the classroom

Cognition & Learning: this can include dyslexia, dyscalculia, dyspraxia, dysgraphia and similar traits; memory & retention needs

What behaviours might I see?
- Difficulties with sequencing or ordering
- Increasingly low self-esteem
- Low levels of resilience with 'difficult' tasks, reading aloud or articulating thought processes
- Limited comprehension and/or vocabulary
- Difficulty with handwriting or misformed letter shapes
- 'Dyslexia-type' difficulties; difficulty grasping number concepts
- Reluctant reader, refusal to work, disengagement from learning
- Doesn't write in full sentences
- Difficulty retaining information over time and/or remembering steps during tasks
- Difficulty starting independent tasks and/or completing tasks fully
- High levels of effort not matched by the outcome achieved
- Inability to focus on a task in an age-appropriate way

Main strategies
- ✓ Provide visuals: dual-coding, colour-coding, images to support concepts
- ✓ Pre-teaching and precision teaching of key concepts and knowledge
- ✓ Explicit teaching of key vocabulary: pre-teaching; short topic word-lists; Frayer models
- ✓ Chunking: using short and simple sentences and careful word choice; now & next; whiteboard/post-it mini-tasks; animation to chunk reading
- ✓ Use alternative methods of recording information / supporting sequencing e.g. graphic organisers; dictation incl opportunities within home-learning; touch typing
- ✓ Provide handouts: print the DiN & key slides from PPT; photo of notes; laptop
- ✓ Plan tasks which support extra time within class
- ✓ Read questions & texts aloud as standard or offer use of IT (laptop, audiobook)
- ✓ Adapted questioning: hinge-questions, team talk, oracy scaffolds
- ✓ Include planned think-time: cold-calling, inviting responses, writing, reading
- ✓ Check students' understanding: students narrate their response - first/next/finally
- ✓ Provide context to tasks – relate to the world around us where possible
- ✓ Provide success

Physical & Sensory: this can include hearing / visual impairment, multi-sensory needs, colour-blind

What behaviours might I see?

Hearing impairment & visual impairment:
- Inattentive behaviour – student moving around in their seat, looking around
- Talking to other students
- Poor spelling; difficulty reading / decoding
- Difficulty forming sounds and words
- Inappropriate volume when speaking
- Not following instructions
- Poor visual tracking particularly in busy environments

Wider sensory behaviours:
- Uniform discrepancies
- Avoidant behaviours in response to sound, light, movement, heat, smell, fabric
- Requirement for personal space / misreading personal space
- Higher levels of fatigue than peers
- Poor attendance and discernible patterns of absence
- Sensory seeking behaviours

Main strategies
- ✓ Cue pupils in with name
- ✓ Make sure pupils can see & hear from their seat in the class. Which side is better/worse? Do the windows help or hinder? Are you facing them?
- ✓ Provide copies of texts & print-outs of slides; check font size on printed materials and on whiteboards (From back of classroom)
- ✓ Explicit modelling with key points highlighted on the page or screen
- ✓ Check in with pupils during the lesson to identify any gaps in learning
- ✓ Check individual preferences with pupils and/or their parents e.g. Outcomes from sensory assessments, use of coloured backgrounds etc
- ✓ Accept alternative forms of recording – dictation instead of writing?
- ✓ Provide rest breaks during activities and assessments
- ✓ Offer an alternative venue for assessments and activities – smaller room?
- ✓ Label colours where this is critical for reading a resource, e.g. electrical circuits, maps
- ✓ Promote clutter-free environment, esp around board & front of room

We plan ordinarily-available provision (O-P) to support all learners in the classroom

Communication & Interaction: social communication needs including autism (ASC) & demand avoidance (PDA)

What behaviours might I see?

- Struggles with group work and/or adult directed tasks
- Prefers to talk to adults or younger children
- Difficulties making / maintaining friendships; may misjudge social responses
- Anxiety in busy / unfamiliar places
- Struggles with unstructured social time, change to routine (planned or unplanned)
- Low self-esteem
- Does not understand or use facial expressions or tones of voice
- May perceive injustice or give literal answers / blunt questions
- Stimming incl vocal tics, repeated gestures / actions
- Avoidant eye contact or body language
- Strong personal interests and difficulty engaging with others' agendas; Obsessive interests
- May struggle with receptive and expressive language
- Dysregulation (freeze/fight/flight response) incl non-verbal responses
- Overly controlling in relationships
- Masking during school time followed by extreme dysregulation once home at the end of the day

Main strategies

- ✓ Have clear consistent routines. Use visual timetables. Use visual prompts for instructions.
- ✓ Pre-warn children about changes e.g. room changes, planned absence, Unknown visitors; trips; practicals; set new seating plans at the end of the previous lesson
- ✓ Use social stories to support understanding of human behaviours, feelings, changes to routine and transitions.
- ✓ Use clear and concise language at all times
- ✓ Present the plan for the lesson using now & next – create predictability
- ✓ Cue with name
- ✓ In-class supervised rest breaks/re-sets, incl during longer tasks / tests
- ✓ Provide written prompts / instruction cards for group roles
- ✓ Maintain a calm, tidy, low-stimulus learning environment
- ✓ Positively phrase corrections / avoid criticism / positive redirection
- ✓ Provide alternative individual tasks instead of pair/group work; tap into child's personal interests
- ✓ Use de-escalation strategies, provide time & space, avoid questions to demand a response
- ✓ Adaptive questioning rephrase 'why' to 'what (what might the writer be...?')

Communication & Interaction: speech, language & communication needs (SLCN) including DLD & stammering

What behaviours might I see?

- Finds it difficult to listen / short attention span
- Difficulty in processing instructions esp when there are multiple steps
- Doesn't start tasks independently; refusal to work; avoidant, disruptive or masking behaviours
- Asks a friend 'so what are we doing?'
- Unclear speech, muddled syntax, abstract word choice when tired
- Reluctant to ask for help
- Struggles with everyday organisation, including sequencing and/or retelling events in order
- Misapplies language or misjudges language for situations
- Struggles with recall of information, inference, comprehension skills
- Poor or sporadic attendance; possible emotionally-based school non-attendance

Main strategies

- ✓ Individual tasks chunked into 1. 2. 3. on post-it/whiteboard
- ✓ Scaffolded responses with explicit modelling (sentence starters, modelled written sentences)
- ✓ Visuals and pre-teaching to support new vocabulary incl homophones or similar words (e.g. vocab mats, mind maps)
- ✓ Language is modelled back ignoring pronunciation / stammer / unclear speech – avoid long speeches or drawing attention to errors
- ✓ Plan extra time to process information & respond
- ✓ Accept alternative forms of answers incl mini whiteboard / gap-fills
- ✓ Prepare sentence starters for written tasks / give choice of answers
- ✓ Always use the pupil's name to gain attention
- ✓ Prepare questions in advance to support student responses
- ✓ Guided reading for decoding, comprehension & inference
- ✓ Model correct sentences
- ✓ Check understanding of tasks/explanations – RAG cards/wrist bands, pupil explains
- ✓ Use of Colourful Semantics approach
- ✓ Offer a forced choice of alternatives

We plan ordinarily-available provision (O-P) to support all learners in the classroom

Social, emotional & mental health (SEMH): this can include anxiety, depression, etc., insecure attachment profile, trauma

What behaviours might I see?

- Sporadic attendance
- Disengagement in lessons, incl body language or avoidant/ambivalent/disorganised behaviours/unable to stay in the classroom/hiding in a safe or quiet space
- Self-harm
- Tearful presentation / Withdrawn
- 'Stressed' answers / tone / abrupt responses, may be hypervigilant
- Unexpected responses to topics – easily escalated, easily upset, takes longer to calm
- Behaviours that disrupt learning of peers
- Decreasing quality of work – classwork, homelearning – 'don't care' attitude
- Sense of distrust towards adults; friendship deterioration; testing reactions from others – constantly seeing if the reaction will change
- Misreading social situations – others' intent / judging own reactions
- Difficulty maintaining relationships, including trying to control others
- Erratic or spontaneous/unexpected behaviour, including seeking to control situations

Main strategies

- ✓ Positive thresholding & consistent routines to build warm predictability
- ✓ Planned de-escalation to reduce conflict, e.g. extra time to remove coat
- ✓ Seek students getting it right early-on; meaningful & specific recognition
- ✓ Check any patterns in absence – tests? Active lessons? Reading? Other?
- ✓ Maintain warmth & sense of liking / valuing the student
- ✓ Avoid drawing public attention to areas of concern, e.g. attendance
- ✓ Find a connection & identify with students' interests
- ✓ Find opportunities to praise
- ✓ Use a restorative approach
- ✓ Actively seek to maintain an invisible thread – student interests, asking about the weekend/holidays (don't presume it was good), sports etc
- ✓ Explicitly show pupil is being kept in mind, e.g. 'I saw this and I thought of you!' etc.
- ✓ Identify why you want the student in your lesson, at 1:1 level, e.g. as check in at start of learning task
- ✓ Use of scaling (e.g. 5-point scales, Zones of Regulation)
- ✓ Give advance warning of questions, new topics or seating changes – time to think, process & raise any queries without fear of criticism
- ✓ ** See wider strategies under relational planning & pre-emptive de-escalation strategies*

Social, emotional & mental health (SEMH): this can include ADHD, ADD, aspects of OCD, Tourettes

What behaviours might I see?

- Restlessness & fidgeting; difficult to sit still, impulsivity, racing/overactive mind
- Fiddling with small items; broken pens
- Missing equipment & sense of disorganisation
- Literal responses to questions, calling out, interrupting
- Difficulty expanding on answers
- Multiple trains of thought / talking on a tangent
- Can find it hard to get started
- May 'zone out', hyperfocus
- Presentation – extremes (hyper-organised/disorganised) - be aware of overlap with other areas of neurodivergence and mental health needs

Main strategies

- ✓ Verbal explanations / instructions are supported visually
- ✓ Distraction-free environment where possible including seating plan supporting need for movement or to minimise distraction. When hyper-focused, do not interrupt
- ✓ Support discreet use of fidget tools
- ✓ Chunk tasks – list, number – to avoid feeling overwhelmed
- ✓ Encourage brief planning – 3 bullet points to support memory for longer written responses
- ✓ Use of visual timers
- ✓ Plan opportunities for unobtrusive movement breaks within class routines, eg. handing out resources, opening the window, etc
- ✓ Trial wordprocessing – allows students to brain-dump then reorganise
- ✓ Offer rest-breaks during prolonged responses, plus extra time
- ✓ Praise – recognise strong answers, use work as example for visualiser
- ✓ Pre-teach new topics – YouTube clip, Knowledge Organiser work, mind maps
- ✓ Set explicit revision tasks – don't expect pupils to automatically infer
- ✓ Support responses on whiteboards/post-its to reduce shouting out